

Social & Community Studies 2024 v1.1

Applied senior syllabus



For all Queensland schools

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1 Queensland syllabuses for senior subjects

In Queensland, a syllabus for a senior subject is an official 'map' of a senior school subject. A syllabus's function is to support schools in delivering the Queensland Certificate of Education (QCE) system through high-quality and high-equity curriculum and assessment.

Syllabuses are based on design principles developed from independent international research about how excellence and equity are promoted in the documents teachers use to develop and enliven the curriculum.

Syllabuses for senior subjects build on student learning in the Prep to Year 10 Australian Curriculum and include General, General (Extension), Senior External Examination (SEE), Applied, Applied (Essential) and Short Course syllabuses.

More information about syllabuses for senior subjects is available at www.qcaa.qld.edu.au/senior/senior-subjects, and in the 'Queensland curriculum' section of the *QCE and QCIA policy and procedures handbook*.

Teaching, learning and assessment resources will support the implementation of a syllabus for a senior subject. More information about professional resources for senior syllabuses is available on the QCAA website and via the QCAA Portal.

2 Course overview

2.1 Rationale

Social & Community Studies fosters personal and social knowledge and skills that lead to self-management and concern for others in the broader community. It empowers students to think critically, creatively and constructively about their future role in society.

Knowledge and skills to enhance personal development and social relationships provide the foundation of the subject. Personal development incorporates concepts and skills related to self-awareness and self-management, including understanding personal characteristics, behaviours and values; recognising perspectives; analysing personal traits and abilities; and using strategies to develop and maintain wellbeing.

The focus on social relationships includes concepts and skills to assist students engage in constructive interpersonal relationships, as well as participate effectively as members of society, locally, nationally or internationally.

Students engage with this foundational knowledge and skills through a variety of topics that focus on lifestyle choices, personal finance, health, employment, technology, the arts, and Australia's place in the world, among others. In collaborative learning environments, students use an inquiry approach to investigate the dynamics of society and the benefits of working thoughtfully with others in the community, providing them with the knowledge and skills to establish positive relationships and networks, and to be active and informed citizens.

Social & Community Studies encourages students to explore and refine personal values and lifestyle choices. In partnership with families, the school community and the community beyond 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.

2.2 Syllabus objectives

The syllabus objectives outline what students have the opportunity to learn.

1. Explain personal and social concepts and skills.

Students explain concepts and skills that contribute to positive personal development and interpersonal and community relationships. Students use relevant terminology.

2. Examine personal and social information.

Students select and use information to identify perspectives and approaches related to relevant issues. Students draw meaning from the perspectives and approaches identified.

3. Apply personal and social knowledge.

Students apply their knowledge to determine options. They consider positives and negatives of each option to make decisions that contribute to positive personal development, relationships and social outcomes.

4. Communicate responses.

Students present information through written, spoken, graphical and/or auditory modes using language conventions appropriate to audience, context and purpose.

5. Evaluate projects.

Students reflect on and discuss the effectiveness of their plans, processes and outcomes. They make judgments to explain improvements that could be made to their plans, processes and outcomes.

2.3 Designing a course of study in Social & Community Studies

Syllabuses are designed for teachers to make professional decisions to tailor curriculum and assessment design and delivery to suit their school context and the goals, aspirations and abilities of their students within the parameters of Queensland's senior phase of learning.

The syllabus is used by teachers to develop curriculum for their school context. The term *course of study* describes the unique curriculum and assessment that students engage with in each school context. A course of study is the product of a series of decisions made by a school to select, organise and contextualise subject matter, integrate complementary and important learning, and create assessment tasks in accordance with syllabus specifications.

It is encouraged that, where possible, a course of study is designed such that teaching, learning and assessment activities are integrated and enlivened in an authentic setting.

2.3.1 Course structure

Social & Community Studies is an Applied senior syllabus. It contains at least four QCAA-developed units from which schools develop their course of study.

Each unit has been developed with a notional time of 55 hours of teaching and learning, including assessment.

Schools select four units from the unit options provided. They decide the order in which the units will be delivered. Once these decisions have been made, the four units selected and their order of implementation determine which units are considered Units 1–4.

Students should complete Unit 1 and Unit 2 before beginning Units 3 and 4. Units 3 and 4 are studied as a pair.

More information about the requirements for administering senior syllabuses is available in the 'Queensland curriculum' section of the [QCE and QCIA policy and procedures handbook](#).

2.3.2 Curriculum

Senior syllabuses set out only what is essential while being flexible so teachers can make curriculum decisions to suit their students, school context, resources and expertise.

Within the requirements set out in this syllabus and the [QCE and QCIA policy and procedures handbook](#), schools have autonomy to decide:

- how and when subject matter is delivered
- how, when and why learning experiences are developed, and the context in which learning occurs
- how opportunities are provided in the course of study for explicit and integrated teaching and learning of complementary skills.

These decisions allow teachers to develop a course of study that is rich, engaging and relevant for their students.

2.3.3 Assessment

Senior syllabuses set out only what is essential while being flexible so teachers can make assessment decisions to suit their students, school context, resources and expertise.

Applied senior syllabuses contain assessment specifications and conditions for the assessment instruments that must be implemented with Units 3 and 4. These specifications and conditions ensure comparability, equity and validity in assessment.

Within the requirements set out in this syllabus and the [QCE and QCIA policy and procedures handbook](#), schools have autonomy to decide:

- specific assessment task details
- assessment contexts to suit available resources
- how the assessment task will be integrated with teaching and learning activities
- how authentic the task will be.

In Unit 1 and Unit 2, schools:

- develop at least two but no more than four assessments
- complete at least one assessment for each unit
- ensure that each unit objective is assessed at least once.

In Units 3 and 4, schools develop four assessments using the assessment specifications and conditions provided in the syllabus.

More information about assessment in senior syllabuses is available in 'The assessment system' section of the [QCE and QCIA policy and procedures handbook](#).

2.3.4 Subject matter

Each unit contains a unit description, unit objectives and subject matter. Subject matter is the body of information, mental procedures and psychomotor procedures (see Marzano & Kendall 2007, 2008) that are necessary for students' learning and engagement with the subject. Subject matter itself is not the specification of learning experiences but provides the basis for the design of student learning experiences.

Subject matter has a direct relationship with the unit objectives and provides statements of learning that have been constructed in a similar way to objectives.

2.3.5 Aboriginal perspectives and Torres Strait Islander perspectives

The QCAA is committed to reconciliation. As part of its commitment, the QCAA affirms that:

- Aboriginal peoples and Torres Strait Islander peoples are the first Australians, and have the oldest living cultures in human history
- Aboriginal peoples and Torres Strait Islander peoples have strong cultural traditions and speak diverse languages and dialects, other than Standard Australian English
- teaching and learning in Queensland schools should provide opportunities for students to deepen their knowledge of Australia by engaging with the perspectives of Aboriginal peoples and Torres Strait Islander peoples
- positive outcomes for Aboriginal students and Torres Strait Islander students are supported by successfully embedding Aboriginal perspectives and Torres Strait Islander perspectives across planning, teaching and assessing student achievement.

Guidelines about Aboriginal perspectives and Torres Strait Islander perspectives and resources for teaching are available at www.qcaa.qld.edu.au/k-12-policies/aboriginal-torres-strait-islander-perspectives.

