

# Social and Community Studies 2019 v1.0

Applied Senior Syllabus

This syllabus is for implementation with Year 11 students in 2019.

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# 1 Course overview

## 1.1 Introduction

### 1.1.1 Rationale

People interact in a variety of social, cultural, economic and environmental contexts. It is therefore important for students to understand how their identities are shaped by life opportunities and influenced by factors such as culture, gender, race, class, belief systems and economic status. The Social and Community Studies Applied syllabus deals with the skills students need to function efficiently, effectively and positively in current and future life roles. It encourages them to recognise that emotional and social wellbeing are significant to individuals, families, the community and society as a whole.

Social and Community Studies fosters personal development and social skills which lead to self-reliance, self-management and concern for others. It fosters appreciation of, and respect for, cultural diversity and encourages responsible attitudes and behaviours required for effective participation in the community and for thinking critically, creatively and constructively about their future role in it.

Three interrelated and interdependent areas of life skills are identified — personal, interpersonal, and citizenship skills. These life skills are core to the subject and provide a framework for a course of study in Social and Community Studies. Life skills encompass social skills, communication skills (e.g. verbal and non-verbal communication, effective speaking, active listening), respect for and interaction with others, building rapport, problem solving and decision making, self-management, building self-esteem, self-confidence and resilience, workplace skills, learning and study skills.

Students investigate these life skills through a variety of electives dealing with topics such as personal economics and consumerism, legal issues, the world of work, workplace relations, the Arts and the community, food and nutrition, health, recreation and leisure, relationships and gender issues, and science and technology. In collaborative learning environments, students use an inquiry approach to investigate the dynamics of society and the benefits of working with others in the community, allowing them to establish positive relationships and networks, and to be active and informed citizens.

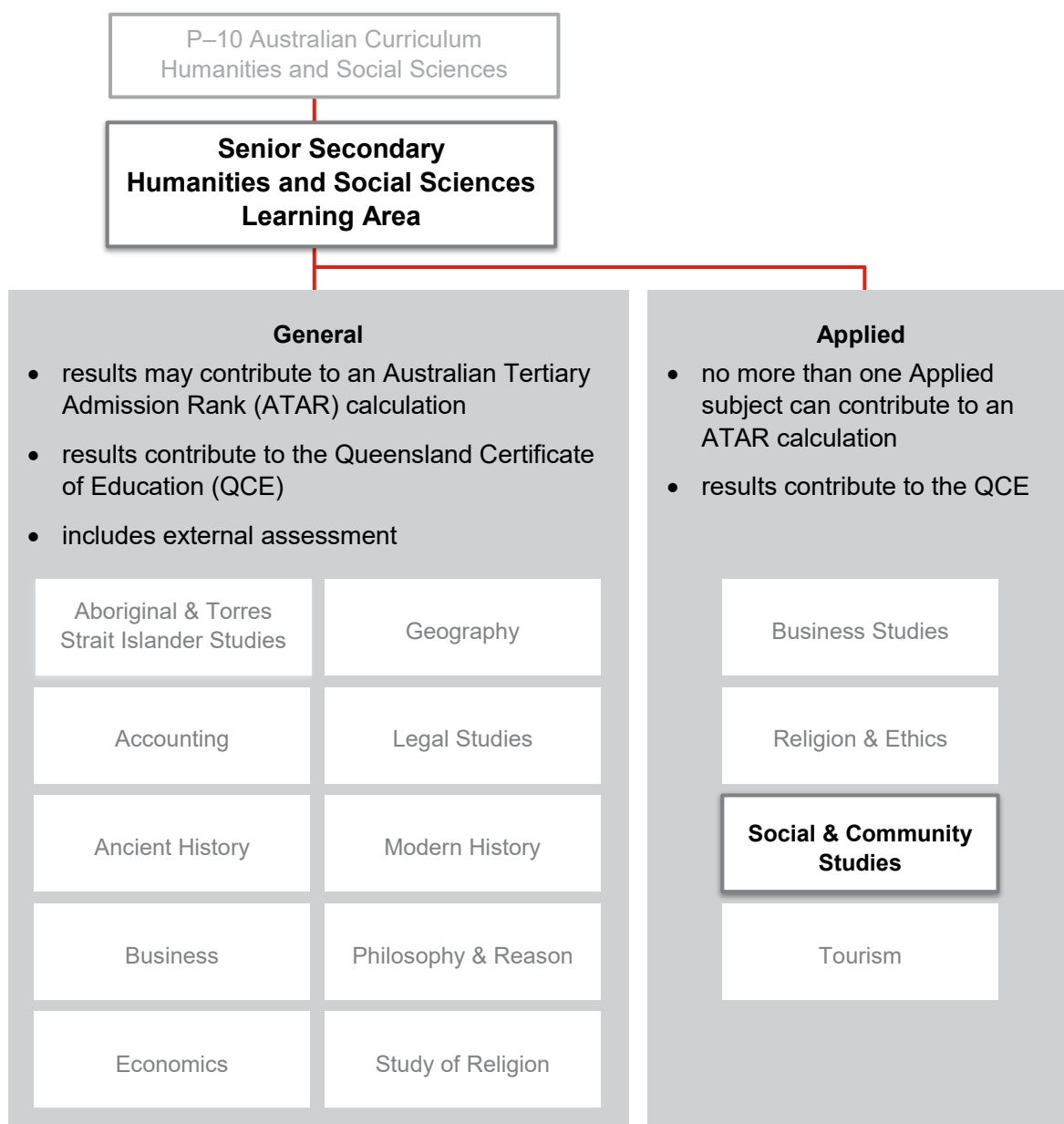
Social and Community Studies encourages students to explore and refine personal values and lifestyle choices. In partnership with families, the school community and the community beyond the school, including virtual communities, schools may offer a range of contexts and experiences that provide students with opportunities to practise, develop and value social, community and workplace participation skills.

### Pathways

A course of study in Social and Community Studies can establish a basis for further education and employment, as it helps students develop the personal, interpersonal and citizenship skills and attributes necessary in all workplaces. It allows them to manage change, to be resilient and adaptive, and to develop strategies so that they can cope with the demands, not only of everyday life, but also of continuing studies, employment and future careers.

## 1.1.2 Learning area structure

Figure 1: Summary of subjects offered in the Humanities and Social Sciences learning area



## 1.2 Teaching and learning

### 1.2.1 Dimensions and objectives

The dimensions are the salient properties or characteristics of distinctive learning for this subject. The objectives describe what students should know and be able to do by the end of the course of study.

Progress in a particular dimension may depend on the knowledge, understanding and skills developed in other dimensions. Learning through each of the dimensions increases in complexity to allow for greater independence for learners over a four-unit course of study.

The standards have a direct relationship with the objectives, and are described in the same dimensions as the objectives. Schools assess how well students have achieved all of the objectives using the standards.

The dimensions for a course of study in this subject are:

- Dimension 1: Knowing and understanding
- Dimension 2: Applying and examining
- Dimension 3: Producing and evaluating.

#### **Dimension 1: Knowing and understanding**

Knowing and understanding refers to the concepts, ideas, knowledge, understanding and skills required for social investigations in Social and Community Studies.

##### **Objectives**

By the conclusion of the course of study, students should:

- recognise and describe concepts and ideas related to the development of personal, interpersonal and citizenship skills
- recognise and explain the ways life skills relate to social contexts
- explain issues and viewpoints related to social investigations.

When students recognise and describe, they define terms, recall, identify and acknowledge information related to the development of personal, interpersonal and citizenship skills, and provide an account of the characteristics or features of that information.

When students recognise and explain, they show they are aware of and acknowledge relationships between life skills and social contexts, and present meaning with due regard to the order of statements.

When students explain, they provide additional information that shows understanding of issues and viewpoints, and offer examples from social contexts to make the meaning clear.

#### **Dimension 2: Applying and examining**

Applying and examining refers to the ability to apply concepts, ideas, knowledge, understanding and skills in, about and through social investigation. It involves gathering information about social contexts and issues; investigating and considering data about personal, interpersonal and citizenship skills; analysing viewpoints and applying strategies to undertake social investigations. When students apply and examine, they draw on their learning from Knowing and understanding.

## Objectives

By the conclusion of the course of study, students should:

- organise information and material related to social contexts and issues
- analyse and compare viewpoints about social contexts and issues
- apply concepts and ideas to make decisions about social investigations
- use language conventions and features to communicate ideas and information, according to purposes.

When students organise information and material, they locate, select, classify and order relevant information about social contexts and issues.

When students analyse and compare, they dissect social information to explore and examine alternative viewpoints, showing recognition and significance of patterns, similarities and differences.

When students apply, they demonstrate their understanding of concepts and ideas by using them in social contexts and by interpreting information in order to make decisions about social situations and issues.

When students use language conventions and features, they use correct grammar, spelling, punctuation, vocabulary, text types and structures in written, oral and visual communication modes.

## Dimension 3: Producing and evaluating

Producing and evaluating refers to the management of resources and the planning involved in undertaking social investigations and/or events. It includes the communication of the outcomes of investigations/events. It includes reflection on the processes, strategies, outcomes and responses involved in social investigations. When students produce and evaluate, they draw on their learning in Knowing and understanding and Applying and examining.

## Objectives

By the conclusion of the course of study, students should:

- plan and undertake social investigations
- communicate the outcomes of social investigations, to suit audiences
- appraise inquiry processes and the outcomes of social investigations.

When students plan, they manage time and the technological, human, financial and consumable resources required to organise and undertake social investigations and/or events in social contexts.

When students communicate, they synthesise information and ideas, convey meaning and present information through written, spoken, physical, graphical, visual and/or auditory modes, appropriate to audiences.

When students appraise, they reflect on and make judgments about their inquiry processes and the outcomes of social investigations, providing reasons or evidence to support statements and decisions.

## 1.2.2 Underpinning factors

There are five factors that underpin and are essential for defining the distinctive nature of Applied syllabuses:

- applied learning
- community connections
- core skills for work
- literacy
- numeracy.

These factors, build on the general capabilities found in the P–10 Australian Curriculum. They overlap and interact, are derived from current education, industry and community expectations, and inform and shape Social and Community Studies.

All Applied syllabuses cover all of the underpinning factors in some way, though coverage may vary from syllabus to syllabus. Students should be provided with a variety of opportunities to learn through and about the five underpinning factors across the four-unit course of study.

Applied learning and community connections emphasise the importance of applying learning in workplace and community situations. Applied learning is an approach to contextualised learning; community connections provide contexts for learning, acquiring and applying knowledge, understanding and skills. Core skills for work, literacy and numeracy, however, contain identifiable knowledge and skills which can be directly assessed. The relevant knowledge and skills for these three factors are contained in the course dimensions and objectives for Social and Community Studies.

### Applied learning

Applied learning is the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts. Contexts should be authentic and may encompass workplace, industry and community situations.

Applied learning values knowledge — including subject knowledge, skills, techniques and procedures — and emphasises learning through doing. It includes both theory and the application of theory, connecting subject knowledge and understanding with the development of practical skills.

Applied learning:

- links theory and practice
- integrates knowledge and skills in real-world or lifelike contexts
- encourages students to work individually and in teams to complete tasks and solve problems
- enables students to develop new learnings and transfer their knowledge, understanding and skills to a range of contexts
- uses assessment that is authentic and reflects the content and contexts.



## Community connections

Community connections build students' awareness and understanding of life beyond school through authentic, real-world interactions. This understanding supports transition from school to participation in, and contribution to, community, industry, work and not-for-profit organisations (NFPOs). 'Community' includes the school community and the wider community beyond the school, including virtual communities.

Valuing a sense of community encourages responsible citizenship. Connecting with community seeks to deepen students' knowledge and understanding of the world around them and provide them with the knowledge, understanding, skills and dispositions relevant to community, industry and workplace contexts. It is through these interactions that students develop as active and informed citizens.

Schools plan connections with community as part of their teaching and learning programs to connect classroom experience with the world outside the classroom. It is a mutual or reciprocal arrangement encompassing access to relevant experience and expertise. The learning can be based in community settings, including workplaces, and/or in the school setting, including the classroom.

Community connections can occur through formal arrangements or more informal interactions. Opportunities for community connections include:

- visiting a business or community organisation or agency
- organising an event for the school or local community
- working with community groups in a range of activities
- providing a service for the local community
- attending industry expos and career 'taster' days
- participating in mentoring programs and work shadowing
- gaining work experience in industry
- participating in community service projects or engaging in service learning
- interacting with visitors to the school, such as community representatives, industry experts, employers, employees and the self-employed
- internet, phone or video conferencing with other school communities.

