

# STUDIES OF SOCIETY AND ENVIRONMENT

## Years 1 to 10 Syllabus



QUEENSLAND  
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# Rationale

## Nature of the key learning area

### Studies of Society and Environment

The Years 1 to 10 Studies of Society and Environment key learning area centres on human fascination with the way people interact with each other and with environments. Studies of Society and Environment involves investigations of controversial and challenging issues and promotes critical thinking in the development of optimistic future visions. This key learning area encourages young people to be active participants in their world. Students bring to Studies of Society and Environment their understandings about what it means to be young at this time. They appreciate and apply different perspectives to deepen their understandings. Students develop abilities to reflect on the values of democratic process, social justice, economic and ecological sustainability and peace to make decisions about issues related to societies and environments.

A range of interrelated **concepts** associated with particular **key values** and **processes** underpins the Studies of Society and Environment key learning area. These are drawn from disciplines including history, geography, economics, politics, sociology, anthropology, law, psychology and ethics; and studies, such as Aboriginal, Torres Strait Islander, Asian, Australian, civics and citizenship, enterprise, environmental, futures, gender, global, media, rural, peace, and others.

### Key values

The key values of Studies of Society and Environment are:

- democratic process;
- social justice;
- ecological and economic sustainability;
- peace.

Students study how the key values have been, and can be, used, defined and debated, both in abstract terms and in real contexts in a range of places, past and present. They appreciate the different perspectives people have of values and value issues, and how cultural and other differences can influence these perspectives. Students also learn how certain values issues have been concerns for people across cultures, space and time and will remain important issues in their own futures.

**Democratic process**

The key value of democratic process is based on a belief in the integrity and rights of all people and promotes ideals of equal participation and access for individuals and groups, civil and political rights, citizenship, and democratic decision making in all aspects of life, including public and private life.

Democratic process applies to the ways in which people relate to each other, how decisions are made in our institutions, how democratic rights are protected, and the responsibilities and obligations to others that these imply. This key value highlights the balance of certain rights, such as choice, equitable opportunity and appeal to law and due process, with reciprocal obligations including respect for others and a willingness to participate in democratic processes.

**Social justice**

The key value of social justice involves promoting a just society by challenging injustice and valuing diversity. It is based on a belief that all people share a common humanity and therefore have a right to equitable treatment, support for their human rights, and a fair allocation of community resources. Social justice also implies that people must not be discriminated against, nor their welfare and wellbeing constrained or prejudiced on the basis of gender, sexuality, religion, political affiliations, age, race, belief, disability, location, social class, socioeconomic circumstance or other characteristic of background or group membership. Social justice seeks to challenge the inequalities inherent in social institutions and structures and to deconstruct dominant views of society.

These ideas reflect a Western tradition of thinking. In non-Western cultures ideas of justice may be defined quite differently, with perhaps less emphasis on the individual and more on the group or community. As Australia has become increasingly culturally diverse, these differences have become more significant in this country. In Studies of Society and Environment students explore and debate the ways in which social justice can be defined and practised in various communities, cultures and societies.

**Ecological and economic sustainability**

The key value of ecological and economic sustainability is based on the interrelationship between ecological systems and economies. It is based on a belief in the integrity of natural environments, their importance as the basic sources of life support, and the wise, equitable and sustainable use of resources. Ecological and economic sustainability emphasises the promotion and attainment of ecologically sustainable development; the complex nature of environments; and the need to protect environments for their intrinsic value, for their heritage value and as a resource to sustain life in the present and for future generations. Ecological and economic sustainability involves acting ethically towards the environment by establishing and maintaining social, political and economic structures that are focused on finding quality of life in a world of limits. This key learning area views environments as natural, social and built.

**Peace**

The key value of peace is based on the belief that to promote life is to promote positive relations with others and with the environment. This implies the need to foster, maintain and develop hope, spirituality and optimism, a sense of belonging in local, national and global communities, cooperative and peaceful relations with others, and a sense of a shared destiny and stewardship of the

Earth. Peace applies to relationships between people and environments that have a regard for the spiritual dimension of life. In Studies of Society and Environment students value honesty and sensitivity and develop empathy to promote peaceful environments. They apply the value of peace by cooperating and interacting to resolve conflicts and practising consensus decision making. Students understand how the processes of negotiation, arbitration, mediation and reconciliation operate in a range of contexts.

### Processes

Social and environmental inquiry processes are the essence of Studies of Society and Environment. These processes, derived from various disciplines and studies, are expressed as:

- investigating;
- creating;
- participating;
- communicating;
- reflecting.

These processes and their utility for planning and assessing using outcomes are explained under the heading ‘Social and environmental inquiries’ in the Outcomes section.

### Concepts

The concepts that underpin this key learning area are drawn from various disciplines and studies and provide knowledge about people and their environments that is important for students to understand. This knowledge is always tentative. It remains open to challenge because of new evidence, perspectives and methods of inquiry.

It is crucial that students develop understandings of concepts associated with social and environmental inquiry processes. For example, concepts related to the process of investigating include evidence, the centrality of environments, the uniqueness of human events, introspection, empathy and field study. Concepts related to the process of creating include visualisation, lateral thought, enterprise and initiative. Participating includes concepts of negotiation, tolerance, respect, equality and advocacy. Communicating includes concepts of clarification, interpretation, audience and argument, while reflecting includes concepts of introspection, metacognition and visioning.

A range of concepts is also associated with the key values of Studies of Society and Environment. For example, concepts related to the value of democratic process include democracy, constitutional government and human rights. Concepts related to social justice include equity, diversity and social sustainability. Ecological and economic sustainability includes concepts of interdependence, productivity, ethics and stewardship, while peace includes concepts such as belonging, hope, optimism, reconciliation and cooperation.

## Contribution of the key learning area to lifelong learning

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

A lifelong learner is:

- a knowledgeable person with deep understanding;
- a complex thinker;
- a creative person;
- an active investigator;
- an effective communicator;
- a participant in an interdependent world;
- a reflective and self-directed learner.

The Years 1 to 10 Studies of Society and Environment key learning area provides many opportunities for students to develop the valued attributes of lifelong learners and makes a unique contribution to the Years 1 to 10 curriculum in the following ways:

### **Knowledgeable person with deep understanding**

Learners develop understandings of concepts associated with changes and continuities in human events and environments, and their interactions over time; and about the physical characteristics, spatial patterns and interactive processes of natural, social and built environments. They develop understandings of cultural diversity and cohesion in Australia and the world, and the formation of, and influences on, identity. Learners develop understandings of human experiences in various economic, business, ecological, legal and political systems. Students learn how these systems operate, and how privilege and marginalisation are created and sustained in society.

### **Complex thinker**

Learners develop the ability to recall, select and synthesise information to solve problems and make decisions in social and environmental learning contexts. They find patterns and relationships in data from a variety of sources, identifying causes and consequences, pondering interpretations, and making comparisons, inferences, predictions and conclusions. They use inductive and deductive thinking strategies when investigating social and environmental issues. Students use critical and creative reasoning to recognise the tentative nature of conclusions and to challenge conventional practices.

### **Creative person**

Learners develop curiosity by engaging in studies of other times, places, cultures and systems. They transfer knowledge from one situation to another and understand and reorganise information and perceptions into new patterns. They apply a range of perspectives to create insights and explanations that may be original and enterprising. They clarify social and environmental issues to anticipate possibilities, explore options, and create and enact ethical and informed visions of preferred futures. They respond with enterprise,



resourcefulness and initiative to problems and use various methods and tools to create products and performances that promote the key values.

### **Active investigator**

Learners develop the ability to clarify and frame key questions that guide an inquiry, and recognise significant social and environmental issues and perspectives pertaining to an inquiry. They identify a range of sources of information relevant to questions, then gather, record and manage information. Learners interpret the meaning and significance of information and arguments; analyse evidence by selecting, comparing and categorising information; and evaluate data, interpretations, conclusions and arguments for accuracy and validity. Students draw conclusions that can be supported by evidence and revisit stages of an inquiry to investigate other possibilities.

### **Effective communicator**

Throughout Queensland, students are likely to communicate primarily in Standard Australian English. They develop the ability to read, interpret, translate and present meaning, ideas and information in environmental and social learning contexts involving written, visual, oral, performance, graphic, multimedia, and two- and three-dimensional representations. They read, listen and observe with precision and distinguish relevant information from irrelevant. They critique the socially constructed elements of text. Learners integrate various sources and forms of information, selecting and using appropriate genres and styles to present information, arguments, points of view and conclusions. Learners clarify, persuade, debate, negotiate, establish consensus and use other group and interpersonal forms of communication.

### **Participant in an interdependent world**

Students develop the ability to actively respond to conclusions drawn from investigations of social, natural, economic, legal and political phenomena. They work constructively with others to make decisions, solve problems, and negotiate and enact plans for personal and civic action including community service, charity and environmental projects at school, community and global levels. They set personal and group goals that are based on ethical and informed visions of preferred futures and use strategies to attain them. They relate to others in peaceful, tolerant and non-discriminatory ways. Learners show personal responsibility for actions and actively relate to environments in sustainable ways.

### **Reflective and self-directed learner**

Learners develop the ability to recognise that introspection and metacognition are inherent and crucial components in environmental and social learning. This involves students identifying, clarifying and using specific criteria, including those that derive from the key values, to critique their own preconceptions, values and strategies. They review social and environmental issues from various perspectives and develop a willingness to reconsider issues. They develop awareness of their own thinking and learning style, behaviour and performance to plan and monitor the extent to which their goals have been achieved. They recognise that feelings and intuition can sometimes provide a guide during learning. They consider the consequences of their actions and those of others and act accordingly.

## Cross-curricular priorities

The Years 1 to 10 Studies of Society and Environment key learning area incorporates the cross-curricular priorities of literacy, numeracy, lifeskills and a futures perspective.

### Literacy

Literacy involves an understanding of how language works, and an ability to apply language skills in a range of school and everyday social situations. Students develop literacy skills through reading, writing, speaking, viewing and listening. They seek and critically appraise information, make choices and acquire independence in learning. Students are encouraged to become critical consumers of written and non-written texts, to view texts from a variety of perspectives and to interpret various levels of meaning. They understand that literacy is a means for shaping how people view themselves, their identities and their environments.

The Studies of Society and Environment key learning area promotes critical literacy, which involves awareness of aspects in texts such as stereotyping, cultural bias, author's intention, hidden agendas and silent voices. Critical literacy involves an understanding of where the consumer of the text is positioned and the possibility of who may have been marginalised by authors. Students not only comprehend texts at a deeper level but also construct and reconstruct their own texts with a critical perspective.

### Numeracy

Numeracy involves the ability to choose from known number, spatial, measurement and data concepts and skills and to apply them to the mathematical demands of schoolwork and everyday life. Numeracy skills are developed as students solve problems by applying numerical and spatial concepts and techniques.

In this key learning area, learners develop and use numeracy skills to solve problems related to their social, built and natural environments. In particular, students are involved in collecting, organising, analysing, critiquing and synthesising data, and using numerical language and reference systems.

### Lifeskills

'Lifeskills' is a term used to describe the mix of knowledge, processes, skills and attitudes that are considered necessary for people to function adequately in their contemporary and changing life roles and situations. Demonstration of lifeskills takes place in two overlapping dimensions: practical performance of, and critical reflection on, those skills.

It is possible to identify at least four sets of lifeskills that enable students to participate in life roles. The lifeskills and related life roles are:

- personal development skills — growing and developing as an individual;
- social skills — living with, and relating to, other people;
- self-management skills — managing resources;
- citizenship skills — receiving from, and contributing to, local, state, national and global communities.

The Studies of Society and Environment area develops lifeskills in many ways by applying the processes of investigating, creating, communicating, participating and reflecting, which enable students to function in, critique and improve the world in which they live, now and in the future.

### **Futures perspective**

Futures perspective involves varied methodologies that aid the development of insights and knowledge about the past and present, leading to consideration of the consequences of personal and collective actions. The promotion of a futures perspective assists students to identify possible, probable and preferred individual and communal futures.

Skills developed through a learner-centred approach provide a sound basis for the critical and creative thinking, problem solving, decision making and strategic planning required to create a preferred future. Learners are encouraged to take responsibility for their actions and decisions, to think ahead and to enact, with optimism, their visions of preferred futures.

In this key learning area, students investigate past and present interactions between social and environmental systems to anticipate futures, clarify options for preferred futures, consider the rights and responsibilities of present and future generations and species, create new visions, and optimistically enact strategies to realise preferred individual and collective futures.