Where appropriate, Aboriginal perspectives and Torres Strait Islander perspectives have been embedded in the subject matter.

2.3.6 Complementary skills

Opportunities for the development of complementary skills have been embedded throughout subject matter. These skills, which overlap and interact with syllabus subject matter, are derived from current education, industry and community expectations and encompass the knowledge, skills, capabilities, behaviours and dispositions that will help students live and work successfully in the 21st century.

These complementary skills are:

- literacy — the knowledge, skills, behaviours and dispositions about language and texts essential for understanding and conveying English language content
- numeracy — the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations, to recognise and understand the role of mathematics in the world, and to develop the dispositions and capacities to use mathematical knowledge and skills purposefully
- 21st century skills — the attributes and skills students need to prepare them for higher education, work, and engagement in a complex and rapidly changing world. These skills include critical thinking, creative thinking, communication, collaboration and teamwork, personal and social skills, and digital literacy. The explanations of associated skills are available at www.qcaa.qld.edu.au/senior/senior-subjects/general-subjects/21st-century-skills

It is expected that aspects of literacy, numeracy and 21st century skills will be developed by engaging in the learning outlined in this syllabus. Teachers may choose to create additional explicit and intentional opportunities for the development of these skills as they design the course of study.

2.4 Reporting

General information about determining and reporting results for senior syllabuses is provided in the 'Determining and reporting results' section of the [QCE and QCIA policy and procedures handbook](#).

2.4.1 Reporting standards

Reporting standards are summary statements that describe typical performance at each of the five levels (A–E).

A
The student demonstrates significant explanations of personal and social concepts and skills. They provide comprehensive examination of information related to issues. There is comprehensive application of knowledge to present and provide informed advice, guidance, initiatives, conclusions, recommendations, responses, suggestions and/or strategies. The student shows insightful and justified evaluation of projects. There is proficient use of language conventions and features to communicate meaning to an audience.
B
The student demonstrates substantial explanations of personal and social concepts and skills. They provide considered examination of information related to issues. There is effective application of knowledge to present and provide informed advice, guidance, initiatives, conclusions, recommendations, responses, suggestions and/or strategies. The student shows considered evaluation of projects. There is competent use of language conventions and features to communicate meaning to an audience.
C
The student demonstrates explanations of personal and social concepts and skills. They provide examination of information related to issues. There is application of knowledge to present and provide advice, guidance, initiatives, conclusions, recommendations, responses, suggestions and/or strategies. The student shows evaluation of projects. There is adequate use of language conventions and features to communicate meaning to an audience.
D
The student demonstrates partial explanations of personal and social concepts and skills. They provide superficial examination of information related to issues. There is rudimentary application of knowledge to present and provide advice, guidance, initiatives, conclusions, recommendations, responses, suggestions and/or strategies. The student shows superficial evaluation of projects. There is inconsistent use of language conventions and features to communicate meaning to an audience.
E
The student demonstrates minimal explanations of personal and social concepts and skills. They provide cursory examination of information related to issues. There is minimal application of knowledge to present and provide advice, guidance, initiatives, conclusions, recommendations, responses, suggestions and/or strategies. The student shows minimal evaluation of projects. There is sporadic use of communication strategies, language conventions and features to communicate meaning to an audience.

2.4.2 Determining and reporting results

Unit 1 and Unit 2

Schools make A–E judgments on individual assessment instruments implemented in Unit 1 and Unit 2 using reporting standards.

Schools report results to the QCAA for students who complete Unit 1 and/or Unit 2. Results are reported as satisfactory (S) or unsatisfactory (U). Where appropriate, schools may also report a not rated (NR).

Units 3 and 4

Schools make A–E judgments on each of the four assessment instruments implemented in Units 3 and 4 using instrument-specific standards (ISS).

Schools report instrument results to the QCAA for students enrolled in Units 3 and 4 for each of the four assessments implemented. Where appropriate, schools may also report a not rated (NR).

Schools are also responsible for determining and reporting an A–E final subject result to the QCAA. The subject result is an on-balance judgment about how the pattern of evidence across the four assessments in Units 3 and 4 best matches the characteristics of the reporting standards at one of five levels (A–E).

3 Unit options

3.1 Unit option A: Lifestyle and financial choices

In this unit, students investigate making choices for their lifestyles, considering how to enact positive change for the present and the future. They explore money management for the purpose of informing their choices. Students undertake practical activities that enable them to consider how needs, wants and resources are central to the decision-making of individuals and communities.

Students can consider ways to bring about meaningful change through their choices, for example with forms of personal and social action and behavioural change that have environmental, social, cultural and/or financial impacts.

Students may explore case studies of contemporary issues that have a local or personal connection, for example fast fashion, technology obsolescence, local habitat degradation, waste recycling, renewable energy opportunities and challenges, and barriers to sustainability that result from different community and personal behaviours.

Students may consider financial needs at different stages of their lives and different income streams, for example from wages, interest, rent and profits. They may also explore the benefits and costs of sources of finance for major personal expenses, for example property, cars and holidays, as well as different lending sources, for example banks, credit unions and payday lenders.

This unit allows students to examine types of financial and consumer risks, consumer protection agencies and contemporary financial issues, for example, cryptocurrencies, reliance on payday lenders, gambling and the influence of advertising on stimulating consumption.

3.1.1 Unit objectives

1. Explain personal and social concepts and skills related to lifestyle and financial choices.
2. Examine personal and social information about lifestyle and financial choices.
3. Apply personal and social knowledge related to lifestyle and financial choices to make decisions.
4. Communicate responses.
5. Evaluate a project.

3.1.2 Subject matter

Concepts and skills

- Describe
 - the distinction between needs and wants at a personal and community level
 - the environmental, social, cultural and/or economic benefits and consequences of personal and community choices
 - forms of personal and community action and behavioural change that successfully address environmental, social, cultural and/or economic impacts
 - principles of money management, investing and building wealth
 - sources of income and financial and consumer advice
 - the role of financial institutions, e.g. banks, credit unions, payday lenders.
- Explain
 - how to balance competing current personal and community needs against future needs
 - strategies to manage and make effective use of resources
 - how to balance expenditure against income
 - budgeting and setting financial goals
 - the implications of using credit, debt and 'buy now, pay later' schemes
 - the benefits and costs of insurance and superannuation.
- Apply knowledge related to lifestyle and financial choices to make decisions to promote personal development and improve social relationships in a range of contexts.

Information

- Select and use information from relevant and reliable sources to examine perspectives and approaches related to contexts and issues concerning lifestyle and financial choices.

3.2 Unit option B: Healthy choices for mind and body

In this unit, students investigate choices related to recreation, leisure, food and nutrition from both a personal and society perspective, considering the implications of their choices. They explore the importance of recreation and leisure time and experiences, and key influences and factors that affect food and nutrition. Students consider various approaches to wellbeing that enable them to reflect on their own health choices.

Students could explore recreation, leisure, food and nutrition by considering, for example:

- recreation, leisure, food and nutrition as markers of cultural identity and expression, e.g. dietary practices, sport and recreation as a link to cultural communities
- recreation, leisure, food and nutrition as social and cultural activities, e.g. communal eating, celebrations, sporting activities
- the changing nature of recreation and leisure, e.g. impacts of technology.