## Core skills for work

In August 2013, the Australian Government released the *Core Skills for Work Developmental Framework (CSfW)*<sup>1</sup>. The *CSfW* describes a set of knowledge, understanding and non-technical skills that underpin successful participation in work<sup>2</sup>. These skills are often referred to as generic or employability skills. They contribute to work performance in combination with technical skills, discipline-specific skills, and core language, literacy and numeracy skills.

The *CSfW* describes performance in ten skill areas grouped under three skill clusters, shown in the table below. These skills can be embedded, taught and assessed across Social and Community Studies. Relevant aspects of core skills for work are assessed, as described in the standards.

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<sup>1</sup> More information about the *Core Skills for Work Developmental Framework* is available at <https://docs.education.gov.au/node/37095>.

<sup>2</sup> The term 'work' is used in the broadest sense: activity that is directed at a specific purpose, which may or may not be for remuneration or gain.

**Table 1: Core Skills for Work skill clusters and skill areas**

	<b>Skill cluster 1: Navigate the world of work</b>	<b>Skill cluster 2: Interacting with others</b>	<b>Skill cluster 3: Getting the work done</b>
<b>Skill areas</b>	<ul style="list-style-type: none"> <li>• Manage career and work life</li> <li>• Work with roles, rights and protocols</li> </ul>	<ul style="list-style-type: none"> <li>• Communicate for work</li> <li>• Connect and work with others</li> <li>• Recognise and utilise diverse perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and organise</li> <li>• Make decisions</li> <li>• Identify and solve problems</li> <li>• Create and innovate</li> <li>• Work in a digital world</li> </ul>

## **Literacy in Social and Community Studies**

The information and ideas that make up the Social and Community Studies are communicated in language and texts. Literacy is the set of knowledge and skills about language and texts that is essential for understanding and conveying this content.

Each Applied syllabus has its own specific content and ways to convey and present this content. On-going systematic teaching and learning focused on the literacy knowledge and skills specific to Social and Community Studies is essential for student achievement.

Students need to learn and use knowledge and skills of reading, viewing and listening to understand and learn the content of Social and Community Studies. Students need to learn and use the knowledge and skills of writing, composing and speaking to convey the Social and Community Studies content they have learnt.

In teaching and learning in Social and Community Studies, students learn a variety of strategies to understand, use, analyse and evaluate ideas and information conveyed in language and texts.

To understand and use Social and Community Studies content, teaching and learning strategies include:

- breaking the language code to make meaning of Social and Community Studies language and texts
- comprehending language and texts to make literal and inferred meanings about Social and Community Studies content
- using Social and Community Studies ideas and information in classroom, real-world or lifelike contexts to progress their own learning.

To analyse and evaluate Social and Community Studies content, teaching and learning strategies include:

- making conclusions about the purpose and audience of Social and Community Studies language and texts
- analysing the ways language is used to convey ideas and information in Social and Community Studies texts
- transforming language and texts to convey Social and Community Studies ideas and information in particular ways to suit audience and purpose.

Relevant aspects of literacy knowledge and skills are assessed, as described in the standards.

## Numeracy in Social and Community Studies

Numeracy is about using mathematics to make sense of the world and applying mathematics in a context for a social purpose.

Numeracy encompasses the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations. Numeracy involves students recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.<sup>3</sup>

Although much of the explicit teaching of numeracy skills occurs in Mathematics, being numerate involves using mathematical skills across the curriculum. Therefore, a commitment to numeracy development is an essential component of teaching and learning across the curriculum and a responsibility for all teachers.

To understand and use Social and Community Studies content, teaching and learning strategies include:

- identifying the specific mathematical information in their learning area
- providing learning experiences and opportunities that support the application of students' general mathematical knowledge and problem-solving processes
- communicating and representing the language of numeracy in teaching, as appropriate.

In Social and Community Studies there is opportunity to develop numeracy skills through the personal aspects of life skills related to self-awareness, self-management, planning, organising, and making efficient and effective use of time and resources. The electives on 'Money Management' and 'Australia's place in the world' also provide scope for the development of numeracy skills.

Relevant aspects of numeracy knowledge and skills are assessed, as described in the standards.

### 1.2.3 Planning a course of study

Social and Community Studies is a four-unit course of study.

Units 1 and 2 of the course are designed to allow students to begin their engagement with the course content, i.e. the knowledge, understanding and skills of the subject. Course content, learning experiences and assessment increase in complexity across the four units as students develop greater independence as learners.

Units 3 and 4 consolidate student learning.

The minimum number of hours of timetabled school time, including assessment, for a course of study developed from this Applied syllabus is 55 hours per unit. A course of study will usually be completed over four units (220 hours).

A course of study for Social and Community Studies includes:

- **three** core life skills areas — personal, interpersonal and citizenship integrated in
- a minimum of **four** and a maximum of **eight** electives.

Each of the three areas of life skills must be covered within every elective topic selected, and be integrated throughout the course.

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<sup>3</sup> ACARA, General Capabilities, Numeracy, [www.australiancurriculum.edu.au/GeneralCapabilities/Numeracy/Introduction/Introduction](http://www.australiancurriculum.edu.au/GeneralCapabilities/Numeracy/Introduction/Introduction)

While the relative emphasis on each area may vary in different electives, each life skill area must be covered within each elective.

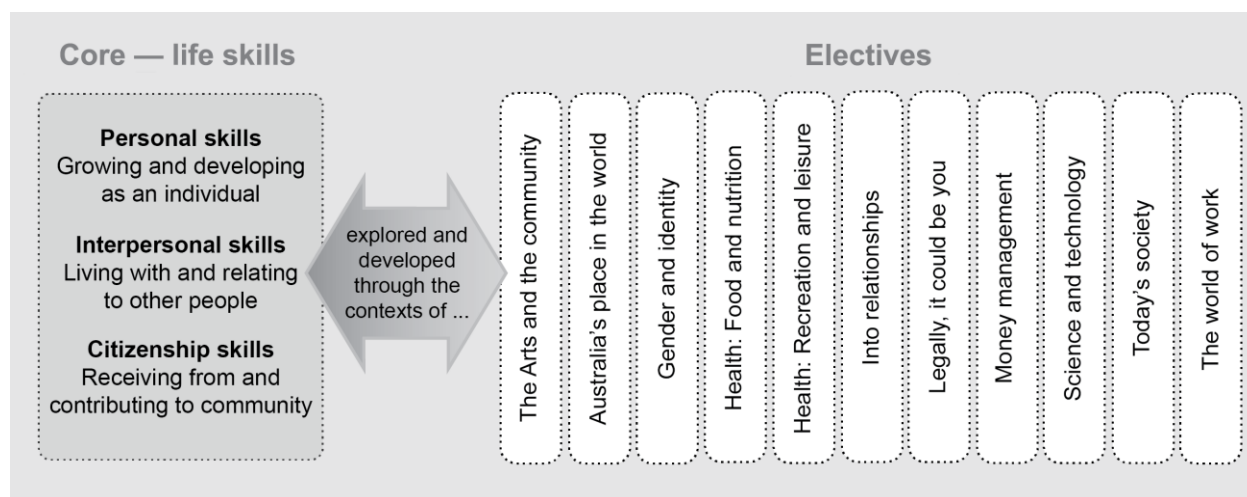
The course provides a range of educational outcomes and encompasses the five underpinning factors. It allows for a diverse range of student abilities, learning styles, interests and aspirations, and should take into account local conditions such as human and physical resources, and the needs of the school and the local community.

Schools must:

- study each elective for no more than one unit but no less than four weeks, to ensure adequate depth of coverage
- use the three core topics — personal, interpersonal and citizenship skills — to organise the integration of the concepts, ideas, knowledge, understanding and skills into each elective
- ensure a balance of the three core life skills areas across the course of study, although there may be more emphasis on a particular life skills area in any one elective.

The relationship between the core and electives is shown in Figure 2 below.

**Figure 2: A course of study — the relationship between core and electives**



## 1.2.4 Using inquiry in Social and Community Studies

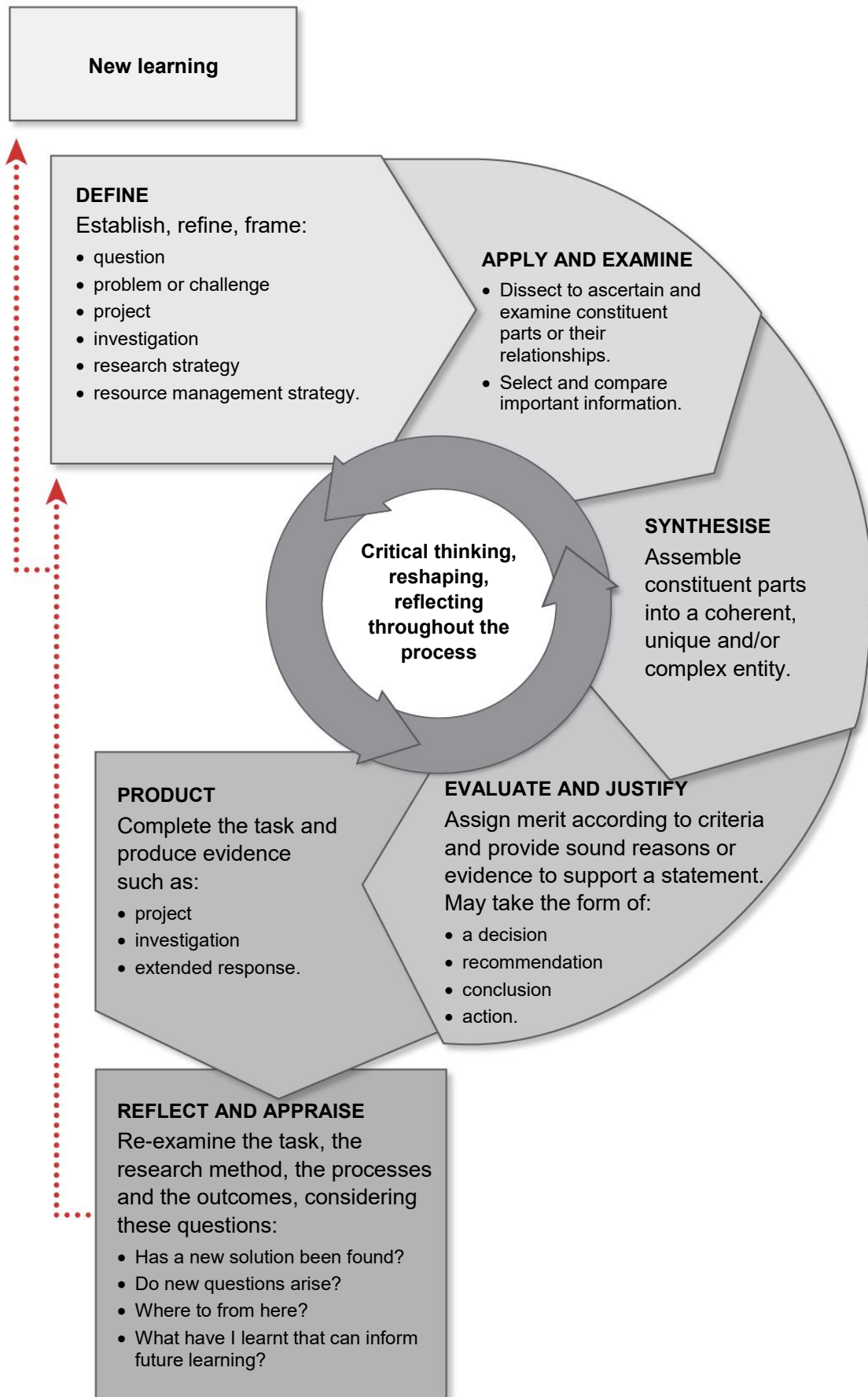
As knowledge is constantly expanding and changing, the skills that develop an inquiring mind need nurturing and require explicit teaching. Teaching and learning in Social and Community Studies is shaped by an inquiry approach that underpins the course of study.

The process of inquiry aims to develop students' investigative and thinking skills and contributes to their ability to formulate ideas, make judgments and reach conclusions. It encourages students to move beyond the acquisition of facts to metacognition and the development of ideas and concepts. It can also enhance self-esteem by encouraging students to take responsibility for their own learning. The inquiry model is illustrated in Figure 2.

Inquiry skills are used by students in each module of work and are developed by students engaging in the inquiry process in both learning and assessment experiences. Building on students' prior knowledge and experience, an inquiry generally follows a sequence of phases including:

- define — establishing, refining and framing questions, problems/challenges, projects, investigations and research strategies
- apply and examine — applying research techniques to investigate issues; locating, organising and analysing evidence, information and data; ascertaining quality and validity of evidence
- synthesise — interpreting and pulling together information, information and ideas from a variety of sources
- evaluate and justify — evaluating and reporting recommendations and conclusions; justifying decisions
- produce — formulating opinions and arguments; producing evidence or taking action of some sort; communicating research findings, using accepted language conventions
- reflect and appraise — reconsidering consequences and outcomes of each of the identified phases.

