Curriculum
Council

Acknowledgements

Foreword

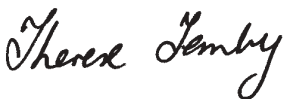*'A focus on student learning lies at the heart of everything the Curriculum Council does'.*

This focus is captured in the outcomes of the *Curriculum Framework* that are considered to be important for students to achieve as a result of their K-12 education.

Since the release of the *Curriculum Framework* teachers and schools have been designing and developing learning and teaching programs, which focus on the outcomes and students' learning needs in relation to them. Teachers indicated, through the *Putting the Children First* report *(2001)*, the need for support materials to provide advice about what students should be taught to progress their achievement of outcomes across the phases of development. The result has been the development of *Curriculum Framework Curriculum Guides*, which are designed to support the flexibility teachers and schools have in building educational programs that ensure students achieve the outcomes.

The *Curriculum Framework Curriculum Guides* for each learning area build on the advice provided in the Scope of the Curriculum sections of the *Curriculum Framework*. With the support of a Public Endowment Education Trust grant the Curriculum Council has been able to involve many teachers to scope and sequence content across the years K to 12.

Several principles have underpinned the articulation of content. These include ensuring the content and contexts identified enable students to make a positive contribution to society. For depth of understanding, key concepts and contexts are described in more sophisticated and challenging ways from the early childhood phase to the late adolescent phase. Advice drawn from the *Curriculum Framework* is provided on particular contexts that could be used at each phase of development so that gaps or overlaps in learning are minimised.

The *Curriculum Framework Curriculum Guides* and accompanying CD-ROM provide guidance that informs the development of learning and teaching programs in schools and thereby are a valuable support to improve student learning.

THERESE TEMBY
CHAIR

NORMA JEFFERY
CHIEF EXECUTIVE OFFICER

Contents

Curriculum Framework support documents

The *Curriculum Framework Progress Maps, Outcomes and Standards Framework* and the *Curriculum Framework Curriculum Guides* are intended to support implementation of the *Curriculum Framework*.

Curriculum Framework Progress Maps Overview

Contains level descriptions for outcomes in all learning areas of the *Curriculum Framework.*

Outcomes and Standards Framework Overview*

Contains the *Progress Maps* overlayed with the Department of Education and Training's (DET's) Achievement Targets.

Curriculum Framework Progress Maps Learning Area Books

Each book contains outcome level descriptions and elaborations for a particular learning area.

Outcomes and Standards Framework Learning Area Books*

Each book contains outcome level descriptions and elaborations overlayed with DET's Achievement Targets.

Curriculum Framework Curriculum Guides K-12 Learning Area Books

Each book contains content to be taught in relation to learning area outcomes across the four phases of development.

Curriculum Framework Progress Maps and Curriculum Guides CD-ROM

Contains *Curriculum Framework Progress Maps* and *Curriculum Guides K-12.* It also contains in-phase curriculum guides which provide further sequences of content within each phase of development for particular learning area outcomes.

Curriculum Improvement Program Phase 2 CD-ROM*

Contains DET's *Curriculum, Assessment and Reporting Policy*, *Outcomes and Standards Framework* and *Curriculum Framework Curriculum Guides K-12*. It also contains in-phase curriculum guides which provide further sequences of content within each phase of development for particular learning area outcomes.

* Produced specifically for Western Australian Government Schools.

Introduction

Purpose of *Curriculum Framework Curriculum Guides*

The *Curriculum Framework* identifies the outcomes all students should achieve as a result of the learning programs they undertake in Western Australian schools. Schools and teachers develop learning programs according to their circumstances, ethos and the needs of their students to ensure they achieve these outcomes. Through ongoing judgements of student achievement, students' progress is monitored and plans are developed for further growth.

The purpose of the *Curriculum Framework Curriculum Guides* is to support the implementation of the *Curriculum Framework* by articulating the content (knowledge, skills, understandings and values) to be taught for students to achieve the *Curriculum Framework* Overarching and Learning Area outcomes. They inform the development of learning programs in schools that provide continuity and coherence for students in their achievement of outcomes and thereby are a valuable support for improving student learning.

Although the *Curriculum Framework Curriculum Guides* provide advice for each outcome of the *Curriculum Framework* there is no expectation that students focus on the content for all the learning outcomes in each year of schooling. There will be times when particular outcomes may be emphasised and periods when some learning outcomes are not included in learning programs. Learning program planning may focus on particular outcomes across the four overlapping phases of development identified in the *Curriculum Framework* as indicated below.

EARLY CHILDHOOD	MIDDLE CHILDHOOD	EARLY ADOLESCENCE	LATE ADOLESCENCE
The focus is mainly on development of the processes and skills that will underpin future learning. Literacy, numeracy, social-emotional and physical development are key emphases. Conceptual outcomes are mainly included as contexts for the development of processes. Teachers select these outcomes according to the needs of children.	Students continue to require learning experiences that support them in acquiring processes. The application of processes becomes a greater focus, as does acquisition of learning area concepts. Conceptual outcomes begin to be targeted more systematically.	The focus shifts to the application of processes in the acquisition of knowledge. The scope and depth to which content is learned broadens and there is increased focus on the development and application of understandings. Learning programs usually provide opportunities to achieve outcomes across all learning areas.	Content becomes more specialised and diverse. Learning programs may not provide learning opportunities across the full range of outcomes of the *Curriculum Framework*. They focus on those outcomes that underpin courses reflecting students' interests and aspirations for post-school destinations.