Students may also study a range of factors that affect recreation, leisure, food and nutrition choices, for example:

- the influence of media and advertising on attitudes toward food and nutrition
- the influence of factors on diet
- food and sustainability, e.g. ecological impacts of production and distribution, food waste
- the role of governments in regulating food products and information, e.g. advertising restrictions, nutritional guidelines and labelling requirements
- technological developments in recreation and food.

3.2.1 Unit objectives

1. Explain personal and social concepts and skills related to healthy choices for mind and body.
2. Examine personal and social information about healthy choices for mind and body.
3. Apply personal and social knowledge related to healthy choices for mind and body to make decisions.
4. Communicate responses.
5. Evaluate a project.

3.2.2 Subject matter

Concepts and skills

- Describe
 - health and wellness, both physically and mentally
 - the personal and societal consequences of poor food and lifestyle choices
 - forms of physical activity as a tool for physical and mental wellbeing and social connectedness
 - nutritional information, e.g. key nutrients, food groups, balanced diet
 - effective meal planning, shopping and food preparation techniques.
- Explain
 - factors that influence recreation, leisure, food and nutrition choices
 - how to source nutritional information about food
 - nutritional and dietary requirements of different groups in society, e.g. children, the elderly, people living with illness
 - time management practices to balance family, work and leisure
 - food, recreation and leisure as a means of relationship building, e.g. in communities, between nations
 - recreational sport as a means of developing individual and collective values, standards, resilience and self-discipline
 - food, recreation and leisure activities as markers of cultural identity and expression.
- Apply knowledge related to healthy choices for mind and body to make decisions to promote personal development and improve social relationships in a range of contexts.

Information

- Select and use information from relevant and reliable sources to examine perspectives and approaches related to contexts and issues concerning healthy choices for mind and body.

3.3 Unit option C: Relationships and work environments

In this unit, students investigate relationship skills and work environments. They explore social contexts, issues and perspectives related to work. They might consider:

- pathways into work, e.g. job search websites, job network centres, recruitment agencies, apprenticeships, career expos
- ongoing learning and education for work, e.g. vocational education and training
- different types of employment, e.g. full-time, part-time, casual, temporary
- workplace organisation, e.g. organisational structure, lines of accountability, decision-making processes
- personal rights and responsibilities related to work, workplace conditions and protections
- the changing nature of work and the workplace, e.g. automation, casualisation.

Students also examine social contexts, issues and perspectives related to effective relationships, including those at work. They might consider:

- appropriate forms of conduct when engaging with others in-person and online
- strategies for managing stress and anger and coping with change
- acknowledging diversity and negotiating difference
- balancing the interests of self and others
- the impact of technology and media on the nature and conduct of relationships.

In this unit, students have opportunities to improve teamwork skills, including strategies for working constructively with people with different views and beliefs.

3.3.1 Unit objectives

1. Explain personal and social concepts and skills related to relationships and work environments.
2. Examine personal and social information about relationships and work environments.
3. Apply personal and social knowledge related to relationships and work environments to make decisions.
4. Communicate responses.
5. Evaluate a project.

3.3.2 Subject matter

Concepts and skills

- Describe
 - the function of roles in families, peer groups, workplaces, digital communities and other social contexts
 - characteristics of an effective colleague, employee, employer and/or entrepreneur
 - desirable work skills and dispositions
 - attributes of an effective team member, including ways of working constructively with others
 - personal rights and responsibilities related to work, workplace conditions and protections.
- Explain
 - how social context influences appropriate behaviours and relationships
 - the importance of considering different viewpoints and perspectives when interacting with others
 - how to investigate employment opportunities
 - job application and interview approaches
 - personal presentation for work
 - constructive negotiation and conflict management techniques, including personal responses to stress, anger and change
 - appropriate verbal and nonverbal communication, e.g. effective listening and speaking skills in face-to-face and online environments
 - ways to support and repair relationships, e.g. mediation, counselling.
- Apply knowledge related to relationships and work environments to make decisions to promote personal development and improve social relationships in a range of contexts.

Information

- Select and use information from relevant and reliable sources to examine perspectives and approaches related to contexts and issues concerning relationships and work environments.

3.4 Unit option D: Legal and digital citizenship

In this unit, students investigate aspects of Australia's legal system and its operation to develop their understanding of being active and informed citizens. They can explore key values that underpin the law.

Students also consider responsible use of digital technology. They explore digital technology use, its impacts on wellbeing and implications for relationships and communities.

Students examine social contexts, issues and perspectives related to the law. They might consider:

- laws affecting the individual, e.g. related to driving; drugs and alcohol; violence; consumer contract issues, such as mobile phones, consumer credit, scams, debt and consequences of non-payment
- means of obtaining legal support; accessibility and affordability of legal representation
- alternative means of dispute resolution
- means of law reform, including through social action and representations to government
- the legal position of Australians when overseas.

Students also examine social contexts, issues and perspectives related to digital technology. They might consider:

- ways to interact safely online
- appropriate modes of online communication and interaction
- access to digital technology
- the impact of digital technology on the nature and conduct of relationships and communities
- legal implications of digital technology use in private and social situations, e.g. privacy, cyberbullying
- recycling of hardware.

3.4.1 Unit objectives

1. Explain personal and social concepts and skills related to legal and digital citizenship.
2. Examine personal and social information about legal and digital citizenship.
3. Apply personal and social knowledge related to legal and digital citizenship to make decisions.
4. Communicate responses.
5. Evaluate a project.

3.4.2 Subject matter

Concepts and skills

- Describe
 - features of the Australian legal system, e.g. court structures and functions; distinction between criminal, civil and family law; legal personnel; jury duty; the role and responsibilities of police
 - sources of law, e.g. legislation, regulations, common law, customary law of Aboriginal peoples and Torres Strait Islander peoples
 - means of legal support, e.g. community legal services
 - features of Australia's democratic system of government, e.g. the Constitution, federal and state parliaments, representation, elections and voting
 - the influence of personal technology on self-concept and self-esteem
 - use of digital technology to effectively plan, organise and make use of time and resources
 - responsible use of digital technology.
- Explain
 - laws and legal responsibilities affecting young adults or other social groups
 - the privileges and responsibilities of citizenship
 - the relationship between laws and change, including social and technological change
 - appropriate modes of online communication and interaction
 - the impact of digital technology on the changing nature of relationships, communities and globalisation.
- Apply knowledge related to legal and digital citizenship to make decisions to promote personal development and improve social relationships in a range of contexts.

Information

- Select and use information from relevant and reliable sources to examine perspectives and approaches related to contexts and issues concerning legal and digital citizenship.

3.5 Unit option E: Australia and its place in the world

In this unit, students explore features of contemporary Australian society, including how Australia's international involvement continually shapes our society's composition and future outlook.

Students examine social contexts, issues and perspectives related to contemporary Australian society. They might consider:

- the changing nature of family and kinship structures
- representations of groups in society, e.g. religious, ethnic, political
- strategies to promote inclusivity and social cohesion
- the boundaries of acceptable and unacceptable behaviours
- balancing conformity and diversity
- strategies to discern reliable information.