## **Understandings about learners and learning**

### **Learners and learning**

The following assumptions about learners and learning are made in the Years 1 to 10 Studies of Society and Environment key learning area:

#### **Learners**

- Learners are unique individuals with divergent views about the world.
- Learners have a broad range of knowledge and experience shaped by their gender, socioeconomic status and geographical location, and by other aspects of their backgrounds, which form part of their learning environment. This prior knowledge and experience then influences the meaning they make of any new learning experience.
- Learners learn in different ways, in different settings and at different rates.
- Learners grow and develop at different rates.

#### **Learning**

- Learning is a lifelong process.
- Learning occurs within particular social and cultural contexts.
- Learning is most effective when it involves active partnerships focusing on students, with collaboration and negotiation with parents and carers, peers, teachers, school and community members.
- Learning contexts should acknowledge social justice principles by being inclusive and supportive and by celebrating diversity.

- Learning requires active construction of meaning and is most effective when it is developed in meaningful contexts and accommodates, acknowledges and builds on prior knowledge.
- Investigative and learner-centred strategies are most effective in enabling learners to make informed choices and take actions that support their own, and others', wellbeing.
- Learning is enhanced by the use of a range of technologies.
- Thinking and performance can be demonstrated in a variety of ways.

### **Learner-centred approach**

Learner-centred approaches to learning and teaching view learning as an active construction of meaning and teaching as the act of guiding and facilitating learning. Examples of learner-centred approaches to learning and teaching include sociocultural, socially critical and metacognitive approaches. Such approaches consider knowledge as ever-changing and built on prior experience.

Learner-centred approaches provide opportunities for students to practise critical and creative thinking, problem solving and decision making. These involve the use of skills and processes such as recall, application, analysis, synthesis, prediction and evaluation, all of which contribute to the development and enhancement of conceptual understandings. A learner-centred approach also encourages students to reflect on and monitor their thinking as they make decisions and take action.

This Studies of Society and Environment syllabus promotes a learner-centred approach by using problem-solving and decision-making techniques of various traditions of inquiry. Reflective inquiry occurs over a time period in phases that are known to the investigator:

- identifying the issue;
- framing and focusing questions;
- identifying possible relevant evidence;
- collecting and organising evidence;
- analysing and evaluating evidence;
- synthesising and reporting conclusions;
- possibly taking action;
- reconsidering consequences and outcomes of each of the above phases.

Because reflective inquiry involves introspection and reconsideration of values, processes and concepts, these phases of inquiry will rarely be followed in strict sequential order but are revisited. In this way, reflective inquiry is phased and recursive. Principles of procedure that guide reflective inquiry include:

- Evidence will be of a variety of types and will be tested for its reliability and its representativeness.
- The inquirer is consciously creating interpretations based mainly on the evidence but also on empathy and logical deduction.
- The inquirer is aware of the particular phase of inquiry in which he or she is engaged and may revisit phases during the inquiry.
- Inquiries are not confined by one model since there are various inquiry models that suit different purposes.
- Reflective inquiry allows students to revisit familiar contexts to develop more sophisticated understandings.

## Equity in curriculum

This syllabus supports and promotes the principles of equity in the curriculum for Years 1 to 10 Studies of Society and Environment. Principles of equity are evident in curriculum that:

- meets the needs of students from all cultural, social and linguistic groups and in all locations;
- allows the full range of students equal opportunity to show what they know and can do;
- actively engages with and challenges inequities and provides a basis for a proactive approach in Queensland schools;
- encourages students to demonstrate an understanding of human rights in local and global contexts and, to the extent of their ability to do so, participate actively in the enhancement of human rights;
- enables students, teachers and the broader school community to be critically informed about privilege and injustice and enabled to effect change through participatory and consultative processes, particularly with those experiencing these injustices;
- allows educators to promote opportunities for students to take informed and justifiable risks.

An inclusive curriculum caters for the needs of all students. To achieve this, barriers that limit some students' involvement and achievement have to be identified and overcome. This key learning area provides a basis for learning experiences and assessment opportunities that engage, challenge and are achievable by all students. It encourages students to understand and appreciate diversity and to value and respect all people and environments.

Students for whom English is not their first language bring varied prior experiences to the classroom, some of which support their learning of Studies of Society and Environment, and others that may make this more difficult for them. The culturally diverse experiences of many students with Aboriginal, Torres Strait Islander or other backgrounds should be acknowledged and built upon.

People from various cultural and linguistic backgrounds are acknowledged and valued in Studies of Society and Environment. To ensure inclusivity, studies of local people and their cultures should promote involvement of communities. It is crucial that local indigenous communities are involved in the development of studies about Aboriginal or Torres Strait Islander cultures and perspectives.

It is important that all students have opportunities to develop awareness of, and appreciation for, the individual value and dignity of each person in his or her learning environment and community. Students develop the ability to critically analyse social structures that unjustly disadvantage some individuals or groups.

# Outcomes

## Framework

This syllabus provides a framework for planning learning experiences and assessment tasks through which students have opportunities to demonstrate what they know and can do in the Years 1 to 10 Studies of Society and Environment key learning area.

### Key learning area outcomes

The key learning area outcomes highlight the uniqueness of the Studies of Society and Environment key learning area and its particular contribution to lifelong learning. During the compulsory years of schooling in this key learning area, students develop the knowledge, processes and attitudes necessary to:

- understand past ideas, events and actions to:
  - explain the causes and effects of changes and continuities;
  - use various sources of evidence;
  - value the contribution of people and the importance of diverse heritages;
- understand social, natural and built environments to:
  - evaluate human–environment relationships;
  - recognise processes linked to environments and the spatial patterns inherent in environments;
  - value and promote stewardship and the significance of places;
- understand the ways people form groups and develop material and non-material aspects of cultures to:
  - recognise, promote and celebrate cultural diversity;
  - identify cultural perceptions and the processes involved in cultural change;
  - analyse the construction of identities and the sense of belonging to multiple groups;
- understand human experiences in various economic, business, ecological, legal, political and government systems to:
  - analyse the interactions between ecological and other systems;
  - evaluate the operation of business and economic systems with reference to work, productivity and management;
  - participate in decision-making processes that highlight active and informed citizenship;
  - reflect on issues related to access to power and resources;

- investigate events concerning societies and environments by applying sociocultural and sociocritical inquiries;
- understand and value the diverse and dynamic nature of societies and environments by creating and communicating enterprising responses in varied genres;
- participate cooperatively to reflect and act upon ethical and informed visions of possible and preferred futures.

### **Strands of the key learning area**

The learning outcomes for the Studies of Society and Environment key learning area are organised into strands. Each of these strands makes an equivalent contribution to this key learning area. There are four strands. Each strand develops five key concepts:

- Time, Continuity and Change
  1. evidence over time
  2. changes and continuities
  3. people and contributions
  4. causes and effects
  5. heritages
- Place and Space
  1. human–environment relationships
  2. processes and environments
  3. stewardship
  4. spatial patterns
  5. significance of place
- Culture and Identity
  1. cultural diversity
  2. cultural perceptions
  3. belonging
  4. cultural change
  5. constructions of identity
- Systems, Resources and Power
  1. interactions between ecological and other systems
  2. economy and business
  3. participation in decision making
  4. citizenship and government
  5. access to power

### **Time, Continuity and Change**

This strand emphasises the use of evidence to create understandings of changes and continuities from ancient to modern times. The key values of democratic process, social justice, ecological and economic sustainability and peace are applied to inquiries about people and their contributions over time, the causes and effects of ideas and actions, and the heritage that evolves from these changes and continuities.

**Place and Space**

This strand emphasises understandings of natural processes within environments, human–environment interactions, spatial patterns of places, and the human significance of place. These understandings emphasise active participation and stewardship by applying the values of democratic process, social justice, ecological and economic sustainability, and peace.

**Culture and Identity**

This strand emphasises understandings of cultural diversity and change, perceptions influenced by cultural backgrounds, the construction of identities and a sense of belonging through membership of multiple groups. These are presented in Australian and global contexts, with particular emphasis on Aboriginal, Torres Strait Islander, Asian and Pacific cultures. Understandings of other people in ways that promote democratic, socially just and peaceful relationships are emphasised.

**Systems, Resources and Power**

This strand emphasises the processes and human experiences associated with citizenship, government, economy and business. Understandings emphasise the interdependence between ecological and other systems, and issues of power associated with access to systems and resources. Students apply the values of democratic process, social justice, ecological and economic sustainability and peace to these inquiries, and actively participate in decision making within familiar social systems.

**Levels**

The levels outlined on the following pages indicate progressions of increasing sophistication and complexity in learning outcomes. Progression occurs in terms of what it is expected that students know and can do. The five concepts associated with each strand are developed systematically throughout the levels of this syllabus. Each concept corresponds to the core learning outcome with similar numbering. Processes associated with what students can do also progress throughout the levels. The process of investigating is embedded in the first core learning outcome, with creating, participating, communicating and reflecting in the following core learning outcomes.

A level statement is included for each level of each strand of the syllabus. The level statement summarises learning outcomes at each level and provides the conceptual framework for developing the core and discretionary learning outcomes.

The level statements at Foundation Level have been developed for students demonstrating a level of understanding before that of Level 1. These statements can be used to develop a range of specific learning outcomes that are tailored to the individual needs of students with disabilities and related to their individualised curriculum programs.



## Core and discretionary learning outcomes

### Core

Core learning outcomes describe those learnings that are considered essential for all students. They describe what students know and can do as a result of planned learning experiences. The core learning outcomes are presented in order of increasing complexity from Level 1 to 6.

All students must be provided with opportunities to demonstrate the core learning outcomes during the compulsory years of schooling.

### Discretionary

Discretionary learning outcomes describe what students know and can do beyond what is considered essential at a particular level. They indicate additional contexts or areas of learning. It is not expected that these discretionary learning outcomes will be demonstrated by all students. The discretionary learning outcomes are included to assist teachers in broadening the understandings of those students who have already demonstrated the requirements of the core learning outcomes. Additional discretionary learning outcomes could be developed by schools and teachers.

At Beyond Level 6, all learning outcomes are discretionary.

The core and discretionary learning outcomes for this key learning area are presented on the following pages.

<i>Learning outcomes</i>	
<b>Time, Continuity and Change</b>	
<b>Foundation Level</b>	<b>Level 1</b>
<p><b>Level statement</b></p> <p><i>Students are developing an understanding of changes and continuities in people's lives and can communicate about these in a particular communication mode.</i></p> <p><i>Students are beginning to respond to information in their environment and can make decisions accordingly.</i></p> <p><i>Students are developing an understanding about changes and continuities in their environments and can communicate about these in a particular communication mode.</i></p>	<p><b>Level statement</b></p> <p><i>Students understand changes and continuities in people's lives and the environment and can, with assistance, use familiar evidence. They also understand that stories are a source of information and can share personal interpretations about sources.</i></p> <p><b>Core learning outcomes</b></p> <p>TCC 1.1 Students describe their past and their future using evidence from familiar settings.</p> <p>TCC 1.2 Students sequence evidence representing changes and continuities in their lives.</p> <p>TCC 1.3 Students share points of view about their own and others' stories.</p> <p>TCC 1.4 Students describe effects of a change over time in a familiar environment.</p> <p>TCC 1.5 Students identify what older people value from the past.</p> <p><b>Discretionary learning outcomes</b></p> <p>TCC D1.6 Students match artefacts to the developmental stages of a familiar adult and discuss differences from their own development.</p> <p>TCC D1.7 Students describe a sequence of objects by age and explain criteria for judgments.</p> <p>TCC D1.8 Students critique another student's interpretation of a shared story.</p>