K ──▶ 12

Content of *Curriculum Framework Curriculum Guides*

Content is sequenced over the four phases of development identified in the *Curriculum Framework*. It provides a guide to the breadth and depth of content typically taught in each phase of development for students to progress in their achievement. However, as student learning at each phase needs to be developmentally appropriate, the selection of content to be taught should recognise that each student is developing and achieving in different ways, at different times and at different rates. Further sequences of content within each phase of development are also available in electronic format on CD-ROM and the Curriculum Council website (*www.curriculum.wa.edu.au).* Content for students working towards achievement at Foundation has been represented in age-related contexts at each phase of development.

The Society and Environment *Curriculum Framework Curriculum Guide*

The Society and Environment Learning Area has seven outcomes. The content for *Investigation, Communication and Participation* (**Outcome 1**) describes the skills to investigate societies and environments. The content for *Place and Space*; *Resources*; *Culture*; *Time, Continuity and Change*; *Natural and Social Systems* (**Outcomes 2**, **3**, **4**, **5** and **6**) describes the knowledge and values that develop an understanding of societies and environments at local, national and international levels. The content for *Active Citizenship* (**Outcome 7**) describes the skills and values required for participating in social action and examples of possible situations in which social action can be taken. The organisation of content is outlined below.

OUTCOMES	CONTENT ORGANISERS
Investigation, Communication and Participation	
	• Ethical behaviour when investigating
• Planning	• Preparing for investigation
• Conducting	• Locating sources and selecting information
• Processing and translating	• Analysing information and critical thinking
• Applying and communicating	• Communicating findings and evaluating the investigation
Place and Space	
• Features of places	• Natural and built features • Processes between and within features • Spatial patterns
• People and places	• Use of places • Natural features influence human activities • Human activities influence natural features • Natural landscapes and human activities are interrelated
• Care of places	• The significance of places • People care for places and the wider environment
Resources	
• Use of resources	• Resources are used to satisfy needs and wants • Resource availability and distribution
• Management and enterprise	• Management of resources • Enterprising strategies for resource use
• People and work	• The role of workers and the purpose of the work • Characteristics and structures of workplaces • Personal aspects of work
Culture	
• Beliefs and culture	• Characteristics and influences of cultural groups • Values and beliefs of cultural groups
• Cohesion and diversity	• Cultural groups are both cohesive and diverse • Cultural groups change and develop over time
• Personal, group and cultural identity	• Cultural practices influence identity • Australian identity

OUTCOMES	CONTENT ORGANISERS
Time, Continuity and Change	
• Understanding the past	• Sequencing the past • People, events and ideas
• Continuity and change	• Change is a feature of all societies • Continuity and heritage are features of all societies
• Interpretations and perspectives	• Interpretations and perspectives vary • Personal perspectives over time
Natural and Social Systems	
• Natural systems	• Elements and interrelationships in natural systems • People care for natural systems
• Political and legal systems	• Elements and processes of law making and enforcement • Elements and processes of government and governance
• Economic systems	• Elements and interrelationships in the economic system • Economic well-being
Active Citizenship	
	• Responsible action
• Democratic process	• Decision-making and social action
• Social justice	• Care, respect and concern for others
• Ecological sustainability	• Respect and concern for the environment

Content relationships within the learning area

Content for particular outcomes can be integrated to promote a holistic approach to learning in Society and Environment. The content for *Investigation, Communication and Participation* is integrated with the knowledge, understandings and values from one or more of the *Place and Space, Resources, Culture, Time, Continuity and Change,* and *Natural and Social Systems* outcomes when investigating a social or environmental issue or situation and/or taking social action. The basis of this integration is the process of social inquiry. The aspects within *Natural and Social Systems* could be taught separately or integrated with content for other outcomes: for example, content for the *Natural Systems* aspect with content for the *Place and Space* outcome.

Content relationships with other learning areas

Learning for students can be enriched by planning to connect content across learning areas. Integrating parts of the curriculum by drawing together content in various combinations enhances students' skills, values and understandings: for example, there could be a connection from the Society and Environment Learning Area to the English Learning Area through focusing on how different versions of the same event influence interpretations and how texts may represent information that advantages some groups and disadvantages others.

Design of this guide

This guide is designed in two ways.

K-12 design

Content is scoped and sequenced for all outcomes, with the corresponding level descriptions for the outcome being presented.

The focus for the content in each phase is summarised and then the specific content to be taught is listed under each content organiser. Possible contexts for learning are suggested in the phase focus and in examples within the content.

Outcome
The outcome from the *Curriculum Framework*.

Content Organisers
Key concepts are used to categorise and organise content.