Figure 3: The inquiry process in Social and Community Studies



## 1.2.5 Aboriginal perspectives and Torres Strait Islander perspectives

The Queensland Government has a vision that Aboriginal and Torres Strait Islander Queenslanders have their cultures affirmed, heritage sustained and the same prospects for health, prosperity and quality of life as other Queenslanders. The QCAA is committed to helping achieve this vision, and encourages teachers to include Aboriginal perspectives and Torres Strait Islander perspectives in the curriculum.

The QCAA recognises Aboriginal peoples and Torres Strait Islander peoples, their traditions, histories and experiences from before European settlement and colonisation through to the present time. Opportunities exist in Social and Community Studies to encourage engagement with Aboriginal peoples and Torres Strait Islander peoples, strengthening students' appreciation and understanding of:

- frameworks of knowledge and ways of learning
- contexts in which Aboriginal peoples and Torres Strait Islander peoples live
- contributions to Australian society and cultures.

In Social and Community Studies there is opportunity to explore Aboriginal and Torres Strait Islander knowledge, culture and values as they relate to, and impact upon, the development of life skills and social inquiry.

Electives that especially lend themselves to exploring these aspects include 'The Arts and the community', 'Into relationships', and 'Today's society'.

Guidelines about Aboriginal and Torres Strait Islander perspectives and resources for teaching are available on the QCAA website: [www.qcaa.qld.edu.au/577.html](http://www.qcaa.qld.edu.au/577.html).

In particular, teachers are encouraged to consult the *Aboriginal and Torres Strait Islander Studies Handbook 2010* (QCAA, [www.qcaa.qld.edu.au/3035.html](http://www.qcaa.qld.edu.au/3035.html) > Resources). This handbook is a helpful guide for schools when embedding Aboriginal and Torres Strait Islander perspectives across the curriculum.

# 2 Subject matter

## 2.1 Core

The core is the conceptual base for the course of study and comprises the three areas of life skills:

- Core topic 1: Personal skills
- Core topic 2: Interpersonal skills
- Core topic 3: Citizenship skills

The core provides a common body of concepts, ideas, knowledge, understanding and skills that will support students' further learning and engagement with the personal and social skills necessary for their present and future life. These life skills are explored through the electives by means of a social investigative process and are developed and reviewed throughout the course of study.

### 2.1.1 Core topic 1: Personal skills

Focus	
<p>Personal skills is about growing and developing as an individual. It covers skills related to self-awareness and self-management, and allows students to achieve a broad understanding of self, the construction of identity, and personal goal setting.</p>	
Concepts and ideas	
<ul style="list-style-type: none"> <li>• A person's self-concept and self-esteem are moulded by their experiences.</li> <li>• An ability to plan, organise, manage and make efficient and effective use of time and resources is essential for personal development.</li> <li>• Integrity, values, self-discipline and social responsibility benefit self-growth.</li> <li>• A person's aspirations determine many important lifelong decisions and involve setting personal goals and devising strategies to attain them.</li> </ul>	
Knowledge, understanding and skills	
Inquiry questions	Subject matter
<ul style="list-style-type: none"> <li>• What are my personality traits, strengths and weaknesses and why do I behave the way I do?</li> <li>• How do factors like culture, gender, ability/disability, geographical location, political structures and/or economic circumstances affect me?</li> <li>• What are examples of resources, both human and non-human?</li> <li>• What are my available resources and how can I manage them successfully?</li> <li>• How do my values and behaviour influence my self-growth?</li> <li>• How do my goals and decisions shape my future aspirations and how can I achieve them?</li> </ul>	<ul style="list-style-type: none"> <li>• personal traits, skills, strengths and weaknesses in a self-analysis and self-appraisal checklists</li> <li>• personal behaviours</li> <li>• strategies for developing self-esteem</li> <li>• factors which affect the individual — culture, gender, ability/disability, geographical location, political structures and/or economic circumstances</li> <li>• resource and time management skills, e.g. prioritising tasks, perseverance, planning</li> <li>• personal values and standards</li> <li>• self-growth</li> <li>• aspirations</li> <li>• goal setting, and strategies for achieving these goals</li> </ul>



## 2.1.2 Core topic 2: Interpersonal skills

Focus	
<p>Interpersonal skills is about living with, and relating to, other people. It covers skills related to social skills, the management of relationships, and effective communication. It allows students to achieve a broad understanding of group dynamics and the need to build positive relationships with other people.</p>	
Concepts and ideas	
<ul style="list-style-type: none"> <li>• Relationships with others are influenced by various social contexts.</li> <li>• Relationships change as people grow and develop.</li> <li>• Interpersonal skills are integral to building positive relationships with other people.</li> <li>• Interpersonal communication shapes how a person is perceived in the real world.</li> </ul>	
Knowledge, understanding and skills	
Inquiry questions	Subject matter
<ul style="list-style-type: none"> <li>• What are the various social contexts in which I relate to others?</li> <li>• How do different social contexts influence my relationships with others?</li> <li>• What factors influence how I communicate with others, e.g. age, gender?</li> <li>• As we grow and develop, how does this impact on our relationships with others?</li> <li>• How can I build positive relationships with other people?</li> <li>• What are some causes of conflict in groups and how can these be managed?</li> <li>• From where do we learn our modes of communication?</li> <li>• How does our ability to communicate affect how others perceive us?</li> </ul>	<ul style="list-style-type: none"> <li>• power structures of relationships; formal and informal relationships</li> <li>• roles within the family, workplace, school, peer group, digital arena and other social contexts</li> <li>• influence of social factors such as age and gender</li> <li>• childhood, adolescence, adulthood and old-age — how our relationships develop, change and grow through these periods</li> <li>• positive role models</li> <li>• strategies for building positive relationships</li> <li>• conflict management and negotiation skills</li> <li>• team skills and group work</li> <li>• situations from different viewpoints</li> <li>• effective communication and networking, e.g. modality, slang, email/text etiquette, clubs</li> <li>• influence of the media and digital technology on interpersonal relationships, e.g. social media</li> <li>• listening and speaking skills; verbal and non-verbal language/communication</li> </ul>

## 2.1.3 Core topic 3: Citizenship skills

Focus	
<p>Citizenship skills is about receiving from, and contributing to, community. It covers skills relating to the student's role and active participation within community from local to global contexts. It allows students to achieve a broad understanding of, and empathy with, different perspectives and within various social contexts.</p>	
Concepts and ideas	
<ul style="list-style-type: none"> <li>• Active citizenship in the community ensures that a person contributes to the society in which they live.</li> <li>• Empathy with different perspectives within various social contexts is developed by connectedness to the world and to others.</li> <li>• Active citizenship sustains quality community life, from local to global contexts.</li> </ul>	
Knowledge, understanding and skills	
Inquiry questions	Subject matter
<ul style="list-style-type: none"> <li>• What is a community?</li> <li>• What is active citizenship?</li> <li>• How do I contribute to and influence the community?</li> <li>• How can we implement change in a community?</li> <li>• What are acceptable or responsible attitudes and behaviours for members of a community?</li> <li>• Why is my contribution important to the wellbeing of that community?</li> <li>• How can we develop responsible attitudes and behaviours as members of a community?</li> <li>• What are our responsibilities as members of the global community?</li> </ul>	<ul style="list-style-type: none"> <li>• types of communities, e.g. families, community service groups, governments, church/religious, cultural</li> <li>• roles and responsibilities of people in society</li> <li>• principles of active citizenship</li> <li>• tolerance and respect for different viewpoints, e.g. of cultural/racial groups, age and/or gender groups, marginalised groups</li> <li>• identifying varying perspectives on a range of contemporary issues</li> <li>• community differences and diversity</li> <li>• dissent, civil disobedience and activism, e.g. lobby groups, stakeholders, FOI</li> <li>• participation in community at local, regional, national and/or global levels</li> </ul>

## 2.2 Electives

The electives provide the contexts through which the three core life skill areas are explored. They cover broad topics and have been structured and formatted around these three perspectives.

While the relative emphasis on each perspective may vary in different electives, each perspective must be covered within each elective.

The concepts and ideas, inquiry questions, and knowledge, understanding and skills described in the electives are **suggested only**, and are provided as a guide to planning. Schools may choose aspects of the suggested information and add local/contemporary material to complement their planning.

Schools must select from the following list of electives to develop their course of study:

- Elective 1: The Arts and the community
- Elective 2: Australia's place in the world
- Elective 3: Gender and identity
- Elective 4: Health — food and nutrition
- Elective 5: Health — recreation and leisure
- Elective 6: Into relationships
- Elective 7: Legally, it could be you
- Elective 8: Money management
- Elective 9: Science and technology
- Elective 10: Today's society
- Elective 11: The world of work

## 2.2.1 Elective 1: The Arts and the community

Concepts and ideas	
<ul style="list-style-type: none"> <li>• The Arts enable people to tell their stories, including cultural and personal stories.</li> <li>• The Arts encompass a wide and growing range of modes of expression.</li> <li>• The Arts enable people to work cooperatively with others.</li> <li>• The Arts play a significant role in everyday life and in shaping Australia's identity.</li> </ul>	
Knowledge, understanding and skills	
Inquiry questions	Subject matter
Personal skills	
<ul style="list-style-type: none"> <li>• How do we define the Arts?</li> <li>• How can the Arts contribute to personal health and happiness?</li> <li>• How can my personal beliefs, cultural beliefs and values be expressed through the Arts?</li> </ul>	<ul style="list-style-type: none"> <li>• different modes of artistic expression, e.g. dance, drama, music, art, including ephemeral and fine arts</li> <li>• the Arts as mediums for personal expression, entertainment and relaxation</li> <li>• the Arts as a reflection of personal and cultural beliefs and values, e.g. body art and adornment</li> </ul>
Interpersonal skills	
<ul style="list-style-type: none"> <li>• In what ways have the Arts recorded and transmitted traditional values?</li> <li>• In what ways do the Arts indicate how members of society imagine, dream, think, feel and communicate?</li> <li>• How are values presented through the Arts?</li> <li>• In what ways do the Arts challenge existing perceptions of reality and present alternative perceptions of reality?</li> </ul>	<ul style="list-style-type: none"> <li>• historical and cultural perspectives, e.g. taboos and rituals</li> <li>• alternative realities</li> <li>• how existing perceptions are challenged through the Arts</li> <li>• building relationships through the Arts</li> </ul>
Citizenship skills	
<ul style="list-style-type: none"> <li>• Can we foster greater community ownership through collaborative arts projects?</li> <li>• What role can the Arts play in integrating people from diverse backgrounds into the community?</li> <li>• What role do Aboriginal art and Torres Strait Islander art play in our understanding of national identity?</li> </ul>	<ul style="list-style-type: none"> <li>• the role of public art, e.g. graffiti, sculpture</li> <li>• the role of popular culture and sub-cultures in the Arts</li> <li>• local Arts organisations, services and community activities</li> <li>• the ways cultures, values and beliefs are communicated through the Arts, e.g. Aboriginal arts and Torres Strait Islander arts</li> <li>• the role played by the Arts in integrating people with a disability into the community</li> <li>• resources allocated to the Arts in Australia</li> </ul>

## 2.2.2 Elective 2: Australia's place in the world

Concepts and ideas	
<ul style="list-style-type: none"> <li>Limited resources and unlimited wants is a global issue.</li> <li>Australia's resource endowment has given it an advantage in the world market.</li> <li>Globalisation is shaping Australia's place in, and relationship with, the world economy.</li> </ul>	
Knowledge, understanding and skills	
Inquiry questions	Subject matter
Personal skills	
<ul style="list-style-type: none"> <li>How might we solve economic problems?</li> <li>How do other countries affect the lifestyles of people living in Australia?</li> <li>Why would I want to travel overseas?</li> </ul>	<ul style="list-style-type: none"> <li>identifying economic problems, including needs, wants and resources</li> <li>the concept of opportunity costs</li> <li>the benefits and pitfalls of overseas travel</li> <li>personal budgeting for travel</li> <li>exchange rates</li> </ul>
Interpersonal skills	
<ul style="list-style-type: none"> <li>How can Australia's in-demand resources best be used?</li> <li>How does Australia benefit from engaging in international trade?</li> <li>What recent overseas issues have impacted on Australia, e.g. political, social and economic issues?</li> <li>How is the Australian economy shaped by our past and present immigration policy?</li> <li>What is the benefit of international tourism?</li> </ul>	<ul style="list-style-type: none"> <li>Australia's factor endowment, e.g. mining, education</li> <li>Australia's reliance on overseas resources, e.g. manufacturing and tourism</li> <li>benefits of overseas tourists and migrants in Australia, e.g. market, workforce creation</li> <li>Australian imports and exports</li> <li>the benefits of multiculturalism, tourism and immigration</li> </ul>
Citizenship skills	
<ul style="list-style-type: none"> <li>Why have Australia's global partnerships changed over time?</li> <li>Why is Australia's relationship with Asia significant?</li> <li>How do changes in other countries' governments, political and economic structures impact upon Australia's society, culture and economy?</li> </ul>	<ul style="list-style-type: none"> <li>Australia's trade, tourism and sporting partners</li> <li>trade agreements and Australia's place in Asia</li> <li>international organisations, e.g. ASEAN (Association of Southeast Asian Nations)</li> <li>the economic impacts of wars, political changes and alliances</li> <li>the importance of overseas aid in building global partners</li> </ul>