<b>Learning outcomes</b>	
<b>Time, Continuity and Change</b>	
<b>Level 2</b>	<b>Level 3</b>
<p><b>Level statement</b></p> <p><i>Students understand some causes and effects of changes and continuities experienced by individuals, groups and places and can identify some differing interpretations or evidence. They also understand that people have contributed to changes in familiar settings and can analyse the experiences of different generations.</i></p> <p><b>Core learning outcomes</b></p> <p>TCC 2.1 Students explain different meanings about an event, artefact, story or symbol from different times.</p> <p>TCC 2.2 Students record changes and continuities in familiar settings using various devices.</p> <p>TCC 2.3 Students cooperatively evaluate how people have contributed to changes in the local environment.</p> <p>TCC 2.4 Students describe cause and effect relationships about events in familiar settings.</p> <p>TCC 2.5 Students identify similarities and differences between the experiences of family generations.</p> <p><b>Discretionary learning outcomes</b></p> <p>TCC D2.6 Students classify various information sources according to their own criteria.</p> <p>TCC D2.7 Students model positive actions relating to roles, rights and responsibilities of students in different social contexts.</p> <p>TCC D2.8 Students locate and explain objects that were valued by different people at different times.</p>	<p><b>Level statement</b></p> <p><i>Students understand the contributions, causes and effects, and differing perspectives about particular developments in Australia's history and can use a range of evidence. They also understand how to organise information about these developments and can make predictions about Australia's environmental and social futures.</i></p> <p><b>Core learning outcomes</b></p> <p>TCC 3.1 Students use evidence about innovations in media and technology to investigate how these have changed society.</p> <p>TCC 3.2 Students create sequences and timelines about specific Australian changes and continuities.</p> <p>TCC 3.3 Students use knowledge of people's contributions in Australia's past to cooperatively develop visions of preferred futures.</p> <p>TCC 3.4 Students organise information about the causes and effects of specific historical events.</p> <p>TCC 3.5 Students describe various perspectives based on the experiences of past and present Australians of diverse cultural backgrounds.</p> <p><b>Discretionary learning outcomes</b></p> <p>TCC D3.6 Students investigate family ancestors to determine cultural, political and social reasons for their life experiences.</p> <p>TCC D3.7 Students create a cause and effect game for peers to match events in Australia's past to environmental changes.</p> <p>TCC D3.8 Students explain the attitudes expressed in a newspaper article about a human experience.</p>

<i>Learning outcomes</i>	
<b>Time, Continuity and Change</b>	
<b>Level 4</b>	<b>Level 5</b>
<p><b>Level statement</b></p> <p><i>Students understand that information about events, artefacts, symbols and stories is selective and they can critique such evidence. They also understand social and environmental changes and continuities in local and global settings and can describe possible and preferred futures.</i></p> <p><b>Core learning outcomes</b></p> <p>TCC 4.1 Students use primary sources to investigate situations before and after a change in Australian or global settings.</p> <p>TCC 4.2 Students illustrate the influence of global trends on the beliefs and values of different groups.</p> <p>TCC 4.3 Students share empathetic responses to contributions that diverse individuals and groups have made to Australian or global history.</p> <p>TCC 4.4 Students critique information sources to show the positive and negative effects of a change or continuity on different groups.</p> <p>TCC 4.5 Students review and interpret heritages from diverse perspectives to create a preferred future scenario about a global issue.</p> <p><b>Discretionary learning outcomes</b></p> <p>TCC D4.6 Students investigate how class, gender, religion, ethnicity or age has influenced attitudes towards a particular group, and how this group was affected.</p> <p>TCC D4.7 Students represent eras of past civilisations on a timeline or chart.</p> <p>TCC D4.8 Students communicate how an individual or group was crucial to a political development that promoted a value.</p>	<p><b>Level statement</b></p> <p><i>Students understand relationships between events in ancient and modern settings and can formally communicate these with reference to primary and secondary sources of evidence. They also understand how ideas and the pace of change impact on different groups in different times and can use inquiry processes to evaluate historical heritages.</i></p> <p><b>Core learning outcomes</b></p> <p>TCC 5.1 Students use primary and secondary evidence to identify the development of ideas from ancient to modern times.</p> <p>TCC 5.2 Students represent situations before and after a period of rapid change.</p> <p>TCC 5.3 Students collaborate to locate and systematically record information about the contributions of people in diverse past settings.</p> <p>TCC 5.4 Students explain the consequences of Australia's international relations on the development of a cohesive society.</p> <p>TCC 5.5 Students identify values inherent in historical sources to reveal who benefits or is disadvantaged by particular heritages.</p> <p><b>Discretionary learning outcomes</b></p> <p>TCC D5.6 Students identify changes in Australia's rural economy using a combination of primary and secondary sources.</p> <p>TCC D5.7 Students summarise the short- and long-term effects of a particular change on a group.</p>

<i>Learning outcomes</i>	
<b>Time, Continuity and Change</b>	
<b>Level 6</b>	<b>Beyond Level 6</b>
<p><b>Level statement</b></p> <p><i>Students understand changes and continuities in various regions and can critique behaviours about causes and effects. They also understand that ideas and beliefs related to changes and continuities can be constructed from different perspectives and can apply the processes of inquiry to identify these perspectives.</i></p> <p><b>Core learning outcomes</b></p> <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>TCC 6.2 Students use their own research focus to analyse changes or continuities in the Asia-Pacific region.</p> <p>TCC 6.3 Students collaboratively identify the values underlying contributions by diverse individuals and groups in Australian or Asian environments.</p> <p>TCC 6.4 Students produce a corroborated argument concerning causes of a change or continuity in environments, media or gender roles.</p> <p>TCC 6.5 Students develop criteria-based judgments about the ethical behaviour of people in the past.</p> <p><b>Discretionary learning outcomes</b></p> <p>TCC D6.6 Students share with students in other settings issues associated with the relative pace of change in their local environment.</p> <p>TCC D6.7 Students explain various groups' perspectives on the values of peace and social justice.</p>	<p><b>Level statement</b></p> <p><i>Students understand that a range of values, beliefs and attitudes is held at any one time within societies and can evaluate evidence of issues and events in the context of their time. They also understand the interconnections that can exist between previously encountered topics and can interpret significant current events and the perspectives of time, continuity and change.</i></p> <p><b>Discretionary learning outcomes</b></p> <p>D6.1 Students evaluate evidence of the ways in which their personal histories and the histories of others have been constructed.</p> <p>D6.2 Students produce or perform an account that links their own histories with those of others.</p> <p>D6.3 Students make reference to values and peer-generated visions of preferred futures to suggest how they might contribute to creating better futures.</p> <p>D6.4 Students evaluate the effectiveness of progressive actions from the past to recommend particular actions for the future.</p> <p>D6.5 Students make judgments based on records and peer-generated criteria to evaluate achievement of personal goals in a project.</p>

<b>Learning outcomes</b>	
<b>Place and Space</b>	
<b>Foundation Level</b>	<b>Level 1</b>
<p><b>Level statement</b></p> <p><i>Students are developing an understanding that there are different environments and can indicate which environment they are in.</i></p> <p><i>Students demonstrate a preference for a particular place or places.</i></p> <p><i>Students are developing an understanding that each environment can be used in a variety of ways and can present information about their use of an environment.</i></p>	<p><b>Level statement</b></p> <p><i>Students understand the relationship between themselves and elements of familiar environments and can participate in caring for a place they use. They also understand ways in which information about their local environment can be represented and can reflect on personal actions in a significant place.</i></p> <p><b>Core learning outcomes</b></p> <p>PS 1.1 Students match relationships between environmental conditions and people's clothes, food, shelter, work and leisure.</p> <p>PS 1.2 Students make connections between elements of simple ecosystems.</p> <p>PS 1.3 Students participate in a cooperative project to cater for the needs of living things.</p> <p>PS 1.4 Students organise and present information about places that are important to them.</p> <p>PS 1.5 Students describe the relationships between personal actions and environmentally friendly strategies in familiar places.</p> <p><b>Discretionary learning outcomes</b></p> <p>PS D1.6 Students investigate places in their community that cater for the needs of particular groups, including people with disabilities and people of non-English-speaking backgrounds.</p> <p>PS D1.7 Students design a game to match animals, people or plants to places.</p> <p>PS D1.8 Students explain why particular places are safe environments for children.</p>

<b>Learning outcomes</b>	
<b>Place and Space</b>	
<b>Level 2</b>	<b>Level 3</b>
<p><b>Level statement</b></p> <p><i>Students understand that changes to particular elements of an environment will affect other elements and can describe how different people, including themselves, value and care for places in different ways. They also understand that familiar and unfamiliar places can be characterised by references to their features and can express preferred futures for a significant place.</i></p> <p><b>Core learning outcomes</b></p> <p>PS 2.1 Students identify how environments affect lifestyles around Australia.</p> <p>PS 2.2 Students predict possible consequences for an ecological system when an element is affected.</p> <p>PS 2.3 Students cooperatively plan and care for a familiar place by identifying needs of that place.</p> <p>PS 2.4 Students use and make simple maps to describe local and major global features including oceans, continents, and hot and cold zones.</p> <p>PS 2.5 Students express a preferred future vision for a familiar place based on observed evidence of changes and continuities.</p> <p><b>Discretionary learning outcomes</b></p> <p>PS D2.6 Students analyse which elements make a place their favourite.</p> <p>PS D2.7 Students make a model of an imaginary place and translate it to a two-dimensional map.</p> <p>PS D2.8 Students describe how their present use of places may change over time to meet their changing needs and interests.</p>	<p><b>Level statement</b></p> <p><i>Students understand interrelationships between people and some natural cycles and can participate in identifying and resolving a local environmental issue. They also understand how to use some standard map references about local, national and global places and can identify the values underlying human action in familiar places.</i></p> <p><b>Core learning outcomes</b></p> <p>PS 3.1 Students compare how diverse groups have used and managed natural resources in different environments.</p> <p>PS 3.2 Students create and undertake plans that aim to influence decisions about an element of a place.</p> <p>PS 3.3 Students cooperatively collect and analyse data obtained through field study instruments and surveys, to influence the care of a local place.</p> <p>PS 3.4 Students use and make maps to identify coastal and land features, countries and continents, and climate zones.</p> <p>PS 3.5 Students describe the values underlying personal and other people's actions regarding familiar places.</p> <p><b>Discretionary learning outcomes</b></p> <p>PS D3.6 Students cooperatively identify an environmental issue of concern and contribute to its resolution.</p> <p>PS D3.7 Students describe how natural and built elements give character and importance to local and international places.</p> <p>PS D3.8 Students articulate a code of environmental conduct for personal use of resources.</p>

<i>Learning outcomes</i>	
<b>Place and Space</b>	
<b>Level 4</b>	<b>Level 5</b>
<p><b>Level statement</b></p> <p><i>Students understand how decisions of resource use and management affect environmental and economic sustainability and can use local field studies to identify how a place is valued and cared for. They also understand how to use a range of maps to analyse global patterns and can consider local and global factors to make decisions about resources.</i></p> <p><b>Core learning outcomes</b></p> <p>PS 4.1 Students make justifiable links between ecological and economic factors and the production and consumption of a familiar resource.</p> <p>PS 4.2 Students predict the impact of changes on environments by comparing evidence.</p> <p>PS 4.3 Students participate in a field study to recommend the most effective ways to care for a place.</p> <p>PS 4.4 Students use latitude, longitude, compass and scale references and thematic maps to make inferences about global patterns.</p> <p>PS 4.5 Students explain whether personal, family and school decisions about resource use and management balance local and global considerations.</p> <p><b>Discretionary learning outcomes</b></p> <p>PS D4.6 Students use a range of evidence to investigate places where native and introduced elements have adapted or failed to adapt to changing conditions.</p> <p>PS D4.7 Students explain how a conflict about the care of a local place is presented in the media.</p> <p>PS D4.8 Students develop an action plan to contribute to a positive outcome for an issue of personal concern.</p>	<p><b>Level statement</b></p> <p><i>Students understand the relationships within and between ecosystems in different place settings and can use geographical and environmental inquiry processes to investigate these relationships. They also understand the patterns of environments in Queensland, Australia and the Asia-Pacific and can apply values to evaluate the effects of decisions related to industries.</i></p> <p><b>Core learning outcomes</b></p> <p>PS 5.1 Students synthesise information from the perspectives of different groups to identify patterns that constitute a region.</p> <p>PS 5.2 Students design strategies for evaluating environmental impacts of a proposed project, highlighting relationships within and between natural systems.</p> <p>PS 5.3 Students participate in geographical inquiries to evaluate impacts on ecosystems in different global locations.</p> <p>PS 5.4 Students use maps, diagrams and statistics to justify placing value on environments in Australia and the Asia-Pacific region.</p> <p>PS 5.5 Students evaluate ideas concerning sustainability to identify who may benefit and who may be disadvantaged from changes to a Queensland industry.</p> <p><b>Discretionary learning outcomes</b></p> <p>PS D5.6 Students apply ideas concerning sustainability to suggest how natural, social and built environments should interact in a preferred future.</p> <p>PS D5.7 Students use appropriate technologies to take action about environmental issues of international significance.</p>