Students also examine social contexts, issues and perspectives related to Australia's international involvement. They might consider:

- implications of engaging in international trade and relations
- benefits and consequences of tourism, immigration and multiculturalism
- Australia's relationships with other nations
- Australia as a participant in global affairs, e.g. provision of aid, refugee resettlement, peacekeeping, rights of indigenous peoples, obligations and participation in international agreements
- how Australia is perceived by others in the world.

3.5.1 Unit objectives

1. Explain personal and social concepts and skills related to Australia and its place in the world.
2. Examine personal and social information about Australia and its place in the world.
3. Apply personal and social knowledge related to Australia and its place in the world to make decisions.
4. Communicate responses.
5. Evaluate a project.

3.5.2 Subject matter

Concepts and skills

- Describe
 - personal roles and responsibilities in family and community settings
 - forms of family and kinship structures prevalent in Australian society, including those of Aboriginal peoples and Torres Strait Islander peoples
 - impacts of multiculturalism on Australian society
 - benefits of an international outlook
 - Australia's key endowments, exports and imports
 - means of measuring progress and standards of living, e.g. gross domestic product (GDP) per capita, Human Development Index (HDI).
- Explain
 - the changing nature of familial and social roles
 - how personal values and beliefs are formed
 - ways to promote inclusion and connectedness in communities
 - what it means to be an 'active and informed citizen'
 - the principle of 'think globally, act locally'
 - Australia's role as a responsible global citizen
 - push and pull factors affecting the composition of Australia's population
 - values and interests underpinning Australia's cultural, economic and security relationships with other countries.
- Apply knowledge related to Australia and its place in the world to make decisions to promote personal development and improve social relationships in a range of contexts.

Information

- Select and use information from relevant and reliable sources to examine perspectives and approaches related to contexts and issues concerning Australia and its place in the world.

3.6 Unit option F: Arts and identity

In this unit, students explore markers of identity as a social construct. They investigate how the arts, in particular, contribute to a sense of identity and belonging for individuals, groups and communities.

This unit enables students to examine social contexts, issues and perspectives related to the arts and the community, for example:

- the ways knowledge, cultures, values and beliefs are communicated through the arts, e.g. the arts of Aboriginal peoples and Torres Strait Islander peoples
- how the arts can challenge accepted norms and be used to alter, question or add to representations of reality
- how the arts contribute to individual and shared identities
- the role played by the arts in empowering marginalised groups
- building relationships through the arts, including as a means of community participation
- means of accessing the arts and related organisations to foster community engagement.

This unit also enables students to examine social contexts, issues and perspectives related to broader identity issues, for example:

- influences on the development of personal identities
- cultural and regional representations of identity
- strategies to promote inclusivity and social cohesion
- recognising and challenging stereotypes and biases.

3.6.1 Unit objectives

1. Explain personal and social concepts and skills related to arts and identity.
2. Examine personal and social information about arts and identity.
3. Apply personal and social knowledge related to arts and identity to make decisions.
4. Communicate responses.
5. Evaluate a project.

3.6.2 Subject matter

Concepts and skills

- Describe
 - markers of identity, including for individuals, groups and communities
 - the notion of stereotypes
 - the difference between equality, equity and discrimination
 - means of addressing discrimination, e.g. Anti-Discrimination Act 1991 (Qld), Sex Discrimination Commissioner
 - different modes of artistic expression, e.g. dance, drama, music, fine arts
 - the function of public art.
- Explain
 - how identities are formed
 - the impacts of representations and stereotypes
 - strategies and approaches that promote equality, equity and inclusion
 - what defines art and artists
 - the arts as mediums for personal and collective expressions of self, education, entertainment and wellbeing
 - the arts as a reflection of personal and collective beliefs and values, e.g. body art and adornment, architecture, dance
 - the role of the arts in creating, recording and transmitting shared culture, traditions and history.
- Apply knowledge related to arts and identity to make decisions to promote personal development and improve social relationships in a range of contexts.

Information

- Select and use information from relevant and reliable sources to examine perspectives and approaches related to contexts and issues concerning arts and identity.

4 Assessment

4.1 Assessment A1: Project — Contemporary lifestyles

Students develop recommendations to address a selected issue related to contemporary lifestyles.

4.1.1 Assessment objectives

1. Explain concepts and skills related to contemporary lifestyles.
2. Examine information related to a contemporary lifestyles issue.
3. Apply knowledge to provide recommendations to address a contemporary lifestyles issue.
4. Communicate a response to promote individual, group and/or community ownership of the recommended practices or approaches.
5. Evaluate the project.

4.1.2 Specifications

This task requires students to:

- develop an item of communication that
 - identifies an issue or problem that is a consequence of contemporary lifestyles or practices, e.g. fast fashion
 - shows an understanding of the selected issue and relevant concepts and skills related to contemporary lifestyles
 - provides justified recommendations for behavioural change and lifestyle modification relevant to an individual, group and/or community context
- document the processes taken to develop the item of communication, including
 - developing a plan to produce the item of communication, e.g. devise and refine guiding questions
 - examining and organising relevant and reliable information about the issue
 - proposing solutions that are assessed against criteria
 - evaluating the process used to develop the item of communication.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.1.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task. The following aspects of the task may be completed as a group
 - devising and refining guiding questions
 - collecting and collating information.

4.1.4 Response requirements

Item of communication

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 5 minutes, up to 6 A4 pages, or equivalent digital media
- Spoken: up to 4 minutes, or signed equivalent
- Written: up to 600 words

Documented process

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 4 minutes, up to 4 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 400 words

4.1.5 Instrument-specific standards

Developed product	Documented process	Grade
The student response has the following characteristics:		
<ul style="list-style-type: none"> significant explanations of concepts and skills comprehensive examination of information comprehensive application of knowledge to make decisions 	<ul style="list-style-type: none"> insightful evaluation of the effectiveness of plans, processes and outcomes fluent communication in the required responses 	A
<ul style="list-style-type: none"> substantial explanations of concepts and skills considered examination of information effective application of knowledge to make decisions 	<ul style="list-style-type: none"> considered evaluation of the effectiveness of plans, processes and outcomes effective communication in the required responses 	B
<ul style="list-style-type: none"> explanations of concepts and skills examination of information application of knowledge to make decisions 	<ul style="list-style-type: none"> evaluation of the effectiveness of plans, processes and outcomes communication in the required responses 	C
<ul style="list-style-type: none"> partial explanations of concepts or skills partial examination of information partial application of knowledge to make decisions. 	<ul style="list-style-type: none"> partial evaluation of the effectiveness of plans, processes or outcomes partial communication in the required responses. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.2 Assessment A2: Extended response — Money management

Students respond to stimulus related to a money management issue that is relevant to young Australians.

4.2.1 Assessment objectives

1. Explain concepts and skills related to personal money management.
2. Examine information related to personal money management.
3. Apply knowledge of personal money management to improve personal financial outcomes.
4. Communicate a response to educate young adults.

4.2.2 Specifications

This task requires students to:

- provide a response, including
 - explaining relevant concepts and skills related to personal money management
 - examining information about the issue
 - making decisions using reasons and evidence
 - communicating to young adults using a realistic form, e.g. an advice column for a relevant publication or educational pamphlet (written); consumer seminar or podcast (spoken); a vlog or webpage (multimodal).