Phase focus
The content focus reflecting the developmental needs of students at a phase is summarised.
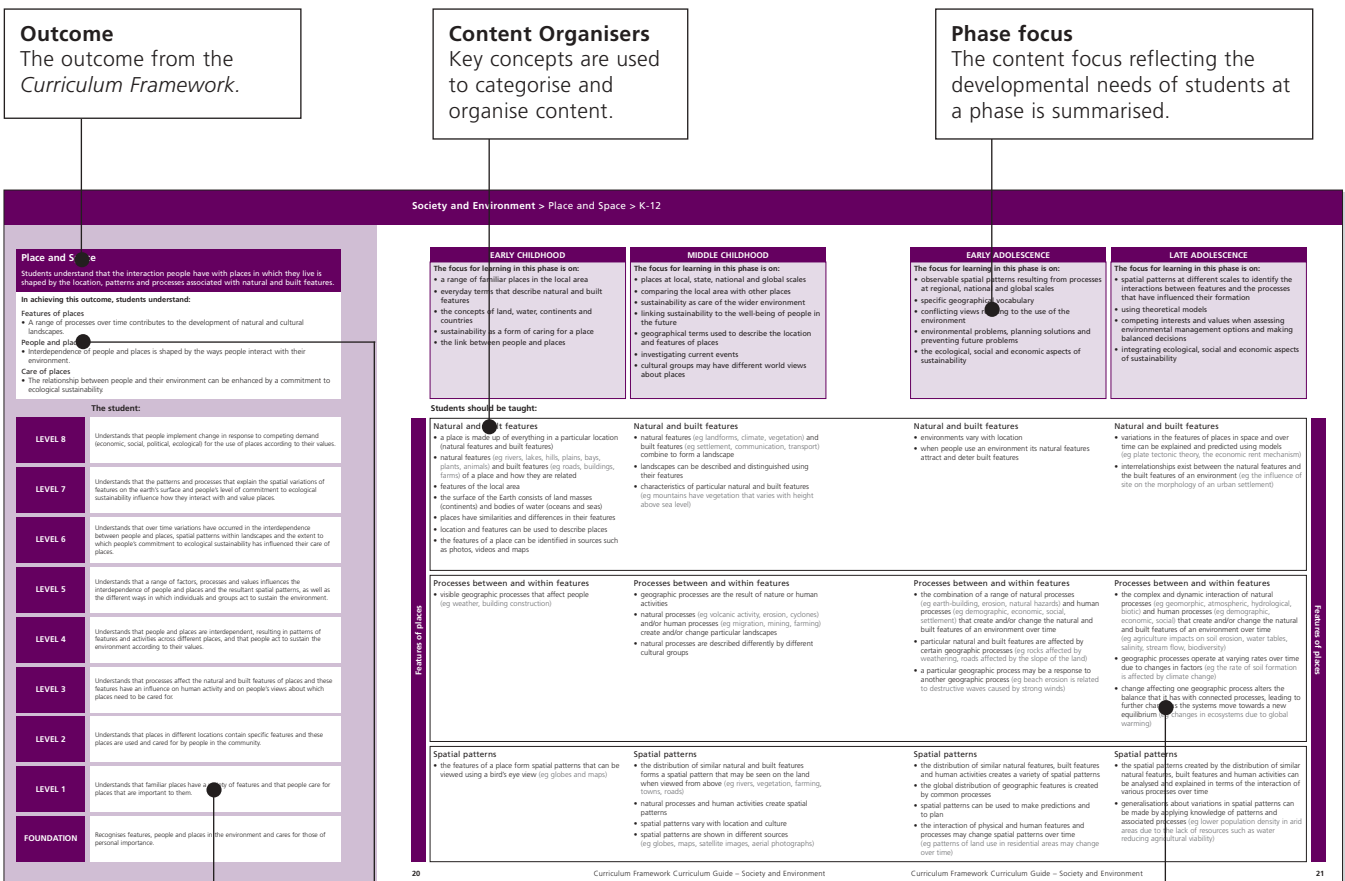
Outcome level descriptions
A description of student achievement for each level (Foundation, Levels 1 to 8) is provided to assist in maintaining an outcome focus (refer to *Curriculum Framework Progress Maps* or DET *Outcomes and Standards Framework*).

Aspects
The aspects of the outcome are identified under the outcome and aligned to related content for most outcomes.

Content
Specific content to be taught for students to develop the key concepts.

Foundation design

For students working at Foundation, content is not sequenced across the phases of development. The content provides a guide to what students need to be taught in age-related contexts across the phases of development. The corresponding Foundation level description for the outcome is presented. The focus for the content in each phase is summarised and is the same for each outcome. The specific content to be taught is listed under each outcome. Possible contexts for learning are suggested in the phase focus and in examples within the content.

Outcome
The outcome from the *Curriculum Framework*.

Focus
Within each phase, the content focus is summarised and remains consistent across outcomes.

Foundation level descriptions
The corresponding description of Foundation achievement for each outcome.

Content
Specific content to be taught is identified in age-related contexts.

Society and Environment > Foundation

Society and Environment >
Foundation

OUTCOME	FOUNDATION OUTCOME STATEMENT
	The student:
Investigation, Communication and Participation Students investigate the ways people interact with each other and with their environments in order to make informed decisions and implement relevant social action.	Displays an interest in and contributes to investigations; and responds to and uses information from an investigation.
Place and Space Students understand that the interaction people have with places in which they live is shaped by the location, patterns and processes associated with natural and built features.	Recognises features, people and places in the environment and cares for those of personal importance.
Resources Students understand that people attempt to meet their needs and wants by making optimum use of limited resources in enterprising ways.	Recognises people who work in their community and participates in the management of personal resources.
Culture Students understand that people form groups because of their shared understanding of the world and, in turn, they are influenced by the particular culture so formed.	Recognises similarities and differences between people, responds to different forms of cultural expression and identifies self and significant others.
Time, Continuity and Change Students understand that people's actions and values are shaped by their understanding and interpretation of the past.	Recognises stages of life and participates in significant events in own life.
Natural and Social Systems Students understand that systems provide order to the dynamic natural and social relationships occurring in the world.	Responds to elements in the natural and social world to meet immediate needs.
Active Citizenship Students demonstrate active citizenship through their behaviours and practices in the school environment, in accordance with the principles and values associated with the democratic process, social justice and ecological sustainability.	No Foundation Outcome Statement

The focus for learning in this phase is on:

EARLY CHILDHOOD
- the student in the classroom and family environment
- self-care skills and classroom skills to meet personal needs
- communicating personal needs, gaining attention, requesting assistance and making choices
- guided play and routine classroom activities

