Studies of Society & Environment (SOSE)

Essential Learnings by the end of **Year 7**

Learning and assessment focus

Students use their knowledge of societies and environments to investigate ideas, events, places, cultures and systems and make connections to their own experiences. They identify social and environmental values and ethical positions in local, national and global contexts. They develop the capacity for appropriate responses to address problems and issues in their communities, and recognise the applications of these processes to meet community needs.

Students consider their own opinions, experiences and understandings to develop respect for and to value Aboriginal people and cultures and Torres Strait Islander people and cultures.

Students use the essential processes of **Ways of working** to develop and demonstrate their **Knowledge and understanding**. They use inquiry processes and models to apply their understandings of social and environmental topics and issues in a range of contexts. They communicate using texts designed for different audiences and social purposes, and they individually and collaboratively plan and apply strategies for participating, both individually and collaboratively, in representative groups. They reflect on their learning and investigations to clarify values and beliefs.

Students select and use tools and technologies, including information and communication technologies (ICTs), in purposeful ways. They make use of the potential that ICTs provide to inquire, create and communicate within social and environmental contexts.

Students demonstrate evidence of their learning over time in relation to the following assessable elements:

- knowledge and understanding
- investigating
- communicating
- participating
- reflecting.

Ways of working

Students are able to:

- identify issues and use common and own focus questions

- plan investigations using inquiry models

- collect and analyse information and evidence from primary and secondary sources

- evaluate sources of information and evidence for relevance, reliability, origins and perspective

- draw conclusions and make decisions based on information and evidence by identifying patterns and connections

- communicate descriptions, decisions and conclusions, using different text types for specific purposes and the conventions of research-based texts

- respond to investigation findings and conclusions by planning and implementing actions

- apply strategies to contribute effectively to representative groups and to participate in civic activities

- reflect on and identify different perspectives, and recognise and clarify beliefs and values relating to social justice, the democratic process, sustainability and peace

- reflect on learning, apply new understandings and identify future applications.

Knowledge and understanding

Time, continuity and change

Changes and continuities are linked to particular events and the achievements of individuals and groups that attract different interpretations.

- Events from pre-colonisation to Federation, including Indigenous heritages, European colonisation, frontier conflicts, the development of the economy, and the Federation movement, have established the Australian nation and contributed to Australian identities.

- Australia's relationship with its Asian and Pacific neighbours is linked to events over a range of time periods, including events associated with the "White Australia" policy, refugees and immigration, free-trade agreements and military alliances.

- National traditions, celebrations and commemorations have evolved to reflect public sentiment and the perspectives, values and interpretations of different groups

  e.g. debates about Australia Day; resurgence in popularity of ANZAC Day; significance of Labour Day and Reconciliation Week.

Place and space

Environments are defined by physical characteristics and processes, and are connected to human activities and decisions about resource management.

- Australian environments are defined by patterns of natural processes, by human activities and by the relationships between them, including climate and natural resource distribution, resource use, and settlement patterns

  e.g. the "tropical north"; the Queensland "coal belt"; sugar cane-growing areas; the "booming" south east corner.

- Natural hazards are a result of natural processes, and human activity can affect the impacts of these occurrences

  e.g. cyclones are a common occurrence in Queensland and increased coastal development has intensified their impact.

- Sustainability requires a balance between using, conserving and protecting environments, and involves decisions about how resources are used and managed

  e.g. "rethink, reduce, reuse and recycle"; renewable versus non-renewable energy sources.

- Physical and human dimensions are used to define global environments

  e.g. biomes such as tropical rainforests and deserts; human constructs such as developed and developing nations.

- Distribution maps, climate zone maps and weather maps have specific features to convey information, including latitude, longitude, eight compass points, scale and distance, a legend and shading and/or symbols.

Culture and identity

Cultures and identities consist of material and non-material elements and are affected by cross-cultural contacts.

- Material and non-material elements influence personal identity and sense of belonging of groups

  e.g. material elements of cultures include places, food, clothing and music; non-material elements of cultures include symbols, values, beliefs, traditions and heritages.

- Perceptions of different cultures and groups are influenced by local, national and world events and by representations in the media

  e.g. the response to non-Europeans working in pastoral and mining industries at the end of the 19th century; the media using stereotyped portrayals of particular cultures, genders and age groups.

- Aboriginal people's and Torres Strait Islander people's diverse social organisation, languages and lifestyles reflect the importance of "country" — land, sea and places

  e.g. Indigenous societies are caretakers of the land and sea; language reflects the importance of land and sea; land and sea use, and stewardship differ in different regions.

- Contact between Indigenous and non-Indigenous cultures in Australia and in other places have had significant effects on language, culture, land ownership, health and education of Indigenous people

  e.g. forced movement of Indigenous people has resulted in loss of cultural practices and languages; the High Court's Mabo decision in 1992 rejected the idea of terra nullius *('land belonging to no-one'); ear disease and hearing problems; education access and completion.*

- Accessing Indigenous knowledge involves the protocols of consultation with the local Aboriginal community and/or the Torres Strait Islander community.

Political and economic systems

Societies and economies have systems and institutions based on principles and values.

- Australia's government systems are characterised by principles including civil society and representative democracy, processes including free and fair elections, institutions including parliaments and political parties, and instruments including the Australian Constitution.

- Australia's legal system is founded on laws that reflect community values, including fairness and impartiality, and the courts to uphold the laws and protect rights and freedoms.

- Local, state, national and Indigenous systems of government in Australia have different roles, functions, ways of operating and impacts on people and communities

  e.g.　local councils and sewerage; state governments and health services; Federal Government and taxation; Indigenous land councils and land management.

- Australian citizenship involves values, attitudes and actions related to political equality and civil and human rights

  *e.g.　values — equality of opportunity, and freedom from discrimination and persecution
  attitudes — a "fair go"
  actions — treating all members of the community equitably, and speaking up against unfairness.*

- Australia is connected to other nations through international agreements, the responsibilities of global citizenship, and shared commitments to security and environmental issues

  e.g.　United Nations treaties (Universal Declaration of Human Rights, Convention on the Elimination of all forms of Discrimination Against Women); the campaign against whaling; initiatives to combat terrorism and global warming.

- Economic systems involve primary, secondary, service and knowledge industries that use resources and develop products and services for sale to consumers

  *e.g.　primary — extraction of raw materials and production of basic foods
  secondary — manufacturing, processing, construction
  services — sales, transportation, entertainment
  knowledge — education, ICTs.*