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

Stimulus specifications

The teacher provides stimulus related to a personal money management issue that is relevant to young Australians, e.g. budgeting and saving; investing; credit card debt; 'buy now, pay later' schemes; impulse buying and overconsumption; consumer contracts. The stimulus should be able to elicit a range of responses and should contain information that enables students to complete the response.

4.2.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.2.4 Response requirements

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 7 minutes, up to 10 A4 pages, or equivalent digital media
- Spoken: up to 7 minutes, or signed equivalent
- Written: up to 1000 words

4.2.5 Instrument-specific standards

Explain	Examine	Apply	Communicate	Grade
The student response has the following characteristics:				
<ul style="list-style-type: none"> significant explanations of concepts and skills 	<ul style="list-style-type: none"> comprehensive examination of information related to the context 	<ul style="list-style-type: none"> comprehensive application of knowledge to make decisions 	<ul style="list-style-type: none"> fluent communication for the context, purpose and audience 	A
<ul style="list-style-type: none"> substantial explanations of concepts and skills 	<ul style="list-style-type: none"> considered examination of information related to the context 	<ul style="list-style-type: none"> effective application of knowledge to make decisions 	<ul style="list-style-type: none"> effective communication for the context, purpose and audience 	B
<ul style="list-style-type: none"> explanations of concepts and skills 	<ul style="list-style-type: none"> examination of information related to the context 	<ul style="list-style-type: none"> application of knowledge to make decisions 	<ul style="list-style-type: none"> communication for the context, purpose and audience 	C
<ul style="list-style-type: none"> partial explanations of concepts or skills. 	<ul style="list-style-type: none"> partial examination of information related to the context. 	<ul style="list-style-type: none"> partial application of knowledge to make decisions. 	<ul style="list-style-type: none"> partial communication for the context, purpose or audience. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.3 Assessment B1: Project — Recreation and leisure

Students provide advice concerning recreation and leisure needs.

4.3.1 Assessment objectives

1. Explain concepts and skills related to recreation and leisure needs.
2. Examine information related to recreation and leisure needs.
3. Apply knowledge to provide advice concerning appropriate recreation and leisure facilities or activities.
4. Communicate a response to provide advice to local planners or community group members.
5. Evaluate the project.

4.3.2 Specifications

This task requires students to:

- develop a set of recommendations
 - by identifying the recreation and leisure needs of a selected group or demographic in their local community
 - by investigating available opportunities and facilities in the local area to address those needs, and the role of the individual, government and other organisations in helping meet those needs
 - that explain relevant concepts and skills related to recreation, leisure, health and wellbeing
 - that provide advice to local planners or community group members to address the selected group's recreation and leisure needs
- document the processes taken to develop the set of recommendations, including
 - developing a plan to produce the set of recommendations, e.g. devise and refine guiding questions
 - examining and organising relevant and reliable information related to the inquiry
 - explaining decisions made
 - evaluating the process used to develop the set of recommendations.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.3.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task. The following aspects of the task may be completed as a group
 - devising and refining guiding questions
 - collecting and collating information.

4.3.4 Response requirements

Set of recommendations

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 5 minutes, up to 6 A4 pages, or equivalent digital media
- Spoken: up to 4 minutes, or signed equivalent
- Written: up to 600 words

Documented process

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 4 minutes, up to 4 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 400 words

4.3.5 Instrument-specific standards

Developed product	Documented process	Grade
The student response has the following characteristics:		
<ul style="list-style-type: none"> significant explanations of concepts and skills comprehensive examination of information comprehensive application of knowledge to make decisions 	<ul style="list-style-type: none"> insightful evaluation of the effectiveness of plans, processes and outcomes fluent communication in the required responses 	A
<ul style="list-style-type: none"> substantial explanations of concepts and skills considered examination of information effective application of knowledge to make decisions 	<ul style="list-style-type: none"> considered evaluation of the effectiveness of plans, processes and outcomes effective communication in the required responses 	B
<ul style="list-style-type: none"> explanations of concepts and skills examination of information application of knowledge to make decisions 	<ul style="list-style-type: none"> evaluation of the effectiveness of plans, processes and outcomes communication in the required responses 	C
<ul style="list-style-type: none"> partial explanations of concepts or skills partial examination of information partial application of knowledge to make decisions. 	<ul style="list-style-type: none"> partial evaluation of the effectiveness of plans, processes or outcomes partial communication in the required responses. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.4 Assessment B2: Investigation — Food and nutrition

Students investigate a food or nutrition issue and relevant cultural practice or initiative by collecting and examining information to consider solutions and form a response.

4.4.1 Assessment objectives

1. Explain concepts and skills related to food and nutrition.
2. Examine information related to a food or nutrition issue and relevant cultural practice or initiative.
3. Apply knowledge to positively address the selected food or nutrition issue.
4. Communicate a response to promote a change in behaviour or approach.

4.4.2 Specifications

This task requires students to:

- identify a food or nutrition issue relevant to the local community, e.g. food choices and habits; access to nutritional food; social context in which food is consumed; methods of food preparation and meal planning; food waste; food advertising
- investigate at least one Australian or international cultural practice or initiative that can help to address the issue
- produce a response, including
 - explaining relevant concepts and skills related to food and nutrition
 - sourcing and examining relevant and reliable information on both the issue and cultural practices
 - determining and comparing suitable options
 - making decisions using reasons and evidence
 - communicating to a chosen audience using a realistic form, e.g. a feature article or promotional brochure (written), a community seminar or podcast (spoken), an explanatory demonstration video or audiovisual presentation (multimodal)

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.4.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task. The following aspects of the task may be completed as a group
 - devising and refining guiding questions
 - collecting and collating information to address the issue.

4.4.4 Response requirements

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 7 minutes, up to 10 A4 pages, or equivalent digital media
- Spoken: up to 7 minutes, or signed equivalent
- Written: up to 1000 words

4.4.5 Instrument-specific standards

Explain	Examine	Apply	Communicate	Grade
The student response has the following characteristics:				
<ul style="list-style-type: none"> significant explanations of concepts and skills 	<ul style="list-style-type: none"> comprehensive examination of information related to the context 	<ul style="list-style-type: none"> comprehensive application of knowledge to make decisions 	<ul style="list-style-type: none"> fluent communication for the context, purpose and audience 	A
<ul style="list-style-type: none"> substantial explanations of concepts and skills 	<ul style="list-style-type: none"> considered examination of information related to the context 	<ul style="list-style-type: none"> effective application of knowledge to make decisions 	<ul style="list-style-type: none"> effective communication for the context, purpose and audience 	B
<ul style="list-style-type: none"> explanations of concepts and skills 	<ul style="list-style-type: none"> examination of information related to the context 	<ul style="list-style-type: none"> application of knowledge to make decisions 	<ul style="list-style-type: none"> communication for the context, purpose and audience 	C
<ul style="list-style-type: none"> partial explanations of concepts or skills. 	<ul style="list-style-type: none"> partial examination of information related to the context. 	<ul style="list-style-type: none"> partial application of knowledge to make decisions. 	<ul style="list-style-type: none"> partial communication for the context, purpose or audience. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.5 Assessment C1: Project — Relationships

Students develop an instructional text or performance to provide advice on strategies for conducting effective relationships.

4.5.1 Assessment objectives

1. Explain concepts and skills related to effective relationships.
2. Examine information related to at least one strategy to promote effective relationships.
3. Apply knowledge to provide advice about a positive approach to a relationship issue.
4. Communicate a response as instructional text or performance to a chosen audience.
5. Evaluate the project.