MIDDLE CHILDHOOD
- interaction with peers and the school community
- self-care skills, living skills and school skills to meet personal and social needs
- relevant words for objects and people, application of appropriate communication technologies and expressive communication
- routine classroom and group activities

EARLY ADOLESCENCE
- social and work group interactions in local or familiar environments
- living skills and travel skills to begin to meet independent leisure, career and alternative needs
- words used for social language, objects and people, communication of ideas and feelings and interactions in real or simulated workplace and community groups
- social group activities and independence in routine school activities

LATE ADOLESCENCE
- interactions in community and work groups in broad and unfamiliar environments
- independent living and community skills to meet independent leisure, career and alternative needs
- appropriateness of language use, words used for social, work-type and community communications and relevant sight words
- social group activities and independence in new and routine living, work and leisure activities

Investigation, Communication and Participation

Students should be taught:

Planning	Conducting	Processing and translating
• people in their environment can be interesting • ways to observe people in their environment (eg looking at and listening to teachers and peers) • the environment can be explored using the senses	• tasks have a beginning and an end • ways to contribute to an investigation (eg selecting from options provided)	• information can be gathered from an investigation and placed in a sequence
• ways to respond to peers and adults in the school environment (eg smiling and waving at a peer, stopping and turning when your name is called by a teacher) • ways to explore familiar environments using the senses (eg feeling an object, listening to sounds outdoors) • equipment and information can be used for an investigation (eg containers can be used to collect evidence of rain, books contain pictures which provide information)	• ways to contribute to an investigation (eg following instructions, imitating teacher's actions) • information and materials are required for an investigation • tasks have a beginning and an end and need to be completed	• ways to respond to information from an investigation (eg looking and listening to a video of oneself involved in an investigation) • ways to sequence information (eg placing photographs from an investigation in order, role playing, reproducing actions in order)
• ways to respond to others in the local community (eg acknowledging bus driver) • ways to use equipment and information during an investigation (eg pressing switches to access information such as using a mouse button, observing books and pictures to gain information)	• ways to gather information and materials for an investigation • not all information is useful in an investigation • ways to record information from investigations (eg teacher can video or photograph, student can interact with or keep the end product) • ways to finish tasks	• ways to reflect on an investigation (eg answering questions) • investigations can be improved to obtain better or different results
• ways to respond appropriately to others in the broader or unfamiliar community (eg shaking hands when introduced to a new person, greeting an employer at a work place enclave)	• ways to focus on the relevant information (eg focusing on an indicated picture in a book, listening to instructions) • tasks in a work or school environment should be finished	• ways to identify elements of an investigation • ways to improve or change an investigation to obtain better or different results

Applying and communicating

• information from an investigation can be shared with others • information from an investigation can be useful • feelings about an investigation can be expressed in a variety of ways	• features in the classroom (eg desk, chair, communication board) • features of own area (eg classroom, bag hook, desk) • ways to identify own belongings (eg looking for bag on bag hook) • significant people in the classroom (eg teacher, assistant) • participating in class routines is important (eg participating in the job roster) • caring for the classroom is important (eg 'pack away' time, putting away puzzles when finished) • weather changes (eg raining in the morning, fine in the afternoon)
• ways to present information from an investigation (eg pointing to photos to show involvement, showing a peer the final results of the investigation) • ways to express feelings about an investigation (eg responding positively when asked about the investigation, indicating an object from the investigation)	• natural features of the school (eg trees, oval, gardens, hills) • built features of the school (eg library, oval, canteen) • some areas are for everyone to use (eg reading corner, painting area) • some areas belong to other people (eg teacher's desk, principal's office) • some areas in the school have personal significance (eg music room, canteen) • significant people in the school environment (eg librarian, principal) • people in the school are particular to a place (eg the librarian is usually in the library, the canteen lady is usually in the canteen) • ways to care for the school environment (eg placing rubbish in bins around school, watering plants in the garden)
• ways to use information from an investigation (eg using sequenced photos to follow a new procedure) • ways to identify favourite or least favourite parts of an investigation (eg requesting repetition of a part of the investigation, indicating preferred aspect of a sequence of the investigation)	• built features in the local community (eg traffic signs, roads, footpaths, bridges, parks) • familiar places in the local community (eg park, shopping centre) • places in the local community have a particular purpose (eg the hair dresser provides a haircut) • caring for a range of environments is important (eg cleaning up cooking utensils, putting equipment away in the art room) • interaction with other adults in the local community may be needed (eg police, shop assistants)
• ways to apply findings from an investigation • reviewing findings from an investigation is important and can be helpful	• common features exist in familiar and unfamiliar communities (eg bus stops, eating areas at a workplace, public toilets) • ways to interact with unfamiliar people • caring for a workplace is important (eg participating in general cleaning of work environment)

Resources	Culture
Students should be taught:	