## 2.2.3 Elective 3: Gender and identity

Concepts and ideas	
<ul style="list-style-type: none"> <li>• Gender roles play a significant part in how we construct our identities.</li> <li>• There are many factors such as culture, religion and media that affect the construction of gender.</li> <li>• Social justice involves the recognition and respect of the rights, needs and viewpoints of others.</li> </ul>	
Knowledge, understanding and skills	
Inquiry questions	Subject matter
Personal skills	
<ul style="list-style-type: none"> <li>• What is my gender role?</li> <li>• Do people stereotype me because of my gender?</li> <li>• How does my gender impact on who I am?</li> <li>• How can I become comfortable with my own identity?</li> <li>• How do the family and media influence my perceptions of gender?</li> </ul>	<ul style="list-style-type: none"> <li>• gender roles and characteristics</li> <li>• gender identity</li> <li>• societal impacts on people's gender identity</li> <li>• challenging stereotypes</li> <li>• body images</li> </ul>
Interpersonal skills	
<ul style="list-style-type: none"> <li>• What are the markers of femininity and masculinity in present-day society?</li> <li>• What is the effect of gender on household roles and parenting?</li> <li>• How can power, intimacy, communication and trust be balanced in relationships?</li> <li>• What is gender discrimination?</li> </ul>	<ul style="list-style-type: none"> <li>• representations of gender in popular culture</li> <li>• historical development of gender roles</li> <li>• happy and healthy relationships, e.g. power relations</li> <li>• traditional and modern household and parenting roles</li> <li>• separation between public, work and private life</li> <li>• gender discrimination</li> </ul>
Citizenship skills	
<ul style="list-style-type: none"> <li>• What roles do the media, governments and religion play in the shaping of gender roles?</li> <li>• What community attitudes exist regarding gender differences?</li> <li>• How does ethnicity construct gender?</li> <li>• How are ethics involved in global issues regarding gender?</li> <li>• What international organisations support gender equality?</li> </ul>	<ul style="list-style-type: none"> <li>• gender construction by media, governments and religion</li> <li>• community attitudes towards gender</li> <li>• issues regarding gender and ethnicity</li> <li>• gender and culture</li> <li>• global gender issues, e.g. women in the Congo, sex change, contraception</li> <li>• international organisations, e.g. Amnesty International</li> </ul>

## 2.2.4 Elective 4: Health — food and nutrition

Concepts and ideas	
<ul style="list-style-type: none"> <li>• Healthy eating is essential for personal health and wellbeing.</li> <li>• People have different food needs and should accept responsibility for their personal health and wellbeing.</li> <li>• Eating and cooking habits are determined by cultural, socioeconomic and other factors.</li> <li>• Global trends in food and nutrition shape our attitudes to health and nutrition.</li> </ul>	
Knowledge, understanding and skills	
Inquiry questions	Subject matter
Personal skills	
<ul style="list-style-type: none"> <li>• What is a balanced diet?</li> <li>• How can Government initiatives help a person make good food choices?</li> <li>• Why are some foods better choices than others?</li> <li>• How does lifestyle impact on a person's eating habits?</li> </ul>	<ul style="list-style-type: none"> <li>• the six nutrients</li> <li>• functions of food in the body, e.g. physical and psychological needs</li> <li>• correct food choices based on factors such as age, occupation, allergies, physical activity</li> <li>• Maslow's hierarchy of needs</li> <li>• influence of a person's lifestyle on their eating habits</li> <li>• the influence of personal psychology on body image, e.g. fad dieting, addictions, eating disorders</li> <li>• planning, designing and budgeting menus</li> <li>• making healthy food choices at home and when eating out</li> </ul>
Interpersonal skills	
<ul style="list-style-type: none"> <li>• What are the nutritional needs of various groups?</li> <li>• What contribution has been made by ethnic cultures to diversify our diet?</li> <li>• How does culture and socioeconomic status determine food habits?</li> <li>• What innovations have been made in the food industry to help make healthy choices?</li> </ul>	<ul style="list-style-type: none"> <li>• specific diets and cultural group needs, e.g. vegetarians, those on low incomes, sportspeople, adolescents, and those on medically restricted diets (celiac, diabetic)</li> <li>• cultural beliefs relating to food</li> <li>• accessibility to affordable and healthy food</li> <li>• healthy food innovations, e.g. reverse sugar, smart milk</li> <li>• social eating patterns and venues, e.g. cafe society</li> <li>• the role of food in celebrations and festivals</li> </ul>
Citizenship skills	
<ul style="list-style-type: none"> <li>• What is the impact of the media on food choices and nutrition?</li> <li>• How do governments promote healthy food choices?</li> <li>• What is food sustainability?</li> <li>• How does the marketplace respond to food trends?</li> </ul>	<ul style="list-style-type: none"> <li>• the influence of media on societal attitudes towards food and nutrition</li> <li>• government health initiatives, e.g. smart tuckshops, healthy eating guides and campaigns, food labelling</li> <li>• opportunities for working in the food industry</li> <li>• food sustainability, e.g. production, importation, hydroponics</li> <li>• local and global trends in food consumption, e.g. gourmet tourism</li> <li>• developments in food technology, e.g. cloning, genetic modification</li> </ul>

## 2.2.5 Elective 5: Health — recreation and leisure

Concepts and ideas	
<ul style="list-style-type: none"> <li>• Maintaining and improving personal hygiene, health and general wellbeing will contribute to a healthy life.</li> <li>• People have different and changing activity levels and nutritional needs throughout their lives.</li> <li>• Recreation and leisure activities are important aspects of cultural expression and integration.</li> <li>• Achieving balance between family, work and leisure is essential for a healthy life.</li> <li>• Government policies play a role in encouraging a healthy and active community.</li> </ul>	
Knowledge, understanding and skills	
Inquiry questions	Subject matter
Personal skills	
<ul style="list-style-type: none"> <li>• How healthy am I? What makes me healthy?</li> <li>• What could I do during my leisure time?</li> <li>• How can I use leisure time in a healthy way?</li> <li>• What is a healthy exercise program? What is the difference between training and fitness?</li> <li>• How do positive attitudes relate to health and wellbeing?</li> <li>• What stresses me? Why?</li> <li>• How do I recognise stress?</li> <li>• What are some strategies for dealing with stress?</li> </ul>	<ul style="list-style-type: none"> <li>• access to sport and leisure activities</li> <li>• personal decisions about health and wellbeing; health self-analysis</li> <li>• establishing positive self-image</li> <li>• exercise for body and mind</li> <li>• personal leisure interests</li> <li>• stress management; relaxation; learning to relax</li> </ul>
Interpersonal skills	
<ul style="list-style-type: none"> <li>• What makes a healthy home life?</li> <li>• What role models and images exist in the media?</li> <li>• How do the media and corporate sponsors promote healthy lifestyles?</li> <li>• What are workplaces doing to achieve healthy work environments?</li> </ul>	<ul style="list-style-type: none"> <li>• balancing family, work and leisure</li> <li>• media images of healthy and unhealthy lifestyles</li> <li>• company activities for healthy staff, e.g. gyms, weekend retreats</li> </ul>
Citizenship skills	
<ul style="list-style-type: none"> <li>• What health and recreation activities exist in my suburb? How does the socioeconomic status of a suburb impact on its available facilities?</li> <li>• What community facilities exist for families, older and disabled people?</li> <li>• What is the cost to the community of unhealthy lifestyles?</li> <li>• What roles do families, schools and governments play in supporting health and leisure?</li> </ul>	<ul style="list-style-type: none"> <li>• impact of town planning and of urban consolidation</li> <li>• effect of economic status on health</li> <li>• available facilities and activities, e.g. libraries, bike tracks, walkways, parks, pools, clubs, gyms, sporting teams</li> <li>• health promotions</li> <li>• school and community activities that enable us to grow and develop</li> </ul>



## 2.2.6 Elective 6: Into relationships

Concepts and ideas	
<ul style="list-style-type: none"> <li>• The development of personal skills helps an individual to grow and develop.</li> <li>• Personal identity is shaped by critically reflecting on factors that influence our lives, e.g. gender, cultural, racial and economic status.</li> <li>• A person's relationships with others differ depending on roles, experiences and values.</li> <li>• Effective communities rely on positive relationships between their members.</li> <li>• For Aboriginal communities and Torres Strait Islander communities, cross-generational resonance comes from a shared understanding or movement of knowledge from one generation to another.</li> </ul>	
Knowledge, understanding and skills	
Inquiry questions	Subject matter
Personal skills	
<ul style="list-style-type: none"> <li>• What are my personality traits?</li> <li>• What factors shape my personality, including gender, culture and socioeconomic status?</li> <li>• What effect does ongoing change have on me?</li> <li>• How do I manage my emotions and resources?</li> <li>• How can I take advantage of personal development programs?</li> </ul>	<ul style="list-style-type: none"> <li>• personality traits; personal identity, including gender, cultural and socioeconomic status</li> <li>• managing behaviour and resources, e.g. time</li> <li>• personal strengths and weaknesses</li> <li>• personal growth and development due to change, e.g. enabling factors and barriers</li> <li>• building self-esteem and confidence</li> <li>• setting personal goals and devising strategies to attain them</li> <li>• managing physical and mental health</li> <li>• stress and anger management</li> <li>• cross-generational trauma experienced by Aboriginal peoples and Torres Strait Islander peoples as individuals</li> </ul>
Interpersonal skills	
<ul style="list-style-type: none"> <li>• How do I contribute to social interactions in different environments?</li> <li>• How do I critically reflect on my relationships with others?</li> <li>• How does stereotyping shape our relationships?</li> <li>• What skills could be useful in managing conflict?</li> <li>• How do roles, experiences and values influence my relationships with others?</li> </ul>	<ul style="list-style-type: none"> <li>• social environments and relationship networks, e.g. family, school and peers</li> <li>• stereotypes, prejudices, social norms and values</li> <li>• empathising with differing perspectives, e.g. interpersonal/social skills such as conflict resolution and communication</li> <li>• building effective relationships, setting standards, e.g. trust and boundaries, reflecting on and learning from relationships</li> <li>• coping with change and crisis and managing commitments, e.g. family and peer support</li> <li>• cross-generational trauma experienced by Aboriginal peoples and Torres Strait Islander peoples within their families and communities</li> </ul>
Citizenship skills	
<ul style="list-style-type: none"> <li>• What are my rights and responsibilities?</li> <li>• How can we develop community spirit?</li> <li>• Is the 'me' or the 'us' more important?</li> <li>• What social norms and values exist within the global community?</li> <li>• Does globalisation have an impact on me?</li> </ul>	<ul style="list-style-type: none"> <li>• rights and responsibilities, e.g. active citizenship</li> <li>• the concept of community spirit</li> <li>• individuality vs community</li> <li>• global perspectives, e.g. multiculturalism, relationships legislation, parenting, gender roles</li> <li>• local and global organisations, e.g. Relationships Australia, Amnesty International</li> </ul>