<b>Learning outcomes</b>	
<b>Place and Space</b>	
<b>Level 6</b>	<b>Beyond Level 6</b>
<p><b>Level statement</b></p> <p><i>Students understand the interactions of forces involved in the evolution of places and can apply criteria and geographical data to advocate decisions about these interactions. They also understand representations of spatial patterns and can develop strategies to confront issues in global environments.</i></p> <p><b>Core learning outcomes</b></p> <p>PS 6.1 Students use criteria and geographical skills to develop conclusions about the management of a place.</p> <p>PS 6.2 Students create proposals to resolve environmental issues in the Asia-Pacific region.</p> <p>PS 6.3 Students initiate and undertake an environmental action research project based on fieldwork.</p> <p>PS 6.4 Students use maps, tables and statistical data to express predictions about the impact of change on environments.</p> <p>PS 6.5 Students make clear links between their values of peace and sustainability and their preferred vision of a place.</p> <p><b>Discretionary learning outcomes</b></p> <p>PS D6.6 Students use key questions drawn from senior syllabuses to identify motives for the movement of transnational corporations over time.</p> <p>PS D6.7 Students create a performance or product to highlight an environmental issue and to reveal the values held by the issue's stakeholders.</p>	<p><b>Level statement</b></p> <p><i>Students understand the complexity of factors that causes variations in the features and uses of places and spaces and can apply these understandings to create visions of probable and preferred futures in personal and social settings. They also understand geographical data and can initiate and contribute to community action projects concerning changes to a place.</i></p> <p><b>Discretionary learning outcomes</b></p> <p>D6.1 Students investigate through participatory action how an environmental situation could be improved to reflect a values-oriented position.</p> <p>D6.2 Students use modes of delivery appropriate for informing and persuading different audiences to promote ecologically and economically sustainable futures.</p> <p>D6.3 Students plan and undertake collaborative action research projects with local community members that promote sustainable consumption patterns.</p> <p>D6.4 Students use maps and graphs that interpret data to suggest links between geographic features of places and changes occurring within these places.</p> <p>D6.5 Students analyse patterns of spatial variations to compare their views on the care of places with those of others.</p>

<i>Learning outcomes</i>	
<b>Culture and Identity</b>	
Foundation Level	Level 1
<p><b>Level statement</b></p> <p><i>Students can participate in personal routines and celebrations and are developing an understanding of their family's routines and celebrations.</i></p> <p><i>Students are developing an understanding that each individual is unique and are developing an understanding of gender.</i></p> <p><i>Students are developing an awareness that their needs are usually met by others and can indicate when their needs are not being met.</i></p>	<p><b>Level statement</b></p> <p><i>Students understand that families and cultures are diverse and can describe cultural activities of their family that identify them as a group member. They also understand change associated with generations and are developing an understanding of their identity and the diversity of gender roles.</i></p> <p><b>Core learning outcomes</b></p> <p>CI 1.1 Students compare ideas and feelings about stories of diverse cultures including Torres Strait Islander cultures and Aboriginal cultures.</p> <p>CI 1.2 Students observe and record examples of different perceptions of gender roles in various settings.</p> <p>CI 1.3 Students share an understanding of how diverse families meet human needs of food, clothing, shelter and love.</p> <p>CI 1.4 Students gather and record information about familiar traditions, celebrations and cultural changes.</p> <p>CI 1.5 Students describe their unique and common characteristics and abilities.</p> <p><b>Discretionary learning outcomes</b></p> <p>CI D1.6 Students describe, draw or enact how an important event might be perceived from another's perspective.</p> <p>CI D1.7 Students relate general principles of how to live peacefully and productively from messages within traditional stories.</p> <p>CI D1.8 Students identify and depict those people who have influenced their general development and behaviours.</p>

<i>Learning outcomes</i>	
<b>Culture and Identity</b>	
Level 2	Level 3
<p><b>Level statement</b></p> <p><i>Students understand that traditions, objects and events can symbolise membership of a group and can compare some practices of another culture with their own. They also understand that they belong to a range of changing groups and can recognise some ways in which they and others express their identities in various groups.</i></p> <p><b>Core learning outcomes</b></p> <p>CI 2.1 Students describe the similarities and differences between an aspect of their Australian life and that of a culture in the Asia-Pacific region.</p> <p>CI 2.2 Students explain how they and others have different perceptions of different groups including families.</p> <p>CI 2.3 Students participate in diverse customs and traditions to identify how these contribute to a sense of belonging to groups.</p> <p>CI 2.4 Students identify how their roles, rights and responsibilities change in different groups.</p> <p>CI 2.5 Students identify how symbols, rituals and places reflect identities of different groups including Aboriginal or Torres Strait Islander groups.</p> <p><b>Discretionary learning outcomes</b></p> <p>CI D2.6 Students create a caricature of themselves based on their own idiosyncrasies.</p> <p>CI D2.7 Students locate stories that promote morals and ethics they can apply.</p> <p>CI D2.8 Students describe how to participate appropriately at particular home, school and community events.</p>	<p><b>Level statement</b></p> <p><i>Students understand that Australian society is culturally diverse and dynamic and can describe responses to attitudes related to particular groups, including Aborigines or Torres Strait Islanders, over time. They also understand influences on their own developing identities and how identities can be seen in different ways.</i></p> <p><b>Core learning outcomes</b></p> <p>CI 3.1 Students identify the contributions of diverse groups, including migrants and indigenous peoples, to the development of their community.</p> <p>CI 3.2 Students identify stereotyping, discrimination or harassment to develop a plan that promotes more peaceful behaviours.</p> <p>CI 3.3 Students describe attitudes, beliefs and behaviours that affect their sense of belonging to a range of groups.</p> <p>CI 3.4 Students communicate an awareness of change within Aboriginal cultures and Torres Strait Islander cultures.</p> <p>CI 3.5 Students explain changing attitudes in different time periods towards gender, age, ethnicity or socioeconomic identities.</p> <p><b>Discretionary learning outcomes</b></p> <p>CI D3.6 Students investigate the services provided and groups targeted by organisations that offer support to the community.</p> <p>CI D3.7 Students interview other students about the difficulties of adapting to new environments.</p> <p>CI D3.8 Students analyse their performance in particular settings to identify the multiple intelligences that are evident.</p>

<b>Learning outcomes</b>	
<b>Culture and Identity</b>	
<b>Level 4</b>	<b>Level 5</b>
<p><b>Level statement</b></p> <p><i>Students understand religious and spiritual diversity in Australia and can explain the role of media in creating cultural perceptions and influencing cross-cultural change. They also understand the connection between personal identities and cultural aspects of their groups.</i></p> <p><b>Core learning outcomes</b></p> <p>CI 4.1 Students investigate how religions and spiritual beliefs contribute to Australia's diverse cultures.</p> <p>CI 4.2 Students design an ethical code of personal behaviour based on their perceptions of cultural groups.</p> <p>CI 4.3 Students debate how media images concerning gender, age, ethnicity and disability reflect groups to which they belong.</p> <p>CI 4.4 Students describe changes resulting from cross-cultural contact on Australian and non-Australian indigenous cultures.</p> <p>CI 4.5 Students express how material and non-material aspects of groups influence personal identities.</p> <p><b>Discretionary learning outcomes</b></p> <p>CI D4.6 Students locate examples of human rights abuses from various media sources to identify the strategies being attempted to reduce them.</p> <p>CI D4.7 Students use the available information about Aboriginal or Torres Strait Islander groups of the local area to make inferences about the attitudes of colonial settlers towards these groups in the nineteenth century.</p> <p>CI D4.8 Students identify which aspects of a culture are material and which are non-material.</p>	<p><b>Level statement</b></p> <p><i>Students understand the impact of perceptions on diverse cultural groups and can evaluate how belonging to groups can construct personal identities. They also understand the influence of government and the media on cultures and can reflect on how these influences impact on identities.</i></p> <p><b>Core learning outcomes</b></p> <p>CI 5.1 Students investigate aspects of diverse cultural groups, including Aboriginal or Torres Strait Islander groups, and how others perceive these aspects.</p> <p>CI 5.2 Students devise practical and informed strategies that respond to the impact of particular perceptions of cultural groups held by a community.</p> <p>CI 5.3 Students share their sense of belonging to a group to analyse cultural aspects that construct their identities.</p> <p>CI 5.4 Students describe how governments have caused changes to particular groups.</p> <p>CI 5.5 Students express how dominant and marginalised identities are constructed by media and other influences.</p> <p><b>Discretionary learning outcomes</b></p> <p>CI D5.6 Students debate the extent to which television may have a homogenising effect on cultures around the world.</p> <p>CI D5.7 Students discuss how material and non-material aspects of one culture may have been derived from other cultural groups.</p>

<b>Learning outcomes</b>	
<b>Culture and Identity</b>	
<b>Level 6</b>	<b>Beyond Level 6</b>
<p><b>Level statement</b></p> <p><i>Students understand influences on and responses to cultural diversity and can develop responses to the impact of globalisation on familiar groups. They also understand how government impacts on specific cultural groups and can analyse the social construction of gender in different settings.</i></p> <p><b>Core learning outcomes</b></p> <p>CI 6.1 Students analyse the ways in which various societies inhibit or promote cultural diversity.</p> <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>CI 6.3 Students collaboratively develop a community strategy for celebrating or moderating the effects of globalisation on cultural groups to which they belong.</p> <p>CI 6.4 Students describe instances of cultural change resulting from government legislation or policies that have impacted on cultural groups.</p> <p>CI 6.5 Students analyse ways in which social construction of gender in different cultures and socioeconomic circumstances affects adolescent identities.</p> <p><b>Discretionary learning outcomes</b></p> <p>CI D6.6 Students identify the concept of a social contract to explain ways they might contribute to peace and human rights at a range of scales.</p> <p>CI D6.7 Students evaluate a country's response to internal dissent or cultural diversity.</p>	<p><b>Level statement</b></p> <p><i>Students understand ways of analysing cultural change and cohesion and can engage in strategies to respond to community attitudes. They also understand the factors that cause cultural change and can apply these to investigations of culture and identity.</i></p> <p><b>Discretionary learning outcomes</b></p> <p>D6.1 Students use surveys and structured interviews to analyse community attitudes towards cultural diversity.</p> <p>D6.2 Students synthesise quantitative and qualitative data on perceptions of a current cultural issue to develop a community information strategy.</p> <p>D6.3 Students develop strategies to promote more effective and equitable participation by marginalised groups in economic, political or legal systems.</p> <p>D6.4 Students develop socially just scenarios about preferred changes to Australian cultures including Aboriginal or Torres Strait Islander cultures.</p> <p>D6.5 Students evaluate how ethnicity, gender, social class, geographic location or ability influences adolescent identities in different settings.</p>

<i>Learning outcomes</i>	
<b>Systems, Resources and Power</b>	
Foundation Level	Level 1
<p><b>Level statement</b></p> <p><i>Students participate in a variety of contexts and are developing an understanding of the need to cooperate in these contexts.</i></p> <p><i>Students are developing an understanding that resources can be obtained from various sources and can use some resources independently to meet their needs and wants.</i></p> <p><i>Students are developing an understanding that individuals are different.</i></p>	<p><b>Level statement</b></p> <p><i>Students understand that the environment provides resources that meet our needs and they can conserve familiar resources. They understand how to share resources and to work in a familiar environment and can describe their personal performance in cooperative situations.</i></p> <p><b>Core learning outcomes</b></p> <p>SRP 1.1 Students identify how elements in their environment meet their needs and wants.</p> <p>SRP 1.2 Students create representations that identify and challenge stereotypes about work roles.</p> <p>SRP 1.3 Students monitor their personal abilities and limitations in cooperative work and play, to identify goals for social development.</p> <p>SRP 1.4 Students describe practices for fair, sustainable and peaceful ways of sharing and working in a familiar environment.</p> <p>SRP 1.5 Students discuss strategies that assist them to manage limiting situations.</p> <p><b>Discretionary learning outcomes</b></p> <p>SRP D1.6 Students enact consequences of following and not following rules of familiar places.</p> <p>SRP D1.7 Students use recycled materials to depict stories about work.</p> <p>SRP D1.8 Students enact possible solutions for including others who may have a disability.</p>