• recognition of personal items that satisfy needs and wants (eg own lunch to satisfy hunger) • taking responsibility for personal items is important (eg carrying bag to and from school, putting lunchbox in bag) • familiar people can be used to satisfy basic needs and wants (eg a teacher can provide a drink)	• people have names (eg names of classmates or staff) • participating in celebrations in the classroom is important (eg ANZAC Day, birthdays) • people can be classified into groups (eg boys and girls, adults and children) • ways to identify self (eg in a photo or mirror) • ways to identify family and teachers
• uses of familiar items to satisfy needs and wants (eg a cup to drink from, a brush to paint with) • management of own resources (eg putting pencil case away, eating at recess and saving lunch until lunchtime) • people in the school community can be used to satisfy needs and wants (eg the school nurse can apply a bandage to a grazed knee)	• participating in celebrations of particular days is part of school life (eg Book Week, free dress day, assembly) • significant people form part of the wider school community (eg carers, peers, community helpers, bus drivers) • the importance of acknowledging events which are significant to others is important (eg making a Mother's Day card) • some songs and activities are related to significant events
• items can belong to oneself or others (eg *mine* or *not mine*) • items can have several functions (eg using a jug to pour water in water play or for holding flowers) • ways to manage own belongings for activities (eg getting own swimming bag for swimming) • people in the school community can satisfy needs and wants (eg the school nurse can apply a bandage to a grazed knee)	• participating in group events is part of school and community life (eg school dance, community fete) • staff structures exist in the school environment (eg principal, teachers) • ways to personally acknowledge events that are significant to others (eg saying 'Happy Birthday' to a parent or teacher)
• items can be for individual, group or community use (eg personal school bag or class excursion bag, school bus or public bus) • items can be selected for a particular use • ways to care for own items for particular activities (eg bathers need to be taken to swimming, taken home, washed and re-packed for swimming) • people in the wider community can satisfy needs and wants (eg a shop assistant can serve you) • people in the community with particular roles can help (eg police, doctor, fireman)	• participating in community and workplace events is part of community life (eg special morning teas) • work places have staff structures (eg supervisors, employees) • some groups have personal significance (eg family, class, sport, church) • groups change according to situation (eg an excursion group may be different to a music group) • public holidays celebrate important events

Time, Continuity and Change	Natural and Social Systems	Active Citizenship
• daily timetables indicate what is going to happen (eg daily timetable using concrete objects) • some words indicate order in time (eg first, yesterday, today) • positional language (eg first or second, next, after)	• ways to attend to the natural environment (eg sand play, water play, changes in weather such as rain) • social and school rules exist (eg taking turns playing games in the classroom, lining up to come inside) • ways to convey needs in class (eg requesting assistance for an activity)	• ways to participate appropriately in class • actions to conserve natural resources and care for the environment
• time can be sequenced (eg days on a bus timetable, morning and afternoon on a class timetable) • events can be sequenced (eg in a visual timetable) • visual timetables can be followed (eg when you finish Maths you can go to the visual timetable to find out what is next)	• instructions given by staff should be followed (eg 'wait your turn') • social and school rules are important to follow (eg taking turns playing games in playground, following the rules of the library) • ways to convey needs in the school environment (eg ordering food at the canteen)	• ways to work and play cooperatively • ways to value other individuals and their opinions • ways to conserve natural resources
• time structures need to be followed in school environment (eg before, next, after, next period) • school timetables and routines need to be followed • timetables can change (eg term timetable, semester timetable) • acknowledging own significant events or customs is important	• responses to the natural environment are important for well-being (eg requesting assistance to remove jumper when hot, putting on hat when sunny) • social rules exist in the local community (eg waiting in lines in the shopping centre, in banks, or when accessing public transport) • social and school rules change depending on location or circumstance (eg following safety rules in metalwork) • ways to convey or meet needs in the local community (eg placing order at a food outlet)	• respect for the rights of others • ways to demonstrate responsibilities • ways to resolve a conflict situation • disagreeing is acceptable • ways to care for the natural and built environment
• timetables should be followed in a work environment • completing work activities before a break, such as a tea break, in a work simulated environment is important • providing your date of birth is necessary in some situations	• clothing needs for changes in climatic conditions (eg bringing working gloves and protective clothes for a workplace enclave) • anticipating weather change is important for well-being (eg bringing a raincoat when working outside in winter) • social and work rules exist in the community and workplace • ways to convey and meet needs in the wider community (eg buying milk at a local shop, buying a bus ticket)	• working with others willingly is helpful • ways to care for the feelings of others • ways to value equality and fairness • the right to enjoy an environment is linked to the responsibility not to damage it

Society and Environment >
Investigation, Communication
and Participation

Investigation, Communication and Participation

Students investigate the ways people interact with each other and with their environments in order to make informed decisions and implement relevant social action.

In achieving this outcome, students:

Planning
- Plan ways to organise and gather information.

Conducting
- Conduct investigations by collecting and organising information while sources of information are located and evaluated.

Processing and translating
- Process and translate information to make findings/judgements.

Applying and communicating findings
- Reflect on, apply and communicate findings according to purpose/audience.

The student:

LEVEL 8	Presents a research proposal and designs and conducts a balanced investigation in the field of society and environment; forms conclusions that are not overgeneralised; and judges decisions in terms of conflicting and inconsistent information and values.
LEVEL 7	Investigates an issue or event by devising hypotheses and modifying and adapting the conduct of the investigation according to the resources and nature of the evidence available; and analyses the validity and consistency of conclusions drawn by self and others according to the sufficiency of the evidence gathered and avowed values positions.
LEVEL 6	Formulates own hypothesis for an investigation; identifies the main aspects to be considered and decides on the most appropriate data sources and recording techniques; and justifies own conclusions by examining logically the viewpoints and the evidence presented by others for accuracy, bias and omission.
LEVEL 5	Analyses and clarifies the purpose of an investigation to formulate questions; selects from a range of appropriate data sources and methods of recording; and uses supporting evidence to explain patterns and draw conclusions that generalise beyond the immediate context and present a particular viewpoint.
LEVEL 4	Identifies appropriate sources and data-gathering techniques for an investigation; records information from these sources accurately; considers various perspectives and begins to generalise beyond the immediate context when presenting findings.
LEVEL 3	Plans an investigation by devising questions, identifying and using information from more than one source; and makes inferences from the information collected in order to justify personal decisions.
LEVEL 2	When given a focus question, can identify aspects to be considered and use simple data-gathering techniques to collect information; and can select and compare relevant, literal, factual information in presenting findings and comparing own interpretation with those of others.
LEVEL 1	Contributes ideas and identifies relevant information in investigations; and sorts information into a form that enables presentation of a personal view of findings.
FOUNDATION	Displays an interest in and contributes to investigations; and responds to and uses information from an investigation.