## 2.2.7 Elective 7: Legally, it could be you

Concepts and ideas	
<ul style="list-style-type: none"> <li>• The law is part of daily life and influences and determines a person's choices.</li> <li>• Knowledge of the law is necessary in order to operate effectively as a member of society.</li> <li>• The law establishes rights and responsibilities to regulate how individuals and groups behave in society.</li> <li>• Empathising with different perspectives within various social contexts allows an understanding of laws to develop through connectedness to the world and others.</li> </ul>	
Knowledge, understanding and skills	
Inquiry questions	Subject matter
Personal skills	
<ul style="list-style-type: none"> <li>• Why do laws exist?</li> <li>• What laws exist to protect me?</li> <li>• What are my legal rights and responsibilities?</li> <li>• How am I legally accountable?</li> </ul>	<ul style="list-style-type: none"> <li>• laws affecting the individual, e.g.               <ul style="list-style-type: none"> <li>– smoking, drinking, driving (speeding, P and L plate restrictions)</li> <li>– violence (e.g. family, domestic, common assault, grievous bodily harm)</li> <li>– contracts (e.g. mobile phones, rental),</li> <li>– consumer (e.g. layby, advertising, scams)</li> </ul> </li> <li>• rights and responsibilities of an individual in the legal system, e.g. jury duty</li> <li>• legal responsibilities of taking on debt, consequences of non-payment, accountability</li> <li>• legal support options, e.g. Legal Aid Queensland, Legal Support for Young People, community legal services, Aboriginal and Torres Strait Islander Legal Service</li> </ul>
Interpersonal skills	
<ul style="list-style-type: none"> <li>• How are disputes resolved and reviewed legally?</li> <li>• What are the roles and functions of legal personnel?</li> <li>• How can the legal system influence society?</li> <li>• How can current legal issues change social practices?</li> </ul>	<ul style="list-style-type: none"> <li>• the court system and legal processes</li> <li>• dispute resolution processes</li> <li>• contractual arrangements and negotiations</li> <li>• functions of courts and legal personnel</li> <li>• police and the law, including community policing</li> <li>• criminal law vs civil law</li> <li>• family law</li> <li>• computer crime and the internet</li> </ul>
Citizenship skills	
<ul style="list-style-type: none"> <li>• How are laws made?</li> <li>• What are the sources of law?</li> <li>• How are laws administered?</li> <li>• What is the role of international organisations in protecting citizens' rights?</li> <li>• What are the consequences for breaking the law in other countries?</li> </ul>	<ul style="list-style-type: none"> <li>• the democratic system, the Australian Constitution, state and federal parliaments, referendums, voting and elections</li> <li>• common law, customary laws of Aboriginal peoples and Torres Strait Islander peoples, international law</li> <li>• citizenship and the rights and responsibilities of being a citizen in local, regional, national and global contexts</li> <li>• Australia's legal system and types of laws</li> <li>• social action in global law reform</li> <li>• international law as it relates to Australia and Australians, e.g. embassies, penalties for breaking the law while overseas</li> <li>• the influence of changes in Australian and international law</li> </ul>

## 2.2.8 Elective 8: Money management

Concepts and ideas	
<ul style="list-style-type: none"> <li>• Understanding needs, wants and resources is central to the decision making of individuals and communities.</li> <li>• Income earned and how it is spent (budgeting and saving) will determine the ability to meet needs, satisfy wants and determine standard of living.</li> <li>• Responsible consumer behaviour is essential in today's society.</li> <li>• Global corporations, governments and businesses play a major role in economic decision making.</li> </ul>	
Knowledge, understanding and skills	
Inquiry questions	Subject matter
Personal skills	
<ul style="list-style-type: none"> <li>• How can I earn an income and improve my income and earning capacity?</li> <li>• What lifestyle / standard of living would I like to have?</li> <li>• What do I consume and what influences my decisions to buy various good and services?</li> <li>• How do I go about preparing a budget in order to achieve my desired standard of living?</li> <li>• What are the advantages and disadvantages of using credit cards?</li> <li>• What institutions could I access if I wanted to borrow money and how would I decide between them?</li> <li>• Why do I need insurance?</li> </ul>	<ul style="list-style-type: none"> <li>• needs vs. wants; Maslow's hierarchy of needs</li> <li>• wages and salaries; superannuation; investments</li> <li>• in-built obsolescence and sustainability</li> <li>• influences of advertising</li> <li>• scams and consumer protection</li> <li>• personal finance and budgeting; managing income and spending; personal taxation</li> <li>• setting financial goals; saving and investing</li> <li>• payment options for goods and services</li> <li>• debt, obtaining finance and credit, use of credit</li> <li>• insurances: personal, car, home and contents, medical, income</li> </ul>
Interpersonal skills	
<ul style="list-style-type: none"> <li>• Why do people work?</li> <li>• What is meant by a 'work ethic'?</li> <li>• Why are some people unemployed?</li> <li>• To what extent will people be affected socially when they are disadvantaged economically?</li> <li>• How can differing economic values and goals affect relationships?</li> <li>• How are resources prioritised by groups, e.g. families, communities, corporations and government?</li> <li>• How do age, gender, technology and advertising affect trends in consumption?</li> </ul>	<ul style="list-style-type: none"> <li>• profit motive, self-interest</li> <li>• right to private property and freedom of enterprise</li> <li>• work ethic, e.g. family, community</li> <li>• employment agencies</li> <li>• quality of life and standard of living</li> <li>• low-income groups</li> <li>• consumer choices and values; limited resources vs unlimited wants</li> <li>• consumerism: eCommerce, impulse buying</li> <li>• sources of consumer and financial advice; resolving consumer disputes relating to goods and services</li> <li>• types of consumer and financial risks</li> </ul>
Citizenship skills	
<ul style="list-style-type: none"> <li>• What responsibilities do we have to contribute to our community financially?</li> <li>• What goods and services should governments provide?</li> <li>• How does government support people with financial needs?</li> <li>• How does my consumerism affect the environment</li> </ul>	<ul style="list-style-type: none"> <li>• the role of banks and other financial institutions</li> <li>• taxation, tax avoidance and tax evasion</li> <li>• government goods and services, e.g. infrastructure</li> <li>• government budgeting and debt financing</li> <li>• government benefits; welfare</li> <li>• community programs, projects and charities</li> </ul>

<p>and international communities?</p> <ul style="list-style-type: none"> <li>• What regulations are there to support consumers both before and after sales?</li> <li>• How are the rights of the consumer protected?</li> <li>• What role does the government play in regulating consumer waste?</li> <li>• How do multinational corporations impact consumer trends?</li> </ul>	<ul style="list-style-type: none"> <li>• child labour, environmental damage and global consumerism</li> <li>• consumer waste and sustainability</li> <li>• role of regulatory agencies, e.g. ACCC (Australian Competition &amp; Consumer Commission)</li> <li>• multinationals</li> </ul>
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## 2.2.9 Elective 9: Science and technology

Concepts and ideas	
<ul style="list-style-type: none"> <li>• Discoveries in science and modern technologies have impacted upon our lives and relationships with others.</li> <li>• Scientific and technological resources are significant to local, national and global communities.</li> </ul>	
Knowledge, understanding and skills	
Inquiry questions	Subject matter
Personal skills	
<ul style="list-style-type: none"> <li>• In what ways does technology impact on my life and lifestyle?</li> <li>• How have scientific and technological advances in communication, entertainment, leisure activities and travel affected my life?</li> <li>• Why do I need to consider sustainability?</li> </ul>	<ul style="list-style-type: none"> <li>• the electronic revolution</li> <li>• dealing with machines instead of people, and the dependence on automated systems</li> <li>• electronic communication: safety, cyber-bullying, identity theft</li> <li>• using the internet and electronic media to manage daily life and personal resources</li> <li>• travel freedom and mobility</li> <li>• systems such as health, security, pollution levels, weather</li> <li>• e-waste and our carbon footprint</li> </ul>
Interpersonal skills	
<ul style="list-style-type: none"> <li>• How have lifestyles evolved due to changes in science and technology?</li> <li>• In what ways has technology impacted on employment?</li> <li>• How has technology changed the way people communicate?</li> <li>• How have technology and medical advancements affected people's relationships?</li> <li>• What effect has easy access to travel had on families and employment opportunities?</li> </ul>	<ul style="list-style-type: none"> <li>• the pros and cons of advancements in science and technology</li> <li>• scientific and technological resources affecting families and individual lifestyles</li> <li>• the effect of technology on relationships</li> <li>• the impact of technology on employment</li> <li>• instant communication and accessibility of information</li> <li>• medical and scientific advancements, e.g. IVF (in-vitro fertilisation), vaccinations</li> <li>• transportation and forms of travel</li> </ul>
Citizenship skills	
<ul style="list-style-type: none"> <li>• In what ways have science and technology caused a global community/cultural identity?</li> <li>• What influences do interest groups have on the community?</li> <li>• How has technology revolutionised medicine and law enforcement?</li> <li>• What are the environmental effects of the advancements in science and technology?</li> </ul>	<ul style="list-style-type: none"> <li>• concept of the global village</li> <li>• products of modern science and technology</li> <li>• interest groups: the pros and cons</li> <li>• advances in police work, e.g. forensics, DNA testing</li> <li>• human longevity</li> <li>• sustainability, e.g. solar power</li> </ul>

## 2.2.10 Elective 10: Today's society

Concepts and ideas	
<ul style="list-style-type: none"> <li>Family structures, community experiences and following personal/life pathways influence personal identity.</li> <li>A respect for other's rights, needs and viewpoints are influenced by family, culture, gender roles and a sense of belonging.</li> <li>Cultural groups, belief systems, government and social organisations help shape the identity of today's society.</li> <li>Globalisation is having an ever-increasing impact on today's society.</li> </ul>	
Knowledge, understanding and skills	
Inquiry questions	Subject matter
Personal skills	
<ul style="list-style-type: none"> <li>What are my roles in society?</li> <li>What is a family?</li> <li>How have the basic functions or images of families changed and what has influenced this change?</li> <li>How are my values and beliefs constructed?</li> <li>How do I contribute to and participate in my family and society?</li> </ul>	<ul style="list-style-type: none"> <li>the influence of families and community experiences on personal identity</li> <li>identity and belonging; personal pathways</li> <li>family structures; roles of men, women and children</li> <li>cultural views of family: parent/single parent, carers/guardians, kinship systems, moieties, language groups, extended families, same-sex families</li> <li>diversity of lifestyle: location, wealth, social demographic</li> </ul>
Interpersonal skills	
<ul style="list-style-type: none"> <li>How are social roles changing?</li> <li>What are the social needs of my local community?</li> <li>What is the local community doing to meet these social needs?</li> <li>How has multiculturalism impacted Australia?</li> <li>How have cultural groups, belief systems, government and social organisations impacted on our relationships?</li> </ul>	<ul style="list-style-type: none"> <li>gender, sexuality and identity</li> <li>same-sex and de facto relationships</li> <li>religious and social issues</li> <li>aspects of parenting; child protection</li> <li>current issues in family life; ageing population</li> <li>physical, religious and social structuring of Aboriginal communities and Torres Strait Islander communities</li> <li>a sense of belonging to community</li> <li>voting and politics</li> <li>discrimination and the 'isms' — people with disability, ageism, sexism, racism</li> <li>civil disobedience; acceptable behaviour; censorship</li> </ul>
Citizenship skills	
<ul style="list-style-type: none"> <li>Who or what defines acceptable behaviour?</li> <li>What are current trends in popular culture?</li> <li>Who or what determines equity or equality and social justice?</li> <li>What are the implications of equity issues such as women in the workforce, people with a disability, and immigrants in the workforce?</li> <li>How does access to technology, or lack thereof, affect communities?</li> </ul>	<ul style="list-style-type: none"> <li>popular culture, the internet, media, global village</li> <li>equity and equality, social structures and boundaries, social services, social justice</li> <li>ethnicity, culture and religion</li> <li>marginalisation and fringe dwellers; stereotypes and prejudices; diversity vs. conformity</li> <li>population and density; access to resources</li> <li>active and informed citizenship</li> </ul>

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• What community services are available?</li><li>• What is the role of governments or other agencies to facilitating access these services?</li><li>• How does society deal with difference?</li></ul> |  |
|--|--|