<i>Learning outcomes</i>	
<b>Systems, Resources and Power</b>	
Level 2	Level 3
<p><b>Level statement</b></p> <p><i>Students understand some ways in which resources are produced, managed and consumed and can consider issues of access to familiar resources and services. They also understand the roles, rights and responsibilities associated with various social settings and can enact democratic processes in team situations.</i></p> <p><b>Core learning outcomes</b></p> <p>SRP 2.1 Students investigate the origins and processing of a familiar product to describe relevant conservation strategies.</p> <p>SRP 2.2 Students create a representation of various people and resources involved in the production and consumption of familiar goods and services.</p> <p>SRP 2.3 Students enact a simple cooperative enterprise to identify their own and others' strengths and weaknesses.</p> <p>SRP 2.4 Students analyse information about their own and others' rights and responsibilities in various settings.</p> <p>SRP 2.5 Students devise possible solutions to problems people may have in accessing resources.</p> <p><b>Discretionary learning outcomes</b></p> <p>SRP D2.6 Students investigate a local enterprise that benefits the environment.</p> <p>SRP D2.7 Students investigate an enterprise performed by older students and ask which skills and positive feelings the older students have gained from doing this.</p> <p>SRP D2.8 Students participate in a project to identify strategies for managing personal resources including school materials, money and time.</p>	<p><b>Level statement</b></p> <p><i>Students understand some human interactions with environments, including resource use over time, and can demonstrate occupational interdependence. They also understand the basic principles of democracy and local decision-making processes and can reflect on familiar rules and laws.</i></p> <p><b>Core learning outcomes</b></p> <p>SRP 3.1 Students make inferences about interactions between people and natural cycles, including the water cycle.</p> <p>SRP 3.2 Students create a representation of occupational specialisation and interdependence in an industry from the past, present or future.</p> <p>SRP 3.3 Students apply the principles of democratic decision making in cooperative projects.</p> <p>SRP 3.4 Students describe simply the basic principles of democracy and citizenship from ancient to modern times.</p> <p>SRP 3.5 Students explain the values associated with familiar rules and laws.</p> <p><b>Discretionary learning outcomes</b></p> <p>SRP D3.6 Students design a representation of the organisation of work in the school and compare this with a representation of another organisation.</p> <p>SRP D3.7 Students locate songs and symbols about environmental issues.</p> <p>SRP D3.8 Students develop an argument for citizenship from the perspective of a person without citizenship in a democracy of the past.</p>

<i>Learning outcomes</i>	
<b>Systems, Resources and Power</b>	
Level 4	Level 5
<p><b>Level statement</b></p> <p><i>Students understand Australia's ecological and economic links to the world and can apply decision-making processes to contribute to actions that support global human rights. They also understand the basic development of Australia's government and can describe how groups have achieved citizenship rights.</i></p> <p><b>Core learning outcomes</b></p> <p>SRP 4.1 Students outline how Australian industries link to global economic and ecological systems.</p> <p>SRP 4.2 Students plan and manage an enterprise that assists a community or international aid project.</p> <p>SRP 4.3 Students enact democratic processes in familiar settings using knowledge of representative government.</p> <p>SRP 4.4 Students present comparisons of government and citizenship in pre- and post-Federation Australia.</p> <p>SRP 4.5 Students classify values that underpin campaigns and organisations associated with human or environmental rights.</p> <p><b>Discretionary learning outcomes</b></p> <p>SRP D4.6 Students explain how the quotes or lyrics of famous peacemakers could be applied to the classroom.</p> <p>SRP D4.7 Students identify the best financial products to manage class-raised funds.</p> <p>SRP D4.8 Students participate in a classroom simulation of an economy and identify decisions needed, including what and how much to produce, how to distribute products, who will buy them and at what cost.</p>	<p><b>Level statement</b></p> <p><i>Students understand some relationships between Australian and global systems and can use inquiry and decision-making processes to evaluate these relationships. They also understand some key features of Australia's economic, legal and political systems and can reflect on the value of social justice to suggest improvements to these systems.</i></p> <p><b>Core learning outcomes</b></p> <p>SRP 5.1 Students evaluate the relationship between an ecological system and a government and/or an economic system.</p> <p>SRP 5.2 Students design models of the Australian economic system to demonstrate its relationship to global trade.</p> <p>SRP 5.3 Students use a structured decision-making process to suggest participatory action regarding a significant current environmental, business, political or legal issue.</p> <p>SRP 5.4 Students report on the main features and principles of legal systems in Australia.</p> <p>SRP 5.5 Students apply the value of social justice to suggest ways of improving access to democracy in Queensland or other Australian political settings.</p> <p><b>Discretionary learning outcomes</b></p> <p>SRP D5.6 Students design matrixes that identify the levels of government related to significant current issues.</p> <p>SRP D5.7 Students cooperate in socially just and peaceful actions with students in other schools that deal with issues related to systems.</p>



<i>Learning outcomes</i>	
<b>Systems, Resources and Power</b>	
<b>Level 6</b>	<b>Beyond Level 6</b>
<p><b>Level statement</b></p> <p><i>Students understand the underpinnings of ecological, economic, business, legal and political systems in different settings and can engage in inquiry processes that reconsider hypotheses to develop advocacy positions. They also understand issues associated with the relationships between systems, resources and power and can explain and devise strategies intended to improve outcomes of systems.</i></p> <p><b>Core learning outcomes</b></p> <p>SRP 6.1 Students develop and test a hypothesis concerning a relationship between global economic and ecological systems.</p> <p>SRP 6.2 Students make practical suggestions for improving productivity and working conditions in an industry or business.</p> <p>SRP 6.3 Students advocate to influence Australia's role in future global economies or environments.</p> <p>SRP 6.4 Students communicate informed interpretations to suggest reforms to an economic, a political or a legal system.</p> <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><b>Discretionary learning outcomes</b></p> <p>SRP D6.6 Students use various media to produce simulations that highlight and critique power relations.</p> <p>SRP D6.7 Students identify the links between Level 6 Studies of Society and Environment core learning outcomes and senior syllabuses.</p>	<p><b>Level statement</b></p> <p><i>Students understand where reform to economic, political and legal systems is needed and use this sense of social responsibility to create enterprising solutions. They also understand the complexity of factors that differentiate levels of access to systems, resources and power and can apply these understandings to investigations of social relevance.</i></p> <p><b>Discretionary learning outcomes</b></p> <p>D6.1 Students predict the consequences of attempts to reform economic, political or ecological systems.</p> <p>D6.2 Students modify a proposed product or marketing strategy for potential future consumers.</p> <p>D6.3 Students design and promote a product or service to empower marginalised groups.</p> <p>D6.4 Students propose changes to economic, political or legal systems to make them more democratic and socially just.</p> <p>D6.5 Students suggest solutions to problems involving inequitable distributions of power and resources in a global context.</p>

## Using outcomes for planning and assessment

Outcomes of the syllabus provide a framework for planning and assessment by describing what it is that students should know and be able to do. Using learning outcomes for planning and assessment involves:

- adopting a learner-centred approach to learning and teaching;
- assisting students to work towards being able to demonstrate the outcomes;
- planning learning experiences and assessment tasks at the same time;
- establishing clear expectations of student performance as a basis for monitoring the progress of student learning;
- using learning experiences as assessment;
- viewing assessment as opportunities for students to learn.

The core learning outcomes are sequenced in six progressive levels. This conceptual development is represented in the level statement for each strand.

An outcome at one level is continuous with, but qualitatively different from, the outcomes at the levels before and after. This sequencing across levels assists teachers in planning learning experiences to cater for the range of students' abilities.

When planning units of work, teachers could select learning outcomes from within a strand, across strands within a key learning area, or across key learning areas. An assessment task may be designed to allow students to demonstrate more than one learning outcome.

Multiple opportunities for the demonstration of learning outcomes should be planned. A range of activities should be utilised to provide these opportunities.

Planning at Foundation Level may involve outcomes that teachers have written using a broad interpretation of the level statements; however, the intent of the statements should be retained.

### Optional subject syllabuses

By organising the core learning outcomes of the Years 1 to 10 Studies of Society and Environment Syllabus in various ways, subjects and/or courses of study may be created. Three optional subject syllabuses — Civics, Geography and History for Years 9 and 10 — have been developed. School authorities and teachers may choose other possibilities to develop courses of study, using outcomes drawn from Studies of Society and Environment and other key learning area syllabuses.

### Social and environmental inquiries

The processes of social and environmental inquiries describe the procedural knowledge of Studies of Society and Environment. This essential procedural knowledge derives from the disciplines and studies from which the key learning area draws. These processes also reflect the national statements and profiles and the Board of Senior Secondary School Studies social science syllabuses to which Studies of Society and Environment seeks to relate. The particular emphasis on these processes parallels the conceptual development in this syllabus.

The processes of social and environmental inquiries need to be considered when planning learning experiences and assessment. The organisation of the core learning outcomes is designed to assist in planning and assessment. The core learning outcomes for each level correspond to the processes of investigating, creating, participating, communicating and reflecting. When measuring student demonstration of a particular process, teachers may often need to use a wide range of processes.

The following table describes the processes of social and environmental inquiries.

<p><b>Investigating</b></p>	<p><b>Investigating</b> requires that students clarify questions and formulate problems, gather and analyse relevant information, and draw relevant conclusions supported by evidence. This involves:</p> <ul style="list-style-type: none"> <li>• framing important questions in ways that give clear guidance to an inquiry;</li> <li>• recognising significant issues and perspectives in an area of investigation;</li> <li>• identifying sources of information relevant to questions;</li> <li>• gathering and recording information from a range of primary and secondary sources;</li> <li>• interpreting the meaning and significance of information and arguments;</li> <li>• analysing evidence by selecting, comparing and categorising information;</li> <li>• testing data, interpretations, conclusions and arguments for accuracy and validity;</li> <li>• drawing conclusions that are supported by the evidence;</li> <li>• investigating possibilities.</li> </ul>
<p><b>Creating</b></p>	<p><b>Creating</b> requires that students are enterprising and can think laterally, visualise, anticipate, transfer knowledge and skills from one situation to another and reorganise information and perceptions into new patterns and representations. This involves:</p> <ul style="list-style-type: none"> <li>• responding resourcefully, and with initiative, to unexpected problems;</li> <li>• valuing diversity and recognising the tentative nature of conclusions;</li> <li>• challenging conventional practices;</li> <li>• applying curiosity and insight to a range of investigations;</li> <li>• developing a product;</li> <li>• applying and creating various recording techniques;</li> <li>• anticipating and predicting;</li> <li>• designing and developing strategies, plans and products.</li> </ul>

<p><b>Participating</b></p>	<p><b>Participating</b> requires that students relate to, and work constructively with, others to solve problems, make decisions, and negotiate and enact plans for action. This involves:</p> <ul style="list-style-type: none"> <li>• acting on the basis of conclusions drawn in an investigation;</li> <li>• using a variety of group work strategies;</li> <li>• engaging in democratic decision making;</li> <li>• resolving conflict;</li> <li>• relating to others in peaceful, tolerant and non-discriminatory ways;</li> <li>• promoting non-sexist, non-racist and non-violent group relations;</li> <li>• contributing to community service, charity and environmental projects in schools and communities;</li> <li>• relating to environments in sustainable ways and promoting sustainable practices in families, schools and communities;</li> <li>• using structured decision-making processes;</li> <li>• developing a sense of belonging to a range of groups;</li> <li>• monitoring their own and others' contributions;</li> <li>• collaboratively developing strategies;</li> <li>• consulting a wide variety of groups;</li> <li>• sharing informed points of view;</li> <li>• responding empathetically.</li> </ul>
<p><b>Communicating</b></p>	<p><b>Communicating</b> requires that students read, listen, interpret, translate and express ideas and information in the course of an inquiry. This involves:</p> <ul style="list-style-type: none"> <li>• reading, listening and viewing effectively;</li> <li>• gathering information from a range of media and styles;</li> <li>• distinguishing relevant from irrelevant information;</li> <li>• describing, comparing and contrasting evidence, events, features and patterns;</li> <li>• suggesting links between elements, describing cause-effect relationships, explaining consequences and expressing predictions;</li> <li>• critiquing information sources;</li> <li>• expressing points of view and checking conclusions against the perspectives of others;</li> <li>• justifying conclusions and producing corroborated arguments;</li> <li>• selecting media and styles appropriate to a purpose and audience to present information, arguments and conclusions;</li> <li>• communicating through group and interpersonal forms, such as persuading, clarifying, debating, negotiating, establishing consensus and mediating conflict.</li> </ul>
<p><b>Reflecting</b></p>	<p><b>Reflecting</b> requires that students demonstrate a willingness to reconsider and recognise that introspection and metacognition are inherent and crucial components of investigative strategies. This involves:</p> <ul style="list-style-type: none"> <li>• identifying, clarifying and using specific criteria, such as those deriving from the four key values of this key learning area, to critique and evaluate information and their own preconceptions, values and methodologies;</li> <li>• reviewing an interpretation from different perspectives;</li> <li>• clarifying preferred futures as a guide to present actions;</li> <li>• making judgments about the balance to be struck between their own needs and those of others;</li> <li>• clarifying their own identities;</li> <li>• assessing the extent to which goals have been achieved;</li> <li>• recognising that feelings and intuition can sometimes guide investigations.</li> </ul>

### **Core content**

The core content is derived directly from the core learning outcomes, which are the primary tools for planning learning experiences and assessment tasks. Students will engage with the core content when they are provided with opportunities to demonstrate the core learning outcomes.