EARLY CHILDHOOD	MIDDLE CHILDHOOD
The focus for learning in this phase is on:	**The focus for learning in this phase is on:**
• developing investigation skills through play and experiential learning	• linking the steps of investigation to form a process
• exploring relevant familiar and/or everyday situations	• investigating to make sense of the world and to develop informed opinions about issues
• recording information	• devising questions and making predictions
• categorising and comparing main elements of an investigation	• identifying possible sources of information
• comparing information and interpretations with others	• selecting, collecting and recording information
• using oral, visual and written sources of information	• patterns and relationships
• sharing and questioning ideas and experiences	• points of view, persuasion and stereotyping
	• procedures, protocols and rules when investigating

Students should be taught:

Ethical behaviour when investigating

• the rules and procedures that influence an investigation (eg what can be borrowed from the library and when it is due back, only accessing predetermined bookmarked internet sites)

• how to show respect for other people when conducting an investigation (eg asking questions to a guest speaker in a sensitive and polite manner, not being too demanding on people's time, listening to others and their opinions)

Ethical behaviour when investigating

• the procedures, protocols and rules that influence an investigation (eg school codes of conduct for using the internet)

• how to show consideration for other people involved in an investigation (eg confidentiality when surveying people's opinions respects privacy)

• how to show respect for other people when conducting an investigation (eg taking care of people's property, cultural sensitivity such as not publishing names of deceased Aboriginal people) and recognising that they have the right to have different points of view

• how to record information that supports a personal view and the views of others

• that copying sections of someone else's work (plagiarism) is unacceptable unless it is acknowledged

• ways to acknowledge other people's work (eg listing all sources in a bibliography or concept map)

EARLY ADOLESCENCE	LATE ADOLESCENCE
The focus for learning in this phase is on:	**The focus for learning in this phase is on:**
• independent and/or collaborative investigations • modifying the investigation in response to information collected • using data and/or current understandings to develop a hypothesis • locating specific sources of information • evaluating sources for accuracy, omission and perspective • constructing data collection tools • using other people's information ethically	• investigation skills for particular disciplines • discipline-specific language and conventions • finding sources including those that challenge current thinking and identifying the 'gaps' in sources • legal requirements and codes of conduct/ethics • information recording formats • analysing and processing techniques • organising information logically and selecting information to use as evidence in conclusions

Ethical behaviour when investigating

- how to plan and use a personal code of ethics that is appropriate for a particular investigation (eg seeking permission to use personal photos, seeking permission when planning a visit to Aboriginal cultural land)

- other people's views should be respected but can be disagreed with in a positive manner

- people have legal rights to information that they create (intellectual property)

- there are legal influences on an investigation that respect the rights of others (eg copyright and plagiarism, defamation, libel and slander, privacy)

- other people's information can be used if it is accurately included and acknowledged

- ways to acknowledge other people's work (eg using quotes, compiling a bibliography)

- ways to communicate findings (eg not using 'put downs' of people's views when presenting arguments; challenging ideas, not the person, when making rebuttals in a debate)

Ethical behaviour when investigating

- there are standard formats to use when acknowledging other people's information

- formats for acknowledging other people's information vary between organisations (eg Harvard, American Psychological Association)

- specific formats to use that are consistent with learning areas or whole school policy

- ways to accurately include and acknowledge the intellectual property of others (eg in-text citations, quotes, footnotes, formatted and/or annotated bibliographies)

- there is a range of legal requirements to follow when investigating (eg the Copyright Act, Digital Amendment Act, the Law of Torts, Commonwealth Privacy Act)

- organisations such as universities and businesses have codes of ethics to be considered and followed

- citizens have the right to question inappropriate practices and to implement a code of ethics (eg insisting on the right to privacy of information and personal details when conducting investigations)

- communication of different perspectives so as not to use or present stereotypes

EARLY CHILDHOOD	MIDDLE CHILDHOOD

Students should be taught:

Planning

Preparing for investigation

- ways to identify prior knowledge about a topic (eg starting a KWL chart by completing the 'K' column with 'What I Know')
- the difference between asking questions and making statements
- focus questions help to identify information relevant to the investigation
- types of focus questions (eg *Who, What, When, Where, How, Why?*)
- sources from which information can be obtained (eg books, pictures and photos, CD-ROMs, bookmarked internet sites, charts, people)
- places at which sources of information are located (eg the library, television)
- sources provide different types of information (eg non-fiction provides factual information; fiction provides stories that are 'made up'; posters provide diagrams and photographs)
- sources may have different purposes (eg to inform, to entertain, to share, to record an event)
- ways to identify possible sources of information (eg in-class discussions, suggestions from a teacher or librarian)
- different formats to record and organise information that is collected (eg drawings, pictorial graphs, clustering key words on charts, lists, Y-charts, flow charts)