## 2.2.11 Elective 11: The world of work

Concepts and ideas	
<ul style="list-style-type: none"> <li>• People need to identify and understand the personal qualities and skills employees need for the workforce.</li> <li>• The ability to deal with diverse workplace structures and relationships is important in becoming an effective member of a workplace environment.</li> <li>• Negotiating and managing a work/life balance is integral to personal health and wellbeing, and to being an effective member of the workforce.</li> <li>• As the nature of work has changed over time, so have the demands made on employees/workers.</li> </ul>	
Knowledge, understanding and skills	
Inquiry questions	Subject matter
Personal skills	
<ul style="list-style-type: none"> <li>• What are the characteristics of a valuable employee?</li> <li>• How can I best prepare myself to enter the workforce?</li> <li>• How do I get information about jobs and occupations and what are the different ways I might apply for a job?</li> <li>• How do conditions of work impact on me?</li> <li>• What are some strategies for managing workplace stress?</li> </ul>	<ul style="list-style-type: none"> <li>• work readiness: preparing/updating a résumé, application letters and career portfolios; interview skills and techniques</li> <li>• interpersonal and employability skills; work ethic</li> <li>• personal presentation skills</li> <li>• proactive job search methods</li> <li>• career directions and professional development</li> <li>• managing stress at work</li> <li>• time management; balancing work and home life</li> <li>• human resource management</li> <li>• industrial relations</li> </ul>
Interpersonal skills	
<ul style="list-style-type: none"> <li>• What do I need to do to be an effective team member?</li> <li>• How can I create effective interpersonal relationships with co-workers and management?</li> <li>• How can I communicate effectively?</li> <li>• How can I manage conflict in the workplace?</li> <li>• What do I do if I am being harassed in the workplace?</li> <li>• How can the structure of organisations relate to the decision-making processes of the organisation? How do organisations differ?</li> </ul>	<ul style="list-style-type: none"> <li>• knowing personal rights and responsibilities in the workplace</li> <li>• goals and structures of organisations</li> <li>• decision-making processes and chain of command within an organisation</li> <li>• managing workplace conflict — passive, aggressive, assertive</li> <li>• industrial relations and workplace conditions</li> <li>• problem solving at work</li> <li>• methods of communication</li> <li>• networking and teamwork</li> </ul>
Citizenship skills	
<ul style="list-style-type: none"> <li>• What are the rights and responsibilities of employers and employees?</li> <li>• What societal obligations do employers have to their employees?</li> <li>• How do unions assist their members?</li> <li>• In what ways can people be discriminated against in the workplace?</li> <li>• What organisations can help me plan and manage my career goals?</li> <li>• What work opportunities exist overseas?</li> </ul>	<ul style="list-style-type: none"> <li>• role of unions and employer/employee organisations</li> <li>• avenues of protection for employers and employees</li> <li>• workplace legislation</li> <li>• changing landscape of the workforce</li> <li>• RTOs, recruitment companies, job network centres, Centrelink, universities, TAFE, career expos, enterprise bargaining, myfuture.com</li> <li>• international employment, working holidays</li> </ul>



# 3 Assessment

## 3.1 Assessment — general information

Assessment is an integral part of the teaching and learning process. It is the purposeful, systematic and ongoing collection of information about student learning outlined in the syllabus.

The major purposes of assessment are to:

- promote, assist and improve learning
- inform programs of teaching and learning
- advise students about their own progress to help them achieve as well as they are able
- give information to parents, carers and teachers about the progress and achievements of individual students to help them achieve as well as they are able
- provide comparable exit results in each Applied syllabus which may contribute credit towards a Queensland Certificate of Education (QCE); and may contribute towards Australian Tertiary Admission Rank (ATAR) calculations
- provide information about how well groups of students are achieving for school authorities and the State Minister responsible for Education.

Student responses to assessment opportunities provide a collection of evidence on which judgments about the quality of student learning are made. The quality of student responses is judged against the standards described in the syllabus.

In Applied syllabuses Queensland, assessment is standards-based. The standards are described for each objective in each of the three dimensions. The standards describe the quality and characteristics of student work across five levels from A to E.

### 3.1.1 Planning an assessment program

When planning an assessment program over a developmental four-unit course, schools should:

- administer assessment instruments at suitable intervals throughout the course
- provide students with opportunities in Units 1 and 2 to become familiar with the assessment techniques that will be used in Units 3 and 4
- assess all of the dimensions in each unit
- assess each objective at least twice by midway through the course (end of Unit 2) and again by the end of the course (end of Unit 4)
- assess only what the students have had the opportunity to learn, as prescribed in the syllabus and outlined in the study plan.

For a student who studies four units, only assessment evidence from Units 3 and 4 contributes towards decisions at exit.

Further information can be found in the QCE and QCIA policy and procedures handbook.

### 3.1.2 Authentication of student work

Schools and teachers must have strategies in place for ensuring that work submitted for summative assessment is the student's own.

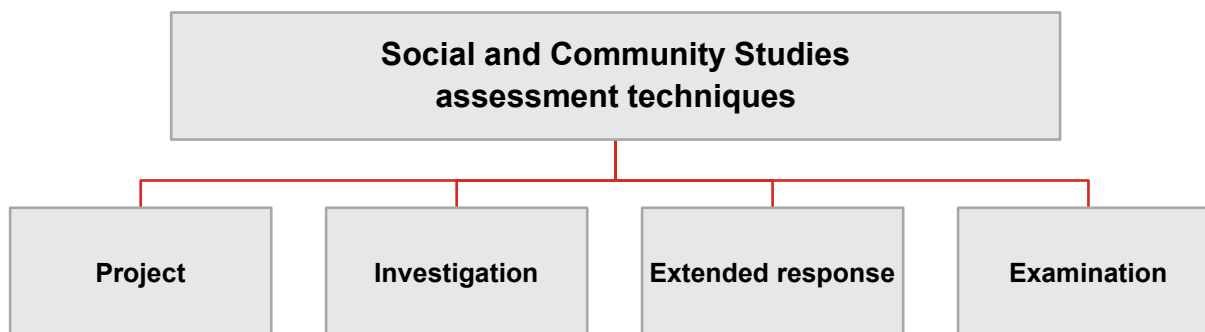
Judgments about student achievement are based on evidence of the demonstration of student knowledge, understanding and skills. Schools ensure responses are validly each student's own work.

Guidance about authentication strategies which includes guidance for drafting, scaffolding and teacher feedback can be found in the QCE and QCIA policy and procedures handbook.

## 3.2 Assessment techniques

The diagram below identifies the assessment techniques relevant to this syllabus. The subsequent sections describe each assessment technique in detail.

Figure 4: Social and Community Studies assessment techniques



Schools design assessment instruments from the assessment techniques relevant to this syllabus. The assessment instruments students respond to in Units 1 and 2 should support those techniques included in Units 3 and 4.

For each assessment instrument, schools develop an instrument-specific standards matrix by selecting the syllabus standards descriptors relevant to the task and the dimension/s being assessed (see Standards matrix).

The matrix is used as a tool for making judgments about the quality of students' responses to the instrument and is developed using the syllabus standards descriptors. Assessment is designed to allow students to demonstrate the range of standards (see Determining an exit result). Teachers give students an instrument-specific standards matrix for each assessment instrument.

Where students undertake assessment in a group or team, instruments must be designed so that teachers can validly assess the work of individual students and not apply a judgment of the group product and processes to all individuals.

### Evidence

Evidence includes the student's responses to assessment instruments and the teacher's annotated instrument-specific standards matrixes. Evidence may be direct, e.g. student responses to assessment instruments, or indirect, e.g. supporting documentation. Within a student folio indirect evidence should be balanced with direct evidence.

Further guidance can be found in the QCE and QCIA policy and procedures handbook.

## **Conditions of assessment**

Over a four-unit course of study, students are required to complete assessment under a range of conditions (see Planning an assessment program).

Conditions may vary according to assessment. They should be stated clearly on assessment instruments, for example:

- supervised or unsupervised
- individual, group or team
- time allowed (with perusal time as needed)
- length required
- seen or unseen questions
- using sources and/or notes (open book).

Where support materials or particular equipment, tools or technologies are used under supervised conditions, schools must ensure that the purpose of supervised conditions (i.e. to authenticate student work) is maintained.

## **Assessment of group work**

When students undertake assessment in a group or team, instruments must be designed so that teachers can validly assess the work of individual students and not apply a judgment of the group product and processes to all individuals.

## 3.2.1 Project

### Purpose

This technique assesses a response to a single task, situation and/or scenario in a module of work that provides students with authentic or real-world opportunities to demonstrate their learning. The student response will consist of a collection of **at least two** assessable components, demonstrated in different circumstances, places and times, and may be presented to different audiences, and through differing modes.

### Dimensions to be assessed

This assessment technique is to be used to determine student achievement in objectives from all of the following dimensions:

- Knowing and understanding
- Applying and examining
- Producing and evaluating.

All objectives from each dimension must be assessed.

### Types of projects

A project occurs over a set period of time. Students may use class time and their own time to develop a response. Projects in Social and Community Studies may involve students in individual or group community visits, or in community projects. They incorporate inquiry processes involving decision making, goal setting and time management.

A project consists of **at least two** different assessable components from the following:

- written
- spoken
- multimodal
- performance
- product.

The selected assessable components must contribute significantly to the task and to the overall result for the project. A variety of technologies may be used in the creation or presentation of the response.

**Note:** Spoken delivery of a written component; or a transcript of a spoken component (whether written, electronic, or digital) constitutes one component, not two.

Examples of projects in Social and Community Studies include:

- organising a school community event, e.g. for International Women's Day, Harmony Day
- working with a community organisation to respond to a local community issue, e.g. environmental, health, employment, technology or social issues
- researching food preferences within the school, applying healthy eating practices, holding a market day.

**At least two of the core life skills areas must be covered within each project.**

### Written component

This component requires students to use written language to communicate ideas and information to readers for a particular purpose. A written component may be supported by references or, where appropriate, data, tables, flow charts or diagrams.

Examples include:

- articles for magazines or journals
- reviews, e.g. literature, film
- reports
- essays, e.g. analytical, persuasive/argumentative, informative.

### Spoken component

This component requires students to use spoken language to communicate ideas and information to a live or virtual audience (that is, through the use of technology) for a particular purpose.

Examples include:

- oral presentations
- debates
- interviews
- podcasts
- seminars.

### Multimodal component

This component requires students to use a combination of at least two modes **delivered at the same time** to communicate ideas and information to a live or virtual audience for a particular purpose. The selected modes are integrated to allow both modes to contribute significantly to the multimodal component. Modes include:

- written
- spoken/signed
- nonverbal, e.g. physical, visual, auditory.

Examples include:

- digital presentations
- vodcasts
- seminars
- webinars.

A variety of technologies may be used in the creation or presentation of the component. Replication of a written document into an electronic or digital format does not constitute a multimodal component.

### Performance component

This component refers to physical demonstrations as outcomes of applying a range of cognitive, technical, physical and/or creative/expressive skills.

Performance components allow students to communicate and demonstrate the concepts, ideas, perspectives and viewpoints related to the topics and appropriate to the intended audience.

Examples in Social and Community Studies include:

- mock trials (in elective 'Legally, it could be you')
- role plays (conflict resolution, in elective 'Into relationships'),
- expert interviews (in elective 'Health — food and nutrition')
- song/dance (in elective 'Into relationships' or 'Gender and identity').

### Product component

This component refers to the production of items such as dioramas, brochures, infographics, webpages, artwork, and will be the outcome of applying a range of cognitive, technical, physical and/or creative/expressive skills. In Social and Community Studies, product components allow students to communicate and demonstrate the concepts, ideas, perspectives and viewpoints related to the topics and appropriate to the intended audience.

Assessment conditions	Units 1–2	Units 3–4
Written component	400–700 words	500–900 words
Spoken component	1½ – 3½ minutes	2½ – 3½ minutes
Multimodal component	2–4 minutes	3–6 minutes
Performance component	Schools provide students with some continuous class time to develop and demonstrate the performance component/s of the collection of work. The length of this component will depend upon the nature of the task.	
Product component	Schools provide students with some continuous class time to develop the product components of the collection of work. The length of this component will depend upon the nature of the task.	

#### Further guidance

- Establish a focus for the project, or work with the student to develop a focus.
- Allow class time for the student to effectively undertake each component of the project. Independent student time will be required to complete the task.
- The required length of student responses should be considered in the context of the tasks — longer is not necessarily better.
- Implement strategies to promote the authenticity of student work. Strategies may include note-taking, journals or experimental logs, drafting, research checklists, referencing and teacher observation sheets.
- Scaffolding is part of the teaching and learning that supports student development of the requisite knowledge, understanding and skills integral to completing an assessment task and demonstrating what the assessment requires. The scaffolding should be reduced in Units 3 and 4 as students develop greater independence as learners.
- Provide students with learning experiences in the use of appropriate communication strategies, including the generic requirements for presenting research, e.g. research report structures, referencing conventions.
- Indicate on the assessment the dimensions and objectives that will be assessed, and explain the instrument-specific standards matrix.
- When students undertake assessment in a group or team, instruments must be designed so that teachers can validly assess the work of individual students and not apply a judgment of the group product and processes to all individuals.

## 3.2.2 Investigation

### Purpose

This technique assesses investigative practices and the outcomes of applying these practices. Investigation includes locating and using information beyond students' own knowledge and the data they have been given. In Social and Community Studies, investigations involve research and follow an inquiry approach. Investigations provide opportunity for assessment to be authentic and set in real-world or lifelike contexts.

### Dimensions to be assessed

This assessment technique is to be used to determine student achievement in objectives from all of the following dimensions:

- Knowing and understanding
- Applying and examining
- Producing and evaluating.

Not every objective from each dimension needs to be assessed.

### Types of investigations and responses

An investigation occurs over a set period of time. Students may use class time and their own time to develop a response. In this assessment technique, students investigate or research a specific question or hypothesis through collection, analysis and synthesis of primary and/or secondary data obtained through research.