The core content of each strand is organised by key concepts and presented in levels. Examples of specific individuals, groups, events or phenomena are provided to further clarify the content. These examples in parentheses are illustrative and do not cover all possible content choices.

The core content is identified on the following pages.

Core content			
<b>Time, Continuity and Change</b> (Items in parentheses are examples only.)			
	Level 1	Level 2	Level 3
Key concepts	Students know about:	Students know about:	Students know about:
<i>Evidence over time</i>	<ul style="list-style-type: none"> <li>evidence from familiar settings (home, school, environments and routines associated with home, school and leisure)</li> </ul>	<ul style="list-style-type: none"> <li>evidence from events, artefacts, stories and symbols from familiar and different times and settings (birthday, Australian flag, Olympic Games, religious celebrations, fables and fairytales)</li> </ul>	<ul style="list-style-type: none"> <li>evidence from diverse sources (photographs, oral histories, information technology)</li> <li>evidence about innovations in media and technology (information technology, transport and household devices)</li> </ul>
<i>Changes and continuities</i>	<ul style="list-style-type: none"> <li>changes and continuities in personal development (toddler, preschool, school, reading and writing)</li> </ul>	<ul style="list-style-type: none"> <li>changes and continuities in their personal interests, basic needs, abilities and physical characteristics (growth, care from adults, likes and dislikes)</li> </ul>	<ul style="list-style-type: none"> <li>sequences and timelines about specific Australian changes and continuities (settlement, land use, indigenous and non-indigenous traditions)</li> </ul>
<i>People and contributions</i>	<ul style="list-style-type: none"> <li>their own and others' stories and points of view (sharing preferences, conflicting views, mediation, bias)</li> </ul>	<ul style="list-style-type: none"> <li>contributions of people to changes in the local environment (Landcare, Waterwatch, Tidy Towns, Keep Australia Beautiful)</li> </ul>	<ul style="list-style-type: none"> <li>contributions of people in Australia's past (Caroline Chisholm, Matthew Flinders, John Flynn, Pat O'Shane, Victor Chang, Fred Hollows, Mandaway Yunupingu)</li> </ul>
<i>Causes and effects</i>	<ul style="list-style-type: none"> <li>old and new features of familiar environments (functions of built environments, activities in social environments, features of natural environments)</li> </ul>	<ul style="list-style-type: none"> <li>cause and effect relationships about events in familiar settings (local traffic issues, urban development, pollution, deforestation, drought, seasons)</li> </ul>	<ul style="list-style-type: none"> <li>causes and effects of specific historical events (First Fleet and European colonisation, gold rushes, heritage listing, Federation, 20th century conflicts, significant local events)</li> </ul>
<i>Heritage</i>	<ul style="list-style-type: none"> <li>what older people value from the past (traditions, lifestyles, attitudes, technologies)</li> </ul>	<ul style="list-style-type: none"> <li>similarities and differences between the experiences of family generations (work, education, gender roles, technology, transport, communication, leisure)</li> </ul>	<ul style="list-style-type: none"> <li>perspectives of past and present Australians from diverse cultural backgrounds (settlement and invasion, migrant perspectives, children's perspectives)</li> </ul>

Core content			
<b>Time, Continuity and Change</b> (Items in parentheses are examples only.)			
	Level 4	Level 5	Level 6
Key concepts	Students know about:	Students know about:	Students know about:
<i>Evidence over time</i>	<ul style="list-style-type: none"> <li>• situations before and after a change in Australian or global settings (water pollution, Federation, World War II, global warming)</li> <li>• distinctions between primary and secondary sources of evidence</li> </ul>	<ul style="list-style-type: none"> <li>• evidence about the development of ideas from ancient to modern times (democracy, government, settlement patterns)</li> <li>• appropriate use of primary and secondary sources (reliability, representativeness and relevance)</li> </ul>	<ul style="list-style-type: none"> <li>• cultural constructions of evidence (various perspectives of Vietnam war, European and indigenous views of Australian events)</li> </ul>
<i>Changes and continuities</i>	<ul style="list-style-type: none"> <li>• the effect of global trends on the beliefs and values of different groups (exploration and environmental issues, colonisation, transnational corporations)</li> </ul>	<ul style="list-style-type: none"> <li>• situations before and after periods of rapid change (1930s Depression, industrial and technological revolutions, global warming, Renaissance, Meiji restoration, natural disasters)</li> </ul>	<ul style="list-style-type: none"> <li>• changes and continuities in the Asia-Pacific region (global warming and rising sea levels, Asian independence movements)</li> </ul>
<i>People and contributions</i>	<ul style="list-style-type: none"> <li>• contributions of diverse individuals and groups to Australian or global history (Italian sugarcane farmers, Snowy Mountains Scheme, civil rights movements, Greenpeace)</li> </ul>	<ul style="list-style-type: none"> <li>• contributions of people from diverse past settings, (Edward Mabo, Arthur Calwell, Emily Pankhurst, WAAF/WRANS/AVAS, Aboriginal stockmen and women, Michelangelo, King John, Nelson Mandela)</li> </ul>	<ul style="list-style-type: none"> <li>• contributions by diverse individuals and groups in Australian and Asian settings (Henry Parkes, Enid Lyons, rural communities, trade union movement, Mao Zedong, Ho Chi Minh, people power in the Philippines)</li> <li>• values underlying contributions of people and groups (social justice, human rights)</li> </ul>
<i>Causes and effects</i>	<ul style="list-style-type: none"> <li>• positive and negative effects of a change or continuity on different groups (trade, 1967 Referendum, White Australia Policy, communications developments)</li> <li>• critiques of evidence (stereotypes, silent voices, completeness, representativeness)</li> </ul>	<ul style="list-style-type: none"> <li>• consequences of Australia's international relations (the ANZAC tradition, Australian–US relationship, trade with Asian nations, Cold War, involvement in international agencies and agreements, UN peacekeeping)</li> </ul>	<ul style="list-style-type: none"> <li>• causes of a change or continuity in environments, media or gender roles (Regional Forestry Agreement, media ownership laws, equal pay for women)</li> </ul>
<i>Heritage</i>	<ul style="list-style-type: none"> <li>• heritages from diverse perspectives (indigenous and non-indigenous values of a place, tourism, reporting histories)</li> </ul>	<ul style="list-style-type: none"> <li>• particular heritages that benefit or disadvantage individuals or groups (ANZAC Day, Labour Day, Queen's Birthday, Australian identity myths)</li> </ul>	<ul style="list-style-type: none"> <li>• ethical behaviour of people in the past (human rights campaigners, conservationists, animal liberationists)</li> </ul>

Core content			
<b>Place and Space</b> (Items in parentheses are examples only.)			
	Level 1	Level 2	Level 3
Key concepts	Students know about:	Students know about:	Students know about:
<i>Human–environment relationships</i>	<ul style="list-style-type: none"> <li>relationships between environmental conditions and clothing, food, shelter, work and leisure</li> </ul>	<ul style="list-style-type: none"> <li>environmental effects on lifestyle (work, leisure, transport, clothing, food, shelter)</li> </ul>	<ul style="list-style-type: none"> <li>use and management of natural resources in different environments by diverse groups (colonial settlers' introduction of European land management, controlled burning practices of indigenous groups, ecologically sustainable practices of indigenous groups)</li> </ul>
<i>Processes and environments</i>	<ul style="list-style-type: none"> <li>interrelationships between elements of simple ecosystems (food chains, simple life cycles, dependence, interdependence)</li> </ul>	<ul style="list-style-type: none"> <li>consequences for ecological systems (cause and effect of removal or introduction of plant or animal species [toad, carp, cactus, rabbit])</li> </ul>	<ul style="list-style-type: none"> <li>elements of a place (catchments, ecosystems, values different groups have for places, environmentally friendly strategies and actions)</li> </ul>
<i>Stewardship</i>	<ul style="list-style-type: none"> <li>needs and care of living things and places (water, food, shelter, love, environmentally friendly actions and strategies)</li> </ul>	<ul style="list-style-type: none"> <li>needs of a familiar place (school grounds, gardens, classrooms, homes)</li> </ul>	<ul style="list-style-type: none"> <li>caring for local places (parks, catchments, community buildings and grounds)</li> <li>field studies (use of instruments, data collection, sources of information)</li> </ul>
<i>Spatial patterns</i>	<ul style="list-style-type: none"> <li>places of personal importance (location, particular value, care)</li> </ul>	<ul style="list-style-type: none"> <li>local and major global features including oceans, continents and hot and cold zones (landforms, waterways, vegetation)</li> <li>simple maps (plan view, symbols and colours)</li> </ul>	<ul style="list-style-type: none"> <li>coastal and land features, countries and continents, climate zones</li> <li>climatic and physical maps (seasonal temperatures and rainfall, height above sea level and depth of seabed)</li> </ul>
<i>Significance of place</i>	<ul style="list-style-type: none"> <li>relationships between personal actions and environmentally friendly strategies (conservation, recycling, sustainability)</li> </ul>	<ul style="list-style-type: none"> <li>changes and continuities in a familiar place (building, local development, changes in local environment, school grounds)</li> </ul>	<ul style="list-style-type: none"> <li>personal and others' actions regarding a familiar place (values held by different groups, built and natural environments)</li> </ul>



Core content			
<b>Place and Space</b> (Items in parentheses are examples only.)			
	Level 4	Level 5	Level 6
Key concepts	Students know about:	Students know about:	Students know about:
<i>Human–environment relationships</i>	<ul style="list-style-type: none"> <li>links between ecological and economic factors and the production and consumption of a familiar resource (mining, primary, secondary and tertiary industries, sustainable practices, environmental hazards — oil spills, uranium mining, toxic waste disposal)</li> </ul>	<ul style="list-style-type: none"> <li>human perspectives concerning patterns that constitute a region (population, political and geographic patterns, national and international borders)</li> </ul>	<ul style="list-style-type: none"> <li>management of a place (sustainable practices, policy relating to environmental protection, development, town planning, farming practices past and present)</li> <li>geographic skills (drawing cross sections, environmental testing, developing criteria)</li> </ul>
<i>Processes and environments</i>	<ul style="list-style-type: none"> <li>impacts of changes on environments (European settlement, erosion, deforestation, tourism, urbanisation)</li> <li>comparative evidence (bias, sources of evidence, representativeness)</li> </ul>	<ul style="list-style-type: none"> <li>relationships between and within natural systems (addition or removal of an element [plant, animal, water])</li> <li>evaluating environmental impacts (positive, negative, natural and human)</li> </ul>	<ul style="list-style-type: none"> <li>environmental issues in the Asia-Pacific region (global warming, tourism, resource management, sustainable development, trade, climate change)</li> </ul>
<i>Stewardship</i>	<ul style="list-style-type: none"> <li>effective ways to care for a place (prevention, conservation, protection)</li> <li>field studies (water testing, measurement, observation)</li> </ul>	<ul style="list-style-type: none"> <li>impacts on ecosystems in different global locations (Arctic, Bosnia, Canadian fishing industry, Amazon basin, Mururoa Atoll)</li> <li>geographic inquiries (key questions, steps in a geographic inquiry and guiding concepts)</li> </ul>	<ul style="list-style-type: none"> <li>environmental action research (process of inquiry, environmental impact report, identifying issue, development of action)</li> </ul>
<i>Spatial patterns</i>	<ul style="list-style-type: none"> <li>global patterns (physical, climatic, population)</li> <li>topographic and thematic maps (latitude, longitude, compass, scale references and contours, population, religious, political boundaries, languages, agriculture and industry)</li> </ul>	<ul style="list-style-type: none"> <li>value placed on environments in Australia and the Asia-Pacific region (indigenous and non-indigenous values, world heritage listings, national parks, resource-rich environments)</li> <li>topographic, choropleth and weather maps, climographs and proportional graphs and statistics</li> </ul>	<ul style="list-style-type: none"> <li>impact of change on environments (natural phenomena [drought, fire, flood, earthquake], human change [dams, farming, urbanisation])</li> </ul>
<i>Significance of place</i>	<ul style="list-style-type: none"> <li>local and global considerations about resource use and management (exploitation of labour and resources of less economically developed countries)</li> </ul>	<ul style="list-style-type: none"> <li>impact of sustainability on changes to a Queensland industry (closure of mines and timber mills, eco-tourism, long-line fishing, prawn farming)</li> </ul>	<ul style="list-style-type: none"> <li>visions of a place linked to values of peace and sustainability (environmental and economic sustainability, consensus decision making, absence of conflict between stakeholders, global equity)</li> </ul>