Preparing for investigation

- ways to identify current understandings of a topic, topic-specific language and personal views (eg *think, pair, share*)
- different types of focus questions are used to collect different types of information (eg questions about facts, examples, observations, change, perspectives, feelings)
- a range of questions are asked to form a 'big picture' including all facets of an issue/topic and points of view (eg using question frameworks such as six thinking hats)
- interviews require open-ended questions (requiring the interviewee to develop their answer) and closed questions (requiring the interviewee to give simple factual answers)
- types of sources that may provide information (eg text book, encyclopaedia, dictionary, biography, film, CD-ROM, website, people, map, survey, museum, art gallery)
- information recording formats or graphic organisers are used for different purposes (eg fishbone diagrams show cause and effect; flow charts and cycles show processes; concept maps show relationships; graphs or tables show relationships or proportions; timelines for chronology; Plus Minus Interesting (PMI) charts show advantages/strengths and disadvantages/weaknesses)

Conducting

Locating sources and selecting information

- ways to locate sources of information (eg knowing the different parts of the library such as fiction, non-fiction and reference sections)
- only some information within a source may match the topic being investigated
- ways to locate information within a source (eg using key words in indexes and content lists, diagrams on charts, captions near photos and/or illustrations in a book)
- a variety of information can be collected using a range of sources
- ways to record selected information (eg drawing pictures, writing key words and sentences on a note-making format such as a T-chart)

Locating sources and selecting information

- ways to locate sources of information (eg key words to search library catalogues and search engines, URLs to find websites)
- ways to predict whether a source of information is likely to be useful for a particular investigation (eg skimming and scanning title, contents and pages in chapters)
- ways to find where information may be located within a source (eg the index, contents, captions and headings in a book; the title, legend and scale on a map; site maps for websites)
- a source of information that is not useful for a particular investigation should be disregarded
- ways to identify the main idea of the source or section of a source (eg reading for gist, topics, key words, topic sentences, themes, points of view)
- factors that indicate accuracy or currency (eg publication date)
- different sources may contain information that includes conflicting ideas and/or views (eg one source may indicate that there is a large area of old growth forest in WA and another source may indicate that it is small and decreasing)
- using different recording formats requires particular skills (eg accuracy when completing tally sheets, synthesising when developing concept maps)

Preparing for investigation

- ways to reflect on current personal understandings of a topic to identify possible gaps and misconceptions, new knowledge needed and challenges to personal perspectives
- ways to construct questions or a hypothesis
- interviews may include prompt questions to keep the discussion going or change direction
- the differences between secondary sources (eg reference books such as a dictionary or encyclopaedia) and primary sources (eg a cartoon, speech or artefact)
- how to match sources of information to particular types of investigation (eg using the Australian Bureau of Statistics website)
- how to match information collection methods to particular types of investigation (eg a traffic flow survey requires compilation of tally sheets)
- different purposes for which information recording formats are used (eg simple cross section diagrams for internal sections; structured overviews for classifying; mind maps for identifying relationships and overviews)
- situations in which information recording formats are best used in combination (eg fieldwork may require sketch drawings, a list of observable features and photographs)

Preparing for investigation

- ways to reflect by acknowledging current personal knowledge, gaps, misconceptions, currency of information, personal perspective and possible perspectives of others
- how to create a range of questions involving cause and effect, patterns and trends, and different perspectives
- ways to design methods of collection of data that are not available in printed or electronic sources (eg questionnaires, surveys, use of email, discussion lists)
- models and theories may help to structure research (eg using biochemical cycles for ecosystems; the circular flow model for economic systems)
- selection of sources used are matched to the focus of the investigation (eg Geography uses fieldwork and GIS information, Economics uses current statistics)
- the selection of information recording methods reflects the type of analysis of information that is needed to suit the type of investigation (eg cause-effect, comparisons, relationships, categories and subcategories, change over time, patterns, trends, current views/opinions, parts to whole, different perspectives)

Planning

Locating sources and selecting information

- ways to locate sources of information related to a topic (eg asking the local council for advice, using the Australian Bureau of Statistics website)
- criteria for selecting sources of information (eg helpfulness of focus questions; closeness to your own thinking and/or experiences; quality markers such as recency, clarity, supporting examples)
- technologies that can be used to collect information
- ways to select relevant information from within a source (eg skimming for main ideas; scanning for specific information; looking for features such as headings, diagrams, captions, appendices and cartoons)
- information is tentative (eg population figures vary with the census) and is not neutral (eg has gaps and/or silences such as presenting a particular gender perspective)
- original understandings, questions and/or hypotheses may need to be changed as more is learned about a topic
- ways to integrate information from different sources in the chosen recording format (eg using different colours for information from different sources, not repeating similar information)

Locating sources and selecting information

- ways to locate sources that include current information reflective of a variety of perspectives, and which are suited to the topic
- ways to locate relevant sources that include historical information (eg government records, Acts of Parliament, artefacts), reflective of a variety of perspectives
- ways to locate information within a range of texts using subject specific terminology (eg terms used that adopt foreign language such as names of flora or fauna in geography; historical spellings used in a specific time period)
- how to select quotes from texts to use as supportive evidence for a possible position or argument

Conducting

EARLY CHILDHOOD	MIDDLE CHILDHOOD

Students should be taught:

Processing and translating

Analysing information and critical thinking

- information collected may need to be processed
- information analysing skills (eg sorting information into categories; placing information in order of occurrence; interpreting information such as reading a map, graph or diagram, or viewing a photo; combining information from different sources; drawing a conclusion)
- ways to translate information collected to match the method of communication chosen
- information translation skills (eg representing the information collected by drawing a diagram, writing, making a model, drawing a sketch map)