Examples of investigations in Social and Community Studies include:

- investigate healthy eating practices in local establishments or the community, e.g. local sporting clubs, restaurants and cafes
- investigate community awareness (or lack thereof) of identity theft, and develop practical recommendations
- investigate the ways technology has revolutionised law enforcement
- investigate local workplaces and job opportunities.

**At least two of the core life skills areas must be covered within each investigation.**

### Written response

This response requires students to use written language to communicate ideas and information to readers for a particular purpose. A written response may be supported by references or, where appropriate, data, tables, flow charts or diagrams.

Examples include:

- articles for magazines or journals
- reviews, e.g. literature, film
- reports
- essays, e.g. analytical, persuasive/argumentative, informative.

### Spoken response

This response requires students to use spoken language to communicate ideas and information to a live or virtual audience (that is, through the use of technology) for a particular purpose.

Examples include:

- oral presentations
- debates
- interviews
- podcasts
- seminars.

## Multimodal response

This response requires students to use a combination of at least two modes delivered at the same time to communicate ideas and information to a live or virtual audience for a particular purpose. The selected modes are integrated to allow both modes to contribute significantly to the multimodal response. Modes include:

- written
- spoken/signed
- nonverbal, e.g. physical, visual, auditory.

Examples include:

- digital presentations
- vodcasts
- seminars
- webinars.

A variety of technologies may be used in the creation or presentation of the response. Replication of a written document into an electronic or digital format does not constitute a multimodal response.

When making judgments about multimodal responses, teachers apply the standards to the entire response, i.e. to all modes used to communicate the response.

Assessment conditions	Units 1–2	Units 3–4
Written	500–800 words	600–1000 words
Spoken	2–4 minutes	3–4 minutes
Multimodal	3–5 minutes	4–7 minutes

## Further guidance

- Establish a focus for the investigation, or work with the student to develop a focus.
- Allow class time for the student to effectively undertake each part of the investigation assessment. Independent student time will be required to complete the task.
- The required length of student responses should be considered in the context of the tasks — longer is not necessarily better.
- Implement strategies to promote the authenticity of student work. Strategies may include note-taking, journals or experimental logs, drafting, research checklists, referencing and/or teacher observation sheets.
- Scaffolding is part of the teaching and learning that supports student development of the requisite knowledge, understanding and skills integral to completing an assessment task and demonstrating what the assessment is requiring. The scaffolding should be reduced in Units 3 and 4 as students develop greater independence as learners.
- Provide students with learning experiences in the use of appropriate communication strategies, including the generic requirements for presenting research, e.g. research report structures, referencing conventions.
- Indicate on the assessment the dimensions and objectives that will be assessed, and explain the instrument-specific standards matrix.



### 3.2.3 Extended response

#### Purpose

This technique assesses the interpretation, analysis/examination and/or evaluation of ideas and information in provided stimulus materials. While students may undertake some research in the writing of the extended response, it is not the focus of this technique.

In Social and Community Studies, an extended response requires reasoned responses to specific questions. It allows students to demonstrate their ability to use investigative and thinking skills and to formulate ideas, make judgments and reach conclusions, which are part of the process of social investigation.

#### Dimensions to be assessed

This assessment technique is to be used to determine student achievement in objectives from all of the following dimensions:

- Knowing and understanding
- Applying and examining
- Producing and evaluating.

Not every objective from each dimension needs to be assessed.

#### Types of extended response

An extended response occurs over a set period of time. Students may use class time and their own time to develop a response. Students respond to a question or statement about the provided stimulus materials.

Stimulus material could include:

- images, e.g. cartoons, paintings, photos, film, artwork, infographics
- media articles, e.g. news articles, blogs
- quotes
- statistics
- graphs
- maps
- text extracts.

**At least two of the core life skills areas must be covered within each extended response.**

### Written response

This response requires students to use written language to communicate ideas and information to readers for a particular purpose. A written response may be supported by references or, where appropriate, data, tables, flow charts or diagrams.

Examples include:

- articles for magazines or journals
- reviews, e.g. literature, film
- reports
- essays.

### Spoken response

This response requires students to use spoken language to communicate ideas and information to a live or virtual audience (that is, through the use of technology) for a particular purpose.

Examples include:

- oral presentations
- debates
- news segments
- interviews
- podcasts
- seminars.

### Multimodal response

This response requires students to use a combination of at least two modes **delivered at the same time** to communicate ideas and information to a live or virtual audience for a particular purpose. The selected modes are integrated to allow both modes to contribute significantly to the multimodal response. Modes include:

- written
- spoken/signed
- nonverbal, e.g. physical, visual, auditory.

Examples include:

- digital presentations
- vodcasts
- seminars
- webinars.

A variety of technologies may be used in the creation or presentation of the response. Replication of a written document into an electronic or digital format does not constitute a multimodal response.

When making judgments about multimodal responses, teachers apply the standards to the entire response, i.e. to all modes used to communicate the response.

Assessment conditions	Units 1–2	Units 3–4
Written	500–800 words	600–1000 words
Spoken	2–4 minutes	3–4 minutes
Multimodal	3–5 minutes	4–7 minutes

## 3.2.4 Examination

### Purpose

This technique assesses the application of a range of cognition to provided questions, scenarios and/or problems. Responses are completed individually, under supervised conditions and in a set timeframe.

### Dimensions to be assessed

This assessment technique is to be used to determine student achievement in objectives from both of the following dimensions:

- Knowing and understanding
- Applying and examining.

Not every objective from each dimension needs to be assessed.

### Type of examination

#### Short response test

- Short response tests typically consist of a number of items that may include students responding to some or all of the following activities:
  - recognising, describing and explaining concepts, ideas, issues and viewpoints
  - analysing and comparing viewpoints about social contexts and issues
  - responding to seen or unseen stimulus materials
  - interpreting and applying ideas and information
  - drawing, labelling or interpreting equipment, graphs, tables or diagrams.
- Short response tests occur under supervised conditions as students produce work individually and in a set time to ensure authenticity.
- Questions, scenarios and problems are typically unseen. If seen, teachers must ensure the purpose of this technique is not compromised.
- Stimulus materials may also be used and may be seen or unseen.
- Unseen questions, statements or stimulus materials should not be copied from information or texts that students have previously been exposed to or have directly used in class.
- **At least two of the core life skills areas must be covered within each examination.**

#### Assessment conditions

Assessment conditions	Units 1–2	Unit 3–4
Recommended duration	60–90 minutes	60–90 minutes
Short response test	50–150 words per item (diagrams and workings not included in word count)	50–250 words per item (diagrams and workings not included in word count)

#### Further guidance

- Format the assessment to allow for ease of reading and responding.
- Consider the language needs of the students and avoid ambiguity.
- Ensure questions allow the full range of standards to be demonstrated.
- Consider the instrument conditions in relation to the requirements of the question or stimulus.
- Outline any permitted material in the instrument conditions, e.g. one page of handwritten notes.
- Determine appropriate use of stimulus materials and student notes. Ensure stimulus materials are succinct enough to allow students to engage with them in the time provided; if they are lengthy, consider giving students access to them before the assessment.
- Provide students with learning experiences that support the types of items, including opportunities to respond to unseen tasks using appropriate communication strategies.
- Indicate on the assessment the dimensions and objectives that will be assessed, and explain the instrument-specific standards.

## 3.3 Exiting a course of study

### 3.3.1 Folio requirements

A folio is a collection of one student's responses to the assessment instruments on which exit results are based. The folio is updated when earlier assessment responses are replaced with later evidence that is more representative of student achievement.

### 3.3.2 Exit folios

The exit folio is the collection of evidence of student work from Units 3 and 4 that is used to determine the student's exit result. Each folio must include:

- four assessment instruments, and the student responses
- evidence of student work from Units 3 and 4 only
- evidence of all dimensions being assessed at least twice
- at least three different assessment techniques, including:
  - one project or investigation
  - one examination
- no more than two assessments from each technique
- a student profile completed to date.

### 3.3.3 Exit standards

Exit standards are used to make judgments about students' exit results from a course of study. The standards are described in the same dimensions as the objectives of the syllabus. The standards describe how well students have achieved the objectives and are stated in the standards matrix.

The following dimensions must be used:

- Dimension 1: Knowing and understanding
- Dimension 2: Applying and examining
- Dimension 3: Producing and evaluating.

Each dimension must be assessed in each unit and each dimension is to make an equal contribution to the determination of exit results.

### 3.3.4 Determining an exit result

When students exit the course of study, the school is required to award each student an A—E exit result.

Exit results are summative judgments made when students exit the course of study. For most students this will be after four units. For these students, judgments are based on exit folios providing evidence of achievement in relation to all objectives of the syllabus and standards.

For students who exit before completing four units, judgments are made based on the evidence of achievement to that stage of the course of study.

## Determining a standard

The standard awarded is an on-balance judgment about how the qualities of the student's responses match the standards descriptors in each dimension. This means that it is not necessary for the student's responses to have been matched to every descriptor for a particular standard in each dimension.

## Awarding an exit result

When standards have been determined in each of the dimensions for this subject, Table 2 below is used to award an exit result, where A represents the highest standard and E the lowest. The table indicates the minimum combination of standards across the dimensions for each result.

**Table 2: Awarding exit results**

Exit result	Minimum combination of standards
<b>A</b>	Standard A in any two dimensions and no less than a B in the remaining dimension
<b>B</b>	Standard B in any two dimensions and no less than a C in the remaining dimension
<b>C</b>	Standard C in any two dimensions and no less than a D in the remaining dimension
<b>D</b>	At least Standard D in any two dimensions and an E in the remaining dimension
<b>E</b>	Standard E in the three dimensions

Further guidance can be found in the QCE and QCIA policy and procedures handbook.

### 3.3.5 Standards matrix

	Standard A	Standard B	Standard C	Standard D	Standard E
<b>Knowing and understanding</b>	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:
	<ul style="list-style-type: none"> <li>• accurate recognition and comprehensive description of concepts and ideas related to the development of personal, interpersonal and citizenship skills</li> <li>• accurate recognition and comprehensive explanation of the ways life skills relate to social contexts</li> <li>• succinct and logical explanation of issues and viewpoints related to social investigations.</li> </ul>	<ul style="list-style-type: none"> <li>• accurate recognition and thorough description of concepts and ideas related to the development of personal, interpersonal and citizenship skills</li> <li>• accurate recognition and thorough explanation of the ways life skills relate to social contexts</li> <li>• logical explanation of issues and viewpoints related to social investigations.</li> </ul>	<ul style="list-style-type: none"> <li>• recognition and description of concepts and ideas related to the development of personal, interpersonal and citizenship skills</li> <li>• recognition and explanation of the ways life skills relate to social contexts</li> <li>• explanation of issues and viewpoints related to social investigations.</li> </ul>	<ul style="list-style-type: none"> <li>• partial recognition and simple description of concepts and ideas related to the development of personal, interpersonal and citizenship skills</li> <li>• disjointed recognition and explanation of the ways life skills relate to social contexts</li> <li>• simple explanation of issues and viewpoints related to social investigations.</li> </ul>	<ul style="list-style-type: none"> <li>• minimal recognition and superficial description of concepts and/or ideas related to the development of personal, interpersonal and citizenship skills</li> <li>• superficial statements of the ways life skills relate to social contexts</li> <li>• minimal identification of issues related to social investigations.</li> </ul>

	Standard A	Standard B	Standard C	Standard D	Standard E
<b>Applying and examining</b>	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:
	<ul style="list-style-type: none"> <li>• detailed and thoughtful organisation of a wide range of information and material related to social contexts and issues</li> <li>• insightful analysis and comparison of a wide range of viewpoints about social contexts and issues</li> <li>• efficient and competent application of concepts and ideas to make justifiable decisions about social investigations</li> <li>• proficient use of language conventions and features to effectively communicate ideas and information, according to purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• methodical organisation of a range of information and material related to social contexts and issues</li> <li>• in-depth analysis and comparison of a range of viewpoints about social contexts and issues</li> <li>• competent application of concepts and ideas to make informed decisions about social investigations</li> <li>• controlled use of language conventions and features to clearly communicate ideas and information, according to purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• organisation of information and material related to social contexts and issues</li> <li>• analysis and comparison of viewpoints about social contexts and issues</li> <li>• application of concepts and ideas to make decisions about social investigations</li> <li>• use of language conventions and features to communicate ideas and information, according to purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• inconsistent organisation of a narrow range of information and material related to social contexts and issues</li> <li>• identification and description of viewpoints about social contexts and issues</li> <li>• uneven application of concepts and ideas to make simple decisions about social investigations</li> <li>• inconsistent use of language conventions and features to communicate aspects of ideas and information, according to purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• collection of material related to social contexts and issues</li> <li>• statements of personal opinion about social contexts and issues</li> <li>• use of concepts and/or ideas in social investigations</li> <li>• minimal use of language conventions and/or features to present ideas and information.</li> </ul>