Core content			
<b>Culture and Identity</b> (Items in parentheses are examples only.)			
	Level 1	Level 2	Level 3
Key concepts	Students know about:	Students know about:	Students know about:
<i>Cultural diversity</i>	<ul style="list-style-type: none"> <li>stories of diverse cultures including Torres Strait Islander and Aboriginal cultures (family relationships, animals, special events, hardship)</li> </ul>	<ul style="list-style-type: none"> <li>aspects of Australian and Asia-Pacific life and culture (family work, leisure time, school, languages, symbols, literature)</li> </ul>	<ul style="list-style-type: none"> <li>contributions of diverse groups, including migrants and indigenous peoples to the development of communities (Chinese in North Queensland, Snowy Mountains Scheme migrants, Aborigines and the pastoral industry, women and the Outback)</li> </ul>
<i>Cultural perceptions</i>	<ul style="list-style-type: none"> <li>perceptions of gender roles in various settings (supermarkets, banks, school, farms, at sea, markets, home, with technology)</li> </ul>	<ul style="list-style-type: none"> <li>perceptions of different groups including families (interests, needs, family jobs, traditions of family groups, peer groups, cultural groups, locality groups)</li> </ul>	<ul style="list-style-type: none"> <li>perceptions of others that reflect stereotyping, discrimination or harassment (misinformation, bias, inequity, power relationships)</li> </ul>
<i>Belonging</i>	<ul style="list-style-type: none"> <li>how diverse families meet human needs (food preparation and preferences, location and clothing, location and houses, family care)</li> </ul>	<ul style="list-style-type: none"> <li>common elements of celebrations and diverse customs and traditions (role-play, sequence of activity, manners and respect, food preparation, music, dialogue, emotion)</li> </ul>	<ul style="list-style-type: none"> <li>personal attitudes, beliefs and behaviours that affect personal senses of belonging to a range of groups (traditions, emotions, family influences, sense of place, sense of security, individual experiences)</li> </ul>
<i>Cultural change</i>	<ul style="list-style-type: none"> <li>traditions and celebrations of generations of families that show change (christenings, naming days, family events, sports days, citizenship day)</li> </ul>	<ul style="list-style-type: none"> <li>change in roles, rights and responsibilities of different groups (peer group, school, families, community)</li> </ul>	<ul style="list-style-type: none"> <li>change within Aboriginal and Torres Strait Islander cultures (education, health, languages, dispossession, discrimination, marginalisation, reconciliation)</li> </ul>
<i>Construction of identities</i>	<ul style="list-style-type: none"> <li>characteristics and abilities that construct identities (gender, interests, skills)</li> </ul>	<ul style="list-style-type: none"> <li>how symbols, rituals and places reflect identities of different groups including Aboriginal and Torres Strait Islander groups (religious and cultural symbols, family rituals, home tasks, Aboriginal and Torres Strait Islander groups' identity connected with places)</li> </ul>	<ul style="list-style-type: none"> <li>changing attitudes at different times towards gender, race, ethnicity or socioeconomic identities (women's suffrage movement, White Australia Policy, multicultural policies, welfare policies)</li> </ul>

Core content			
<b>Culture and Identity</b> (Items in parentheses are examples only.)			
	Level 4	Level 5	Level 6
Key concepts	Students know about:	Students know about:	Students know about:
<i>Cultural diversity</i>	<ul style="list-style-type: none"> <li>religious and spiritual diversity in Australia (types, similarities and differences, impact on shaping way of life, associated social customs, special occasion rituals)</li> </ul>	<ul style="list-style-type: none"> <li>aspects of diverse cultural groups including Aboriginal and Torres Strait Islander groups (music, codes and creeds, family structures, gender roles)</li> </ul>	<ul style="list-style-type: none"> <li>ways various societies inhibit or promote cultural diversity (marriage, birth, death, growing up, caste, apartheid, religion, media, school, popular culture, music, food, traditions)</li> </ul>
<i>Cultural perceptions</i>	<ul style="list-style-type: none"> <li>perceptions of particular aspects of cultural groups (traditional behaviours, multi-group membership, codes of practice, ethical behaviours)</li> </ul>	<ul style="list-style-type: none"> <li>impacts of particular perceptions of cultural groups held by a community (positive and negative impacts, social codes and creeds, marginalisation, power distribution, advantage, disadvantage)</li> </ul>	<ul style="list-style-type: none"> <li>perceptions of cultures associated with a current issue (ethnocentrism, racism, tolerance, counter-culture, sub-culture, self-determination, cultural diffusion)</li> </ul>
<i>Belonging</i>	<ul style="list-style-type: none"> <li>media images of gender, age and ethnicity that reflect group membership (useful and obstructive stereotypical images in advertisements, nightly news and current affairs, documentaries, community service announcements, magazines, video clips, sense of community and otherness)</li> </ul>	<ul style="list-style-type: none"> <li>cultural aspects that construct personal and group identity ('coming of age', 'growing up', 'rites of passage', position in family, peer group influence, media influence)</li> </ul>	<ul style="list-style-type: none"> <li>community strategies for celebrating or moderating the effects of globalisation on cultural groups (global citizens, tribalism, nationalism, loss of culture, appropriation of culture)</li> </ul>
<i>Cultural change</i>	<ul style="list-style-type: none"> <li>changes resulting from cross-cultural contact on Australian and non-Australian indigenous cultures (cultural diffusion, multi-group membership, loss of identity, dispossession, cultural appropriation, reconciliation)</li> </ul>	<ul style="list-style-type: none"> <li>change caused to particular cultural groups by the role of government (<i>Immigration Restriction Act 1901</i>, <i>Native Title Act 1993</i>)</li> </ul>	<ul style="list-style-type: none"> <li>specific instances of cultural change resulting from government legislation or policies and impacts on other cultural groups (immigration, land title, <i>Racial Discrimination Act 1975</i>, Human Rights and Equal Opportunities Commission, Queensland Children's Commission)</li> </ul>
<i>Construction of identities</i>	<ul style="list-style-type: none"> <li>connections between personal identities and material and non-material aspects of different groups (fashion, music, art, symbols, attitudes, activities, values)</li> </ul>	<ul style="list-style-type: none"> <li>construction of dominant and marginalised identities by influences including the media (a sense of community and otherness, distribution of resources, social attitudes, silent voices and hidden agendas in media portrayal)</li> </ul>	<ul style="list-style-type: none"> <li>effects of social construction of gender in different cultures and socioeconomic circumstances on adolescent identities (varied expression masculinity, femininity, limiting or broadening of opportunity, social conflict or cohesion)</li> </ul>

Core content			
<b>Systems, Resources and Power</b> (Items in parentheses are examples only.)			
	Level 1	Level 2	Level 3
Key concepts	Students know about:	Students know about:	Students know about:
<i>Interactions between ecological and other systems</i>	<ul style="list-style-type: none"> <li>• how elements in environments meet needs and wants (water, food, resources, materials)</li> </ul>	<ul style="list-style-type: none"> <li>• resource origins of a familiar product (bread and wheat, milk and dairy cows, paper and trees)</li> <li>• conservation strategies (recycling, reuse, repair, alternative use)</li> </ul>	<ul style="list-style-type: none"> <li>• interactions between people and natural cycles including the water cycle (fishing and the water cycle, livestock grazing and the food chain, manufacturing and the nitrogen cycle)</li> </ul>
<i>Economy and business</i>	<ul style="list-style-type: none"> <li>• stereotypes related to work roles (change in traditional notions of women's and men's work)</li> <li>• equality of opportunity</li> </ul>	<ul style="list-style-type: none"> <li>• people and resources involved in production and consumption of familiar goods and services (farmer and agricultural products, policeman and safety, production process and clothing)</li> </ul>	<ul style="list-style-type: none"> <li>• occupational specialisation and interdependence in past, present and future industries (single-skilled employment, multi-skilled employment, occupations in primary, secondary and tertiary industries)</li> </ul>
<i>Participation and decision making</i>	<ul style="list-style-type: none"> <li>• cooperative work and play and goals for social development (personal abilities and limitations)</li> </ul>	<ul style="list-style-type: none"> <li>• cooperative enterprises (class garden, recycling paper, awareness campaigns)</li> </ul>	<ul style="list-style-type: none"> <li>• principles of democracy and decision making (equality, consensus, accountability, representativeness, participation)</li> </ul>
<i>Citizenship and government</i>	<ul style="list-style-type: none"> <li>• practices for fair, sustainable and peaceful ways of sharing and working in own environment (inclusive and cooperative activity)</li> </ul>	<ul style="list-style-type: none"> <li>• rights and responsibilities in various settings (class, school, community, home)</li> </ul>	<ul style="list-style-type: none"> <li>• basic principles of democracy and citizenship from ancient to modern times (parliament, election, citizen access to decision-making process, equality before the law, voting, direct democracy)</li> </ul>
<i>Access to power</i>	<ul style="list-style-type: none"> <li>• conserving and reusing resources (water, paper, power, waste management in schools)</li> </ul>	<ul style="list-style-type: none"> <li>• problems people have in accessing resources (locality, socioeconomic circumstance, education and information, disability)</li> </ul>	<ul style="list-style-type: none"> <li>• values associated with familiar rules and laws (fairness, justice, consideration of the individual and the group, safety)</li> </ul>

Core content			
<b>Systems, Resources and Power</b> (Items in parentheses are examples only.)			
	Level 4	Level 5	Level 6
Key concepts	Students know about:	Students know about:	Students know about:
<i>Interactions between ecological and other systems</i>	<ul style="list-style-type: none"> <li>links between Australian industries and global economic and ecological systems (trade with other countries, use of global resources, globalisation, sustainable development, global trade and economic agreements, one-world economics)</li> </ul>	<ul style="list-style-type: none"> <li>relationships between an ecological system and a government or economic system at local to global levels (government policy on economic and environmental matters, economic development and environmental consequences)</li> </ul>	<ul style="list-style-type: none"> <li>relationships between global economic and ecological systems (international trade and resource use, tourism and environmental degradation, acid rain, ozone depletion, species loss, toxic waste)</li> </ul>
<i>Economy and business</i>	<ul style="list-style-type: none"> <li>management of an enterprise to assist a community or international aid project (UNICEF, 40-Hour Famine, Queensland Cancer Fund, lifesaving, Guide Dogs for the Blind)</li> </ul>	<ul style="list-style-type: none"> <li>Australia's economic system's relationship to global trade (export of primary products, import of secondary products, international trade embargoes and treaties)</li> </ul>	<ul style="list-style-type: none"> <li>productivity and working conditions in an industry or business (pay, remuneration, safety, leave, incentives, rights and responsibilities of employees, increase in output per head)</li> </ul>
<i>Participation and decision making</i>	<ul style="list-style-type: none"> <li>processes of democratic and representative government (election, parliament, passage of legislation, political parties, governance)</li> </ul>	<ul style="list-style-type: none"> <li>significant current environmental, business, political or legal issues (logging, urban development, deregulation of economy, republican issue, drug law reform)</li> <li>structured decision-making processes (meetings, mock trials, enterprise bargaining negotiations)</li> </ul>	<ul style="list-style-type: none"> <li>Australia's role in future global economies or environments (bilateral and unilateral agreements, foreign aid, investment, debit, profit, north-south global divide, international labour laws, environmental laws and conventions, promotion of peace, social justice, ecological and economic sustainability)</li> </ul>
<i>Citizenship and government</i>	<ul style="list-style-type: none"> <li>government and citizenship in pre- and post-Federation Australia (colonial government, indigenous governance, Federal and State Governments, constitutional development)</li> </ul>	<ul style="list-style-type: none"> <li>main features and principles of legal systems in Australia (statute and common law, courts and tribunals, legal personnel, criminal and contract law, trial by jury, right to fair trial)</li> </ul>	<ul style="list-style-type: none"> <li>reforms to an economic, political or legal system (equitable distribution and equal opportunity to access an economic system, greater representation and accountability, reform of laws to cater for social change)</li> </ul>
<i>Access to power</i>	<ul style="list-style-type: none"> <li>human and environmental rights campaigns and organisations (Amnesty International, World Wildlife Fund, Greenpeace, Freedom from Hunger, Landcare, anti-nuclear, civil liberties, animal rights, national government organisations, local organisations)</li> </ul>	<ul style="list-style-type: none"> <li>access to democracy in Queensland and Australian political settings (right to vote, right to representation, accountability of government, opportunity to participate)</li> </ul>	<ul style="list-style-type: none"> <li>access to economic, political and legal power (education, training and employment opportunities, citizen involvement, knowledge and understanding of law)</li> </ul>

### **Relationship of outcome levels to year levels**

During the compulsory years of schooling, most students will demonstrate the core learning outcomes at each level for each strand. Some students, however, will demonstrate outcomes beyond the typical levels described previously. Similarly, not all students will reach these levels as they will progress at a slower rate than their peers, and will require an extended period of time to demonstrate the core learning outcomes.