4.5.2 Specifications

This task requires students to:

- develop an instructional text or performance for a chosen audience that
 - provides advice on strategies for conducting effective relationships. Strategies can address one or more relationship aspects, e.g. effective listening and speaking, demonstrating empathy and understanding, mediation and conflict resolution, recognising one's perspectives and the perspectives of others, negotiating differences in values or opinion, problem-solving, teamwork, emotional intelligence
 - demonstrates the application of selected strategies to more than one social context, e.g. workplace, online, in the community
 - explains relevant concepts and skills related to effective relationships
- document the processes taken to develop the instructional text or performance by
 - developing a plan to produce the instructional text or performance, e.g. devise and refine guiding questions
 - examining and organising relevant and reliable information about the selected strategies
 - explaining decisions made
 - evaluating the process used to develop the instructional text or performance.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.5.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task. The following aspects of the task may be completed as a group
 - devising and refining guiding questions
 - collecting and collating information
 - enacting performances.

4.5.4 Response requirements

Instructional text or performance

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 5 minutes, up to 6 A4 pages, or equivalent digital media
- Spoken: up to 4 minutes, or signed equivalent
- Written: up to 600 words

Documented process

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 4 minutes, up to 4 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 400 words

4.5.5 Instrument-specific standards

Developed product	Documented process	Grade
The student response has the following characteristics:		
<ul style="list-style-type: none"> significant explanations of concepts and skills comprehensive examination of information comprehensive application of knowledge to make decisions 	<ul style="list-style-type: none"> insightful evaluation of the effectiveness of plans, processes and outcomes fluent communication in the required responses 	A
<ul style="list-style-type: none"> substantial explanations of concepts and skills considered examination of information effective application of knowledge to make decisions 	<ul style="list-style-type: none"> considered evaluation of the effectiveness of plans, processes and outcomes effective communication in the required responses 	B
<ul style="list-style-type: none"> explanations of concepts and skills examination of information application of knowledge to make decisions 	<ul style="list-style-type: none"> evaluation of the effectiveness of plans, processes and outcomes communication in the required responses 	C
<ul style="list-style-type: none"> partial explanations of concepts or skills partial examination of information partial application of knowledge to make decisions. 	<ul style="list-style-type: none"> partial evaluation of the effectiveness of plans, processes or outcomes partial communication in the required responses. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.6 Assessment C2: Investigation — World of work

Students investigate an issue related to the work environment or employment by collecting and examining information to form a response.

4.6.1 Assessment objectives

1. Explain concepts and skills related to the work environment or employment.
2. Examine information related to a work environment or employment issue.
3. Apply knowledge to present approaches to the selected work environment or employment issue.
4. Communicate a response to inform young adults.

4.6.2 Specifications

This task requires students to:

- investigate a contemporary issue related to the work environment or employment that is relevant to young Australians, e.g. job-readiness and job-seeking; workplace culture, organisation and communication; employment conditions, rights and protections; the changing nature of work
- produce a response, including
 - explaining relevant concepts and skills related to the work environment or employment
 - sourcing and examining relevant and reliable information on the selected issue
 - determining and comparing suitable options
 - making decisions using reasons and evidence
 - communicating to young adults using a realistic form, e.g. a feature article or educational brochure (written), a seminar or podcast (spoken), a vlog or audiovisual presentation (multimodal).

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.6.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task. The following aspects of the task may be completed as a group
 - devising and refining guiding questions
 - collecting and collating information.

4.6.4 Response requirements

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 7 minutes, up to 10 A4 pages, or equivalent digital media
- Spoken: up to 7 minutes, or signed equivalent
- Written: up to 1000 words

4.6.5 Instrument-specific standards

Explain	Examine	Apply	Communicate	Grade
The student response has the following characteristics:				
<ul style="list-style-type: none"> significant explanations of concepts and skills 	<ul style="list-style-type: none"> comprehensive examination of information related to the context 	<ul style="list-style-type: none"> comprehensive application of knowledge to make decisions 	<ul style="list-style-type: none"> fluent communication for the context, purpose and audience 	A
<ul style="list-style-type: none"> substantial explanations of concepts and skills 	<ul style="list-style-type: none"> considered examination of information related to the context 	<ul style="list-style-type: none"> effective application of knowledge to make decisions 	<ul style="list-style-type: none"> effective communication for the context, purpose and audience 	B
<ul style="list-style-type: none"> explanations of concepts and skills 	<ul style="list-style-type: none"> examination of information related to the context 	<ul style="list-style-type: none"> application of knowledge to make decisions 	<ul style="list-style-type: none"> communication for the context, purpose and audience 	C
<ul style="list-style-type: none"> partial explanations of concepts or skills. 	<ul style="list-style-type: none"> partial examination of information related to the context. 	<ul style="list-style-type: none"> partial application of knowledge to make decisions. 	<ul style="list-style-type: none"> partial communication for the context, purpose or audience. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.7 Assessment D1: Extended response — Law matters

Students respond to stimulus related to a legal issue that is relevant to young Australians.

4.7.1 Assessment objectives

1. Explain concepts and skills related to a legal issue.
2. Examine information related to a legal issue.
3. Apply knowledge to provide recommendations for effective responses or strategies to address a legal issue.
4. Communicate a response to inform a chosen audience.

4.7.2 Specifications

This task requires students to:

- provide a response, including
 - explaining relevant concepts and skills related to a legal issue
 - examining information about the issue
 - making decisions using reasons and evidence
 - communicating to a chosen audience using a realistic form, e.g. a factsheet or educational pamphlet (written), a council or community address (spoken), a vlog or instructional video (multimodal).

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

Stimulus specifications

The teacher provides stimulus related to a legal issue that is relevant to young Australians, e.g. laws affecting individuals (driving, renting and buying property); access to legal support; police powers and responsibilities; the legal position of Australian overseas. The stimulus should be able to elicit a range of responses and should contain information that enables students to complete the response.

4.7.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task.

4.7.4 Response requirements

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 7 minutes, up to 10 A4 pages, or equivalent digital media
- Spoken: up to 7 minutes, or signed equivalent
- Written: up to 1000 words

4.7.5 Instrument-specific standards

Explain	Examine	Apply	Communicate	Grade
The student response has the following characteristics:				
<ul style="list-style-type: none"> significant explanations of concepts and skills 	<ul style="list-style-type: none"> comprehensive examination of information related to the context 	<ul style="list-style-type: none"> comprehensive application of knowledge to make decisions 	<ul style="list-style-type: none"> fluent communication for the context, purpose and audience 	A
<ul style="list-style-type: none"> substantial explanations of concepts and skills 	<ul style="list-style-type: none"> considered examination of information related to the context 	<ul style="list-style-type: none"> effective application of knowledge to make decisions 	<ul style="list-style-type: none"> effective communication for the context, purpose and audience 	B
<ul style="list-style-type: none"> explanations of concepts and skills 	<ul style="list-style-type: none"> examination of information related to the context 	<ul style="list-style-type: none"> application of knowledge to make decisions 	<ul style="list-style-type: none"> communication for the context, purpose and audience 	C
<ul style="list-style-type: none"> partial explanations of concepts or skills. 	<ul style="list-style-type: none"> partial examination of information related to the context. 	<ul style="list-style-type: none"> partial application of knowledge to make decisions. 	<ul style="list-style-type: none"> partial communication for the context, purpose or audience. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.8 Assessment D2: Project — Digital technology and wellbeing

Students develop an educational resource to promote a digital technology and wellbeing initiative.