	Standard A	Standard B	Standard C	Standard D	Standard E
<b>Producing and evaluating</b>	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:	The student work has the following characteristics:
	<ul style="list-style-type: none"> <li>• efficient and competent planning and undertaking of social investigations</li> <li>• fluent and cohesive communication of the outcomes of social investigations that sustain the audiences' engagement</li> <li>• reasoned and well-supported appraisal of inquiry processes and the outcomes of social investigations.</li> </ul>	<ul style="list-style-type: none"> <li>• competent planning and undertaking of social investigations</li> <li>• clear communication of the outcomes of social investigations that engage audiences</li> <li>• considered appraisal of inquiry processes and the outcomes of social investigations.</li> </ul>	<ul style="list-style-type: none"> <li>• planning and undertaking of social investigations</li> <li>• communication of the outcomes of social investigations, to suit audiences</li> <li>• appraisal of inquiry processes and the outcomes of social investigations.</li> </ul>	<ul style="list-style-type: none"> <li>• partial planning and undertaking of social investigations</li> <li>• vague communication of the outcomes of social investigations, somewhat suited to audiences</li> <li>• description of inquiry processes and the outcomes of social investigations.</li> </ul>	<ul style="list-style-type: none"> <li>• minimal undertaking of social investigations</li> <li>• unclear communication of aspects of social investigations</li> <li>• fragmented description of inquiry processes and/or the outcomes of social investigations.</li> </ul>



## 4 Glossary

Term	Explanation
<b>A</b>	
<b>accurate</b>	precise and exact; consistent with a standard, rule, convention or known facts; to the point
<b>analyse</b>	dissect to ascertain and examine constituent parts and/or their relationships; consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
<b>analysis</b>	separation of a whole, whether a material substance or any matter of thought, into its constituent elements; a presentation of essential features
<b>applied learning</b>	the acquisition and application of knowledge, understanding and skills in real-world or lifelike contexts
<b>apply</b>	use in a particular situation; make use of as relevant, suitable, or pertinent
<b>aspects</b>	the ways in which a thing may be regarded or viewed
<b>C</b>	
<b>citizenship skills</b>	core area that covers skills related to the student's role and active participation within community from local to global contexts; allows students to achieve a broad understanding of, and empathy with, different perspectives within various social contexts
<b>clear</b>	easy to understand, fully intelligible, without ambiguity; explicit
<b>cohesive</b>	characterised by being united, bound together or having integrated meaning
<b>collection</b>	that which is collected; a set of objects, specimens, writings, etc., gathered together
<b>communicate</b>	convey knowledge and/or understanding to others
<b>community</b>	in the context of this syllabus, includes the school community and the wider community beyond the school, including virtual communities
<b>community connections</b>	authentic, real-world interactions that build students' awareness and understanding of life beyond school and support transition from school to community, industry, work and not-for-profit organisations
<b>competent</b>	able to do something well; having suitable or sufficient skill, knowledge, experience, etc., for the purpose; having the necessary ability, knowledge or skill to do something successfully; capable
<b>comprehensive</b>	detailed and thorough, including all that is relevant; inclusive of a broad coverage of facts, ideas and information
<b>connections</b>	associations, relationships
<b>considered</b>	formed after careful (deliberate) thought
<b>controlled</b>	exercise direction over
<b>convention</b>	a rule, method, practice or procedure widely observed in a group, especially to facilitate social interaction, and established by general consent or usage

Term	Explanation
<b>convincing</b>	persuading or assuring by argument or evidence; appearing worthy of belief; plausible
<b>core</b>	the common body of concepts, ideas, knowledge, understanding and skills that will support students' further learning and engagement with the personal and social skills necessary for their present and future life; in Social and Community Studies, the core comprises the three areas of life skills — personal, interpersonal, and citizenship
<b>Core skills for work (CSfW)</b>	a set of knowledge, understanding and non-technical skills that underpins successful participation in work
<b>cross-generational resonance</b>	meaning that comes, not only from the present generation, but also from a shared understanding or movement of knowledge from one generation to another; each generation adds a dimension to the understanding of knowledge — it can be regarded as cultural memory, but also includes personal and community experience
<b>cross-generational trauma</b>	trauma that is transferred from the first generation of survivors that have experienced (or witnessed) it directly in the past, to the second and further generations of offspring of the survivors (also trans-generational trauma)
<b>D</b>	
<b>demonstrate</b>	to point out, indicate; to exhibit, set forth; to clearly and deliberately show
<b>describe</b>	give an account of characteristics or features
<b>description</b>	account of characteristics or features
<b>detailed</b>	meticulous, specific, precise
<b>discerning</b>	showing good judgment to make thoughtful choices
<b>disjointed</b>	disconnected; incoherent
<b>E</b>	
<b>effectively</b>	producing a deep or vivid impression; striking
<b>efficient</b>	well-organised and productive with minimal expenditure of effort; proficient and useful
<b>electives</b>	the contexts through which the three core life skills areas are explored
<b>engage</b>	to attract and hold fast, e.g. to engage the attention; to engage someone's interest; to attract or please
<b>engagement</b>	the state of being engaged
<b>evaluate</b>	assign merit according to criteria; examine and judge the merit, significance or value of something
<b>explain</b>	provide additional information that demonstrates understanding of reasoning and/or application
<b>explain (to others)</b>	presenting a meaning with clarity, precision, completeness, and with due regard to the order of statements in the explanation

Term	Explanation
<b>explanation</b>	a statement made to clarify something and make it understandable; a meaning or interpretation; a written or spoken text type or form which describes how something operates or why something happens
<b>F</b>	
<b>fluent</b>	flowing smoothly and easily
<b>fragmented</b>	disorganised
<b>I</b>	
<b>identification</b>	establishment or indication of who or what someone or something is
<b>identify</b>	to locate and recognise
<b>inconsistent</b>	not in keeping; not in accordance; incompatible; incongruous; often lacking in structure; lacking in harmony between the different parts or elements; self-contradictory; lacking agreement, as one thing with another or two or more things in relation to each other; at variance
<b>in-depth</b>	with thorough coverage
<b>informed</b>	having relevant knowledge; being conversant with the topic
<b>insightful</b>	understanding relationships in complex situations; informed by observation and deduction
<b>interpersonal skills</b>	core area that covers skills related to social skills, the management of relationships and effective communication; allows students to achieve a broad understanding of group dynamics and the need to build positive relationships with other people
<b>J</b>	
<b>justifiable</b>	providing sound reasons or evidence to support a statement; soundness requires that the reasoning is logical and, where appropriate, that the premises are likely to be true
<b>L</b>	
<b>language convention</b>	an accepted language practice that has developed over time and is generally used and understood, e.g. the use of specific structural aspects of texts, such as in report writing, where sections for introduction, background, discussion and recommendations are considered language conventions
<b>language features</b>	features or parts of a language system that support meaning, e.g. sentence structure, noun group/phrase, vocabulary, punctuation, figurative language; choices in language features and text structures together define a type of text and shape its meaning; these choices vary according to the purpose of a text, its subject matter, audience, and mode or medium of production
<b>logical</b>	rational and valid; internally consistent
<b>M</b>	
<b>manage</b>	to bring about or succeed in accomplishing; to take charge or care of; to handle, direct, govern or control in action or use
<b>methodical</b>	characterised by method or order; performed or carried out systematically
<b>minimal</b>	small, the least amount; negligible

Term	Explanation
<b>module of work</b>	<p>a module of work provides effective teaching strategies and learning experiences that facilitate students' demonstration of the dimensions and objectives as described in the syllabus</p> <p>A module of work:</p> <ul style="list-style-type: none"> <li>• draws from relevant aspects of the underpinning factors</li> <li>• identifies relevant concepts and ideas, and associated subject matter from the core topics</li> <li>• provides an alignment between core subject matter, learning experiences and assessment.</li> </ul>
<b>multimodal</b>	an assessment mode that uses a combination of at least two modes, delivered at the same time, to communicate ideas and information to a live or virtual audience, for a particular purpose; the selected modes are integrated to allow both modes to contribute significantly to the multimodal response
<b>N</b>	
<b>narrow</b>	limited in range or scope; restricted
<b>numeracy</b>	<p>the use of mathematics to make sense of the world and the application of mathematics in a context for a social purpose;</p> <p>encompasses the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations</p>
<b>O</b>	
<b>opinion</b>	a belief or conclusion not substantiated by positive knowledge or proof; a personal view, attitude or estimation
<b>organisation</b>	the act or process of organising
<b>organise</b>	systematically order and arrange
<b>P</b>	
<b>partial</b>	attempted, with evidence provided, but incomplete
<b>performance</b>	<p>an assessment component of a project that is a physical demonstration of cognitive, technical, physical and/or creative/expressive skills;</p> <p>performance components allow students to communicate and demonstrate the concepts, ideas, perspectives and viewpoints related to the topics and appropriate to the intended audience</p>
<b>personal attributes</b>	the attributes that contribute to overall employability: loyalty and reliability, common sense, motivation, resilience (ability to deal with pressure; positive self-esteem; adaptability), commitment, enthusiasm, a balanced attitude to work and home life, honesty and integrity, personal presentation, a sense of humour
<b>personal skills</b>	core area that covers skills related to self-awareness and self-management; allows students to achieve a broad understanding of self, the construction of identity, and personal goal setting
<b>plan</b>	to arrange a plan or scheme for any work, enterprise or proceeding; to form a plan or project for a purpose

Term	Explanation
<b>practice</b>	the customary, habitual, or expected procedure or way of doing of something; a habit or custom; in this syllabus, the term encompasses understanding of 'convention', a practice or procedure widely observed in a group, especially to facilitate social interaction, and established by general consent or usage
<b>product</b>	an assessment component of a project that results in the production of an item; the outcome of applying a range of cognitive, technical, physical and/or creative/expressive skills; allows students to communicate and demonstrate the concepts, ideas, perspectives and viewpoints related to the topics and appropriate to the intended audience
<b>proficient</b>	skilled and adept
<b>R</b>	
<b>range</b>	the breadth of coverage, applicable to the context under study
<b>reasoned</b>	logical and sound; presented with justification
<b>recognise</b>	be aware of or acknowledge
<b>recognition</b>	the perception of something as existing or true; realisation; the acknowledgement of something as valid or as entitled to consideration
<b>S</b>	
<b>service learning</b>	a method of teaching that combines formal instruction with a related service in the community; integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and encourage lifelong civic engagement; students learn and develop through active participation in organised service that is coordinated with a school and conducted in, and meets the needs of, a community
<b>simple</b>	easy to understand and deal with; involving few elements, components or steps; obvious data or outcomes; may concern a single or basic aspect; limited or no relationships
<b>skilful</b>	having practical ability; possessing skill; expert, dexterous, clever
<b>social context</b>	includes family, school, community, workplace
<b>social investigation</b>	an active investigation that engages students in the learning process through formulating questions and investigating widely to build new understanding, meaning and knowledge
<b>statement</b>	a single sentence or assertion
<b>succinct</b>	brief, concise and clear; written briefly and clearly expressed
<b>superficial</b>	apparent and sometimes trivial; lacking in depth
<b>synthesise</b>	combine elements (information/ideas/components) into a coherent whole
<b>T</b>	
<b>thorough</b>	attentive to detail; carried out completely and carefully; including all that is required
<b>thoughtful</b>	exhibiting or characterised by careful thought; done or made after careful thinking

Term	Explanation
<b>U</b>	
<b>unclear</b>	not clear or distinct; not easy to understand; obscure
<b>unconnected</b>	not internally coherent, as a piece of writing; disunited; broken up; separate
<b>undertake</b>	to take on oneself some task, performance, etc.; to take on oneself by agreement or under obligation to perform or execute (a task)
<b>uneven</b>	unequal; not properly corresponding or agreeing
<b>unit</b>	a unit is 55 hours of timetabled school time, including assessment. A course of study will usually be completed over four units (220 hours).
<b>unrelated</b>	not standing in relationship or connection
<b>use (n)</b>	the act of using something; the state of being used; a way in which something is or can be used
<b>V</b>	
<b>vague</b>	couched in general or indefinite terms; not definitely or precisely expressed; deficient in details or particulars
<b>viewpoint</b>	point of view; an attitude of mind
<b>W</b>	
<b>well-supported</b>	substantially upheld by evidence or facts
<b>wide</b>	of range or scope; full extent

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