For the purposes of syllabus and sourcebook development, core learning outcomes for each key learning area strand are written in six levels, as well as Foundation Level and Beyond Level 6 so that typically:

- students demonstrating Level 2 outcomes are at the end of Year 3;
- students demonstrating Level 3 outcomes are at the end of Year 5;
- students demonstrating Level 4 outcomes are at the end of Year 7;
- students demonstrating Level 6 outcomes are at the end of Year 10.

### **Indicative time allocations**

Indicative time allocations are based on an estimate of the minimum time needed to provide students with opportunities to demonstrate the core learning outcomes. The following have been used to guide the design and development of the syllabus for the Years 1 to 10 Studies of Society and Environment key learning area:

- Years 1 to 3: 240 hours across the three years;
- Years 4 to 7: 240 hours across the four years;
- Years 8 to 10: 180 hours across the three years.

# Assessment

Assessment within an outcomes framework is the purposeful, systematic and ongoing collection and analyses of information about students' demonstrations of learning outcomes. In this syllabus, core learning outcomes are presented in levels progressively increasing in sophistication and complexity to form a continuum of learning. This is represented by the level statement of each syllabus strand. Students' progress in the key learning area can be monitored by their demonstrations of the core learning outcomes.

Teachers use assessment information to monitor student progress and to make professional judgments in order to:

- inform students, parents, carers and schools about demonstrations of learning outcomes;
- make decisions about students' needs, the learning and teaching processes and resource requirements;
- set learning goals with students, parents and carers;
- guide the planning of school and class curriculum programs.

## Principles of assessment

For assessment to be effective, it should:

- focus on students' demonstrations of learning outcomes;
- be comprehensive;
- develop students' capabilities to monitor their own progress;
- reflect current knowledge of child and adolescent development;
- be an integral part of the learning process;
- be valid and reliable;
- reflect social justice principles.

## Demonstrations of learning outcomes

Within an outcomes framework, assessment focuses on students' demonstrations of learning outcomes. When assessment is focused on learning outcomes, students are aware of what is being assessed, the assessment techniques being used, and the criteria by which their demonstrations of learning outcomes will be judged. Teachers may then use information from assessment to plan and direct students' further learning.

### **Comprehensive range**

Using a comprehensive range of assessment techniques and related instruments allows students multiple opportunities and a range of contexts in which to demonstrate learning outcomes. A variety of assessment instruments should support different learning styles. The assessment tasks developed in specific situations provide opportunities for students to negotiate assessment and approach assessment in different ways.

### **Student monitoring of own progress**

Students need to develop skills in self-monitoring and to reflect on the processes in which they engage, the skills they use and the products of their learning experiences. Self-monitoring enables students to gather important information that they can use to set goals and monitor their progress towards particular learning outcomes. Student self-monitoring also provides valuable information to help teachers, parents and carers make decisions about future learning and teaching.

### **Current knowledge of child and adolescent development**

Assessment that reflects current knowledge of child and adolescent development considers the ways children and adolescents behave, grow, think, interact and learn. These are important elements to consider in the planning, development and implementation of assessment techniques.

### **Integral part of the learning process**

Assessment is an integral part of the learning process. As teachers plan learning experiences, they should also plan how they will monitor students' progress. Authentic assessment tasks should match the students' learning experiences and the teaching methods they have experienced. Assessment tasks should also reflect real-life situations where this is appropriate.

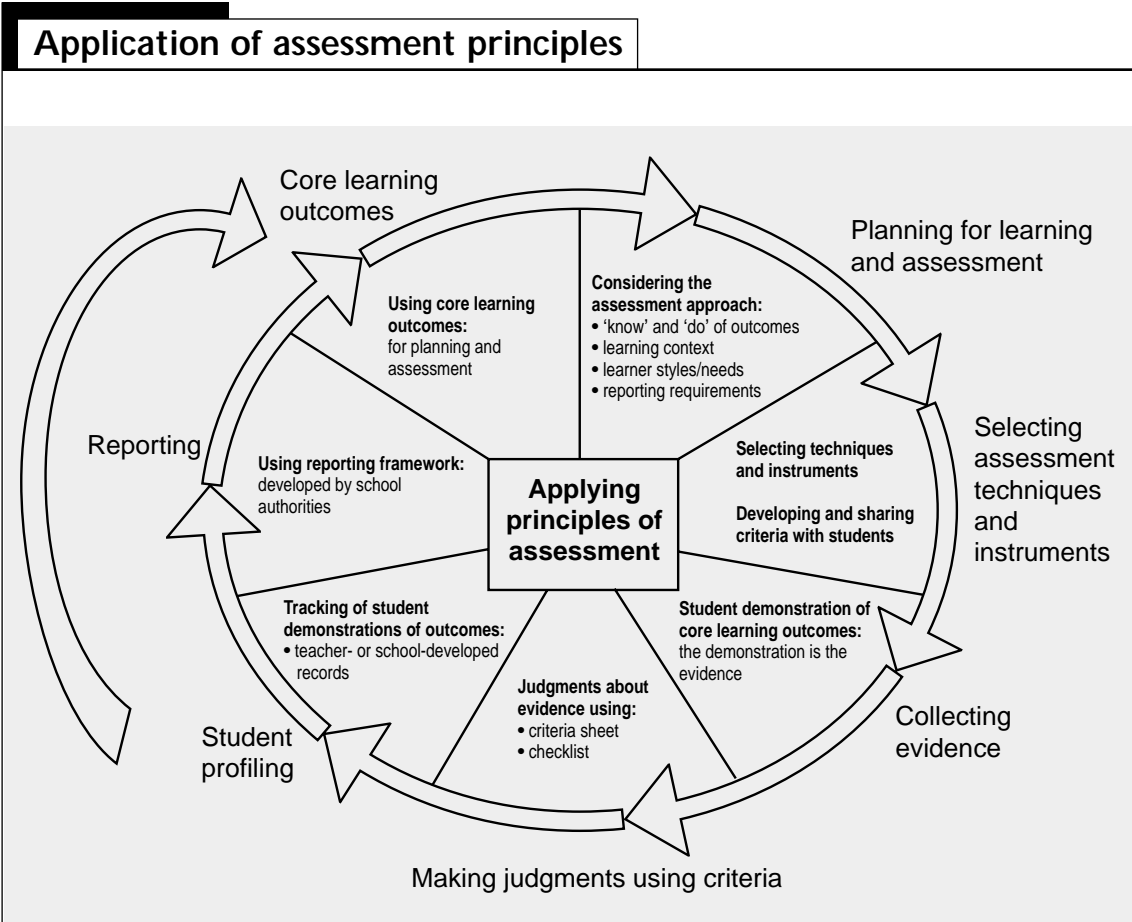
### **Valid and reliable information**

Assessment should provide valid and reliable information that relates directly to specific learning outcomes. Assessment tasks should accurately test what they are supposed to test and provide students with opportunities to demonstrate one or more of the learning outcomes.

### **Social justice principles**

Assessment based on the principles of social justice allows students to demonstrate learning outcomes in ways that are sensitive to, and inclusive of, the circumstances of every student. Assessment tasks should be planned to take into account students' learning styles, cultural and linguistic diversity abilities, disabilities, gender, sexual identity, geographical location, socioeconomic circumstance and linguistic backgrounds.





### Planning for learning and assessment

Assessment should be viewed as vital for informing the learner and the teacher about progress towards the demonstration of learning outcomes. Quality assessment and quality learning require students to understand what they need to know and do. Learning and assessment should, therefore, be planned simultaneously. This approach to assessment includes both the selection of appropriate assessment instruments, which are devices for assessing students at specific times, and the development of criteria for assessment.

Planning for assessment should include planning multiple opportunities for students to demonstrate core learning outcomes, and designing assessment tasks that may focus on multiple core learning outcomes drawn from within a strand, across strands, or from a number of key learning areas.

### Selecting assessment techniques and instruments

A variety of techniques should be used to gather information about students' performances. This variety will provide a comprehensive body of information from which teachers can draw valid and reliable conclusions about students' demonstrations of learning outcomes or the reasons they have not been demonstrated. Criteria for assessment should be shared with students.

The use of a variety of instruments will help teachers cater for students' diverse backgrounds, learning styles and needs, and will give students more opportunities to demonstrate progress. Teachers need to select instruments and techniques that are the most appropriate for gathering and recording the assessment information they require. These could include:

- **observations** — e.g. checklists, focused analysis sheets, critical incident records, anecdotal records, rating scales, videoing, photographs;
- **conferencing** — e.g. pre-interviews, interviews and post-interviews; structured or informal conferences; with students, parents, peers;
- **portfolios** — e.g. best work collections, in-process drafts, edits and final versions;
- **writing and work samples** — e.g. journals, learning logs, case studies, research and field study reports, audio or videotapes, photographs, pre- and post-values reflection continua, computer-generated work, e.g. notebook and Web design;
- **performances, demonstrations and exhibitions** — e.g. projects, products, models, replicas, inventions, simulations, role-plays, drama, student-produced audiotapes or videotapes, panels, structured discussions, forums, oral reports, computer-based simulations;
- **written tests** — e.g. essay, multiple choice, short answer, selected response, response to stimulus, standardised tests.

Students' performances should occur in purposeful, varied and flexible tasks that reflect the learning and teaching program and that allow students to demonstrate learning outcomes in a range of contexts. Informed observation can provide relevant information about students' demonstration of learning outcomes and may be preferable at times to more formal assessment techniques. Self-assessment and peer assessment can be used to provide opportunities for students to reflect on their own and others' performances.

Within an outcomes framework, students need to know what they will be expected to demonstrate. This may mean that core learning outcomes are translated into language suited to particular students in particular contexts. This process could involve exposing students to criteria that are drawn from the 'know' and 'do' of the learning outcomes and that are made understandable for students.

### Collecting evidence

Assessment should result in evidence of student demonstration of outcomes. This evidence can be drawn from:

- ongoing observation of performance; or
- specific assessment tasks.

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

## Making judgments and reporting

### Making judgments using criteria

The exercise of each teacher's professional judgment is fundamental to assessment and reporting processes. Decisions should be based on a range of evidence to determine demonstrations of learning outcomes. This evidence should be judged using explicit criteria drawn from the outcomes. These criteria may be clarified by referring to the outcome elaborations in the Studies of Society and Environment Sourcebook. The criteria should be made known to students so that the basis for judgment is clear.

Decisions about a student's demonstrations of learning outcomes preferably should be made without reference to the performance of other students.

Materials and processes to support the consistency of teacher judgments within and between schools can be developed through:

- sharing understandings;
- descriptions of ideal responses;
- criteria sheets;
- common planning and assessment tasks;
- examination of student folios;
- sharing perspectives on student profiles — for example, whether the fullest and latest information in a profile should supersede earlier information when making a judgment;
- progress maps;
- moderation processes (formal and informal).

### Student profiling

Student demonstrations of outcomes should be recorded and tracked in written or electronic form developed at teacher, school or system level. The maintenance of student folios is strongly recommended so that examples of the most recent evidence may be used to facilitate judgments. These judgments will be influenced by the purpose for which the profile is intended. Information recorded on the profile may be used, for example, to plan future learning experiences, to place students on a learning continuum, to report to parents or to understand trends.

### Reporting

Students, parents and carers need timely and accurate information from teachers about a student's progress along the learning continuum. Reporting of student progress in terms of demonstrated learning outcomes can be provided in a variety of ways, including progress charts, verbal feedback, the results of formal assessment, and formal reporting.