4.8.1 Assessment objectives

1. Explain concepts and skills related to digital technology use and wellbeing.
2. Examine information related to a digital technology and wellbeing issue.
3. Apply knowledge to recommend a digital technology and wellbeing initiative.
4. Communicate a response in an educational resource to a group or community.
5. Evaluate the project.

4.8.2 Specifications

This task requires students to:

- develop an educational resource that
 - identifies the impacts on the wellbeing of a selected group or demographic of using digital technology
 - explains relevant concepts and skills related to digital technology use and wellbeing
 - provides advice to members of a selected group or community, incorporating effective personal, interpersonal and/or social skills required for beneficial technological interactions
- document the processes taken to develop the educational resource, including
 - developing a plan to produce the educational resource, e.g. devising and refining guiding questions
 - examining and organising relevant and reliable information related to the inquiry
 - explaining decisions made
 - evaluating the process used to develop the educational resource.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.8.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task. The following aspects of the task may be completed as a group
 - devising and refining guiding questions
 - collecting and collating information.

4.8.4 Response requirements

Educational resource

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 5 minutes, up to 6 A4 pages, or equivalent digital media
- Spoken: up to 4 minutes, or signed equivalent
- Written: up to 600 words

Documented process

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 4 minutes, up to 4 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 400 words

4.8.5 Instrument-specific standards

Developed product	Documented process	Grade
The student response has the following characteristics:		
<ul style="list-style-type: none"> significant explanations of concepts and skills comprehensive examination of information comprehensive application of knowledge to make decisions 	<ul style="list-style-type: none"> insightful evaluation of the effectiveness of plans, processes and outcomes fluent communication in the required responses 	A
<ul style="list-style-type: none"> substantial explanations of concepts and skills considered examination of information effective application of knowledge to make decisions 	<ul style="list-style-type: none"> considered evaluation of the effectiveness of plans, processes and outcomes effective communication in the required responses 	B
<ul style="list-style-type: none"> explanations of concepts and skills examination of information application of knowledge to make decisions 	<ul style="list-style-type: none"> evaluation of the effectiveness of plans, processes and outcomes communication in the required responses 	C
<ul style="list-style-type: none"> partial explanations of concepts or skills partial examination of information partial application of knowledge to make decisions. 	<ul style="list-style-type: none"> partial evaluation of the effectiveness of plans, processes or outcomes partial communication in the required responses. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.9 Assessment E1: Extended response — Contemporary society

Students respond to stimulus related to potential barriers inhibiting inclusion, equity and/or connectedness for a specific group in Australia.

4.9.1 Assessment objectives

1. Explain concepts and skills related to inclusion, equity and/or connectedness.
2. Examine information related to a potential barrier limiting inclusion, equity and/or connectedness for an identified group.
3. Apply knowledge to develop effective strategies to improve inclusion, equity and/or connectedness for an identified group.
4. Communicate a response to a community audience.

4.9.2 Specifications

This task requires students to:

- provide a response, including
 - explaining relevant concepts and skills related to an inclusion, equity and/or connectedness issue
 - examining information about the issue
 - determining and comparing suitable strategies for achieving inclusion, equity and/or connectedness for members of the group
 - making decisions using reasons and evidence
 - communicating to a community audience using a realistic form, e.g. a feature article or report (written), a community seminar or podcast (spoken), a vlog or audiovisual presentation (multimodal).

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

Stimulus specifications

The teacher provides stimulus related to potential barriers inhibiting inclusion, equity and/or connectedness for a specific group in Australia. The stimulus should be able to elicit a range of responses and should contain information that enables students to complete the response.

4.9.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task. The following aspects of the task may be completed as a group
 - devising and refining guiding questions
 - collecting and collating information.

4.9.4 Response requirements

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 7 minutes, up to 10 A4 pages, or equivalent digital media
- Spoken: up to 7 minutes, or signed equivalent
- Written: up to 1000 words

4.9.5 Instrument-specific standards

Explain	Examine	Apply	Communicate	Grade
The student response has the following characteristics:				
<ul style="list-style-type: none"> significant explanations of concepts and skills 	<ul style="list-style-type: none"> comprehensive examination of information related to the context 	<ul style="list-style-type: none"> comprehensive application of knowledge to make decisions 	<ul style="list-style-type: none"> fluent communication for the context, purpose and audience 	A
<ul style="list-style-type: none"> substantial explanations of concepts and skills 	<ul style="list-style-type: none"> considered examination of information related to the context 	<ul style="list-style-type: none"> effective application of knowledge to make decisions 	<ul style="list-style-type: none"> effective communication for the context, purpose and audience 	B
<ul style="list-style-type: none"> explanations of concepts and skills 	<ul style="list-style-type: none"> examination of information related to the context 	<ul style="list-style-type: none"> application of knowledge to make decisions 	<ul style="list-style-type: none"> communication for the context, purpose and audience 	C
<ul style="list-style-type: none"> partial explanations of concepts or skills. 	<ul style="list-style-type: none"> partial examination of information related to the context. 	<ul style="list-style-type: none"> partial application of knowledge to make decisions. 	<ul style="list-style-type: none"> partial communication for the context, purpose or audience. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.10 Assessment E2: Project — Australia as global citizen

Students produce an informative text that makes a considered judgment on Australia's contribution as a member of the international community.

4.10.1 Assessment objectives

1. Explain concepts related to Australia's role as a member of the international community.
2. Examine information related to Australia's role as a member of the international community in relation to a selected issue.
3. Apply knowledge to draw conclusions about Australia's contribution as a member of the international community.
4. Communicate a response as an informative text to a chosen audience.
5. Evaluate the project.

4.10.2 Specifications

This task requires students to:

- develop an informative text for a chosen audience that
 - identifies Australia's role as a member of the international community in relation to a selected issue, e.g. foreign aid and/or support for international charities or neighbours; refugees and asylum seekers; environmental protection; impacts of Australian consumption on peoples and/or environments in developing countries; promotion of Australian products and services overseas; responsible tourism
 - examines the interests, values and behaviours Australia reflects through its involvement in the issue and how Australia's involvement is perceived by others
 - draw conclusions about Australia's contribution as a member of the international community, accompanied by recommendations where appropriate
 - explains relevant concepts related to Australia's role as a member of the international community
- document the processes taken to develop the informative text, including
 - developing a plan to produce the informative text, e.g. devising and refining guiding questions
 - examining and organising relevant and reliable information about the issue
 - explaining decisions made
 - evaluating the process used to develop the informative text.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.10.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task. The following aspects of the task may be completed as a group
 - devising and refining guiding questions
 - collecting and collating information.

