Learning experiences and sample resources

Learning experiences are student-based activities that:

- provide opportunities to achieve the objectives described in the dimensions of the syllabus
- occur in authentic, relevant and worthwhile contexts
- vary in scope and depth, duration and degree of challenge
- reflect current practice in the wider community
- suit particular student needs, abilities and interests
- allow students to work independently and with others
- encourage students to think and act for themselves.

Learning experiences should provide a balance and variety of activities across the whole course and cater for the school’s context, resources and the unique characteristics of each cohort of students.

Guidelines for sample resources

The following sample resources incorporate the objectives described in the dimensions of the syllabus, include suggestions that schools could choose to follow, and offer flexibility to cater for a wide variety of students and school contexts. They are neither prescriptive nor exhaustive.

These sample resources demonstrate:

- organisation and development of course content
- teaching and learning supporting the syllabus
- learning experiences that support achievement of the objectives described in the dimensions
- alignment between content, learning experiences and assessment.

Sample learning experiences

Learning experiences are designed to provide ideas and suggestions that teachers may adapt, expand or modify to suit the context in which they are teaching. These may also provide a foundation from which assessment may be developed.

The following sample learning experiences are for Unit 1 only. These are designed to demonstrate the range of learning experiences possible and are not listed in any particular order, nor are they exhaustive.
Unit 1 Inquiry: What shapes the individual? — Examining the processes of socialisation of individuals

Learning experiences relevant to this unit could include the following.

- Use a variety of reference materials to investigate the agents of socialisation such as family, peers, school, media, and describe their influence on the individual.
- Develop an understanding of the term “conditioning” through presenting and discussing Ivan Pavlov’s experiment (1927).
- Analyse a range of media sources to examine the use of stereotypes and conditioning within society.
- Examine socialisation using Maslow’s hierarchy of needs as a theory in psychology.
- Use relevant case studies, such as the Story of Genie and the Harlow experiment, to understand the possible effects of childhood isolation on socialisation.
- Critically evaluate a theory on the emergence of self being a product of social interaction, e.g. Charles Cooley's “Looking Glass Self” theory, George Mead’s “Generalised Other” theory.
- Research and analyse information gathered from studies on twins to understand the complexity of factors which influence the development of an individual.
- Debate the extent to which personality and social behaviour are the product of heredity (nature) or the product of environment (nurture).
- Undertake a field trip to observe group behaviours and evaluate the findings with respect to the ideas presented by a relevant theorist/s.
- Compare and contrast Jean Piaget’s theory of cognitive development with Lawrence Kohlberg’s theory of moral development.