4.10.4 Response requirements

Informative text

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 5 minutes, up to 6 A4 pages, or equivalent digital media
- Spoken: up to 4 minutes, or signed equivalent
- Written: up to 600 words

Documented process

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 4 minutes, up to 4 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 400 words

4.10.5 Instrument-specific standards

Developed product	Documented process	Grade
The student response has the following characteristics:		
<ul style="list-style-type: none"> significant explanations of concepts and skills comprehensive examination of information comprehensive application of knowledge to make decisions 	<ul style="list-style-type: none"> insightful evaluation of the effectiveness of plans, processes and outcomes fluent communication in the required responses 	A
<ul style="list-style-type: none"> substantial explanations of concepts and skills considered examination of information effective application of knowledge to make decisions 	<ul style="list-style-type: none"> considered evaluation of the effectiveness of plans, processes and outcomes effective communication in the required responses 	B
<ul style="list-style-type: none"> explanations of concepts and skills examination of information application of knowledge to make decisions 	<ul style="list-style-type: none"> evaluation of the effectiveness of plans, processes and outcomes communication in the required responses 	C
<ul style="list-style-type: none"> partial explanations of concepts or skills partial examination of information partial application of knowledge to make decisions. 	<ul style="list-style-type: none"> partial evaluation of the effectiveness of plans, processes or outcomes partial communication in the required responses. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.11 Assessment F1: Project — The arts and the community

Students produce an informative text examining the role the arts play in shaping identities.

4.11.1 Assessment objectives

1. Explain concepts and skills related to how the arts contribute to shaping identity.
2. Examine information related to the arts and identity.
3. Apply knowledge to create an informative text about how the arts contribute to shaping identity.
4. Communicate a response as an informative text to a chosen audience.
5. Evaluate the project.

4.11.2 Specifications

This task requires students to:

- develop an informative text for a chosen audience that
 - examines the role the arts play in shaping and communicating identity, knowledge, culture, value and beliefs
 - presents at least one artistic item and explains its selection in terms of its personal, group and/or community significance. Artistic items can be
 - an artefact (e.g. a sculpture, painting, form of dress), a performance (e.g. dance, music, poetry) or a combination of both
 - the original work of the student or created by others
 - makes recommendations on how the arts can be used to promote a selected individual, group or community identity
 - explains relevant concepts and skills related to the arts and identity
- document the processes taken to develop the informative text, including
 - developing a plan to produce the informative text, e.g. devising and refining guiding questions
 - examining and organising relevant and reliable information about the issue
 - explaining decisions made
 - evaluating the process used to develop the informative text.

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.11.3 Conditions

- This is an individual task. The following aspects of the task may be completed as a group
 - devising and refining guiding questions
 - collecting and collating information.
- Students can develop their responses in class time and their own time.

4.11.4 Response requirements

Informative text

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 5 minutes, up to 6 A4 pages, or equivalent digital media
- Spoken: up to 4 minutes, or signed equivalent
- Written: up to 600 words

Documented process

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 4 minutes, up to 4 A4 pages, or equivalent digital media
- Spoken: up to 3 minutes, or signed equivalent
- Written: up to 400 words

4.11.5 Instrument-specific standards

Developed product	Documented process	Grade
The student response has the following characteristics:		
<ul style="list-style-type: none"> significant explanations of concepts and skills comprehensive examination of information comprehensive application of knowledge to make decisions 	<ul style="list-style-type: none"> insightful evaluation of the effectiveness of plans, processes and outcomes fluent communication in the required responses 	A
<ul style="list-style-type: none"> substantial explanations of concepts and skills considered examination of information effective application of knowledge to make decisions 	<ul style="list-style-type: none"> considered evaluation of the effectiveness of plans, processes and outcomes effective communication in the required responses 	B
<ul style="list-style-type: none"> explanations of concepts and skills examination of information application of knowledge to make decisions 	<ul style="list-style-type: none"> evaluation of the effectiveness of plans, processes and outcomes communication in the required responses 	C
<ul style="list-style-type: none"> partial explanations of concepts or skills partial examination of information partial application of knowledge to make decisions. 	<ul style="list-style-type: none"> partial evaluation of the effectiveness of plans, processes or outcomes partial communication in the required responses. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

4.12 Assessment F2: Investigation — Identity

Students investigate factors that influence the construction and representation of personal or group identities by collecting and examining information to form a response.

4.12.1 Assessment objectives

1. Explain concepts related to the construction and representation of identity.
2. Examine information related to the construction and representation of identity.
3. Apply knowledge to make recommendations concerning the impacts of identity construction and representation.
4. Communicate a response to inform a chosen audience.

4.12.2 Specifications

This task requires students to:

- investigate factors that influence the construction and representation of personal or communal identity, e.g. one's personal identity, group or cultural identity, gender identity
- produce a response, including
 - explaining relevant concepts related to the construction and representation of identity
 - sourcing and examining relevant and reliable information on the selected topic
 - determining and comparing suitable options
 - making decisions concerning the impacts of identity construction and representation using reasons and evidence
 - communicating to a chosen audience using a realistic form, e.g. a feature article or report (written), a community address (spoken), a vlog or informative video (multimodal).

It is recommended that this task is designed so that students can develop a response in approximately 10–15 hours of class time.

4.12.3 Conditions

- Students can develop their responses in class time and their own time.
- This is an individual task. The following aspects of the task may be completed as a group
 - devising and refining guiding questions
 - collecting and collating information.

4.12.4 Response requirements

One of the following:

- Multimodal (at least two modes delivered at the same time): up to 7 minutes, up to 10 A4 pages, or equivalent digital media
- Spoken: up to 7 minutes, or signed equivalent
- Written: up to 1000 words

4.12.5 Instrument-specific standards

Explain	Examine	Apply	Communicate	Grade
The student response has the following characteristics:				
<ul style="list-style-type: none"> significant explanations of concepts and skills 	<ul style="list-style-type: none"> comprehensive examination of information related to the context 	<ul style="list-style-type: none"> comprehensive application of knowledge to make decisions 	<ul style="list-style-type: none"> fluent communication for the context, purpose and audience 	A
<ul style="list-style-type: none"> substantial explanations of concepts and skills 	<ul style="list-style-type: none"> considered examination of information related to the context 	<ul style="list-style-type: none"> effective application of knowledge to make decisions 	<ul style="list-style-type: none"> effective communication for the context, purpose and audience 	B
<ul style="list-style-type: none"> explanations of concepts and skills 	<ul style="list-style-type: none"> examination of information related to the context 	<ul style="list-style-type: none"> application of knowledge to make decisions 	<ul style="list-style-type: none"> communication for the context, purpose and audience 	C
<ul style="list-style-type: none"> partial explanations of concepts or skills. 	<ul style="list-style-type: none"> partial examination of information related to the context. 	<ul style="list-style-type: none"> partial application of knowledge to make decisions. 	<ul style="list-style-type: none"> partial communication for the context, purpose or audience. 	D
The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	The student response does not match any of the descriptors above.	E

5 Glossary

The syllabus glossary is available at www.qcaa.qld.edu.au/downloads/senior-qce/common/snr_glossary_cognitive_verbs.pdf.

6 References

Marzano, RJ & Kendall, JS 2007, *The New Taxonomy of Educational Objectives*, 2nd edition, Corwin Press, USA.

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7 Version history

Version	Date of change	Update
1.1	September 2023	Released for implementation with minor updates

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Queensland Curriculum & Assessment Authority
PO Box 307 Spring Hill QLD 4004 Australia

Phone: (07) 3864 0299

Email: office@qcaa.qld.edu.au

Website: www.qcaa.qld.edu.au