Analysing information and critical thinking

- ways to review information to consider if enough has been gathered (eg using a structured overview to identify concepts that require more evidence)
- inferencing skills (eg identifying patterns such as most Australian capital cities are on the coast; using personal experiences as a basis for how others may feel)
- how to connect similar ideas and link cause and effects
- how to compare information from different points of view
- ways to evaluate information to ensure all variables have been included (eg interview people with different points of view; survey the required range of ages and balance of gender; collect traffic survey data at a specific time period of the day)
- ways that information can be translated (eg putting into your own words, paraphrasing, changing text into a timeline)
- how to select the information that best suits the proposed form of communication
- a conclusion needs to relate the information collected to the purpose of the investigation and the conclusion drawn

Applying and communicating

Communicating findings and evaluating the investigation

- findings are applied when they are shared with others or acted on
- findings can be shared with others in different ways (eg performing an assembly item, drawing pictures for a class display, taking part in a role play)
- findings can be acted on in different ways (eg social action such as saving water at home, participating in recycling programs at school, fundraising for aid agencies)
- how to consider potential actions they could take based on acquired information (eg changing personal perspective, informing others)
- personal actions may have predictable consequences
- findings from investigations can lead to further questions or a new investigation
- ways to review original understandings after an investigation (eg two stars and a wish)
- ways to evaluate an investigation and a final product (eg checklists and rubrics)

Communicating findings and evaluating the investigation

- ways to share findings with others (eg written and electronic forms such as reports and letters; visual displays such as electronic presentations, models, diagrams, timelines and maps; performances such as role plays and debates)
- findings can be communicated differently according to the type of audience (eg the school, another class, local government, community groups)
- there are different purposes/reasons for communicating findings (eg share with others; persuade other people to a point of view or action; record results; entertain; problem-solve; challenge people's ideas, views or proposed actions)
- ways to act on findings (eg joining school-based groups; participating in democratic processes such as voting in class; resolving conflict in the playground)
- ways to review original understandings and/or hypotheses after an investigation (eg adding 'What I have learnt' to the 'L' column of a KWL chart; before and after scenarios)
- as knowledge changes over time, findings from an investigation may need to be reviewed
- ways to evaluate an investigation and a final product (eg identifying strengths and weaknesses, using rubrics)

Analysing information and critical thinking

- how to identify trends in longitudinal data
- graphs, tables and timelines can be interpreted and/or constructed to show proportions and identify cause and effect relationships
- ways to gather and use supporting evidence when presenting an idea, drawing a conclusion, proposing a solution or presenting an argument to support a viewpoint
- ways to support an idea, argument or solution (eg theoretical models such as the water cycle to show processes; using metaphors such as 'the iceberg' to identify the visible and invisible components of culture)
- ways to review information to determine its accuracy and validity
- ways to review information for missing viewpoints or silences (eg sources with opposing points of view; sources that represent silences; strategies such as SCAMPER: substitute; combine; adapt; minify, magnify, or modify, put to other uses; eliminate; reverse or rearrange)
- ways to translate information from one form to another (eg changing a table of statistics into a graph)

Analysing information and critical thinking

- ways to evaluate information selected for logic and contradictions
- creative thinking strategies to analyse the 'big picture' (eg putting into different contexts, removing variables, reconstructing information by creating new relationships)
- how to deconstruct and reconstruct the collected information into a form that identifies the relationship between the information collected and the hypothesis
- ways to substantiate judgements (eg comparing evidence from different places or times, using tables or graphs, models or theories)
- ways to synthesise information to present an argument or a perspective; support or challenge a hypothesis; present and prioritise solutions

Processing and translating

Communicating findings and evaluating the investigation

- findings are applied when they are used to develop an informed opinion, shared with others, acted on and/or used to solve a social problem or issue
- findings can be communicated in different ways (eg a range of forms such as letters, reports, presentations, web sites, models) according to the purpose of the communication
- a presentation may involve a combination of forms, (eg oral, electronic, multimedia, written)
- original understandings and hypotheses need to be reviewed after an investigation to consider modifications required
- questions to use when reviewing the investigation process (eg Did the sources provide the required information? What would I need to do differently next time? Did I use the most suitable form of communication?)
- factors that may cause findings to change with time (eg base line or original information that changes or becomes out of date; changes in perspectives and opinions in society; new information and experiences influence perspectives)
- ways to evaluate an investigation and the final product (eg developing rubrics and checklists)

Communicating findings and evaluating the investigation

- the democratic process enables people to communicate and/or act on findings in different ways within the rule of law (eg proposing and cleaning up a local waterway; presenting a proposal to the local government body for a community facility)
- formats to communicate findings (eg preparing a position for a formal debate; making submissions or preparing policy documents to present an argument, inform or create empathy)
- ways to support a position (eg constructing arguments using supporting evidence; presenting solutions that reflect the values of democratic processes, social justice and sustainability)
- consequences of communicating or acting on findings needs to be predicted and thought through before action is taken
- reasons why all findings are tentative (eg the changing nature of knowledge, changes in circumstances, changes in values)

Applying and communicating

Society and Environment >
Place and Space

Place and Space

Students understand that the interaction people have with places in which they live is shaped by the location, patterns and processes associated with natural and built features.

In achieving this outcome, students understand:

Features of places
- A range of processes over time contributes to the development of natural and cultural landscapes.

People and places
- Interdependence of people and places is shaped by the ways people interact with their environment.

Care of places
- The relationship between people and their environment can be enhanced by a commitment to ecological sustainability.

The student:

LEVEL 8	Understands that people implement change in response to competing demand (economic, social, political, ecological) for the use of places according to their values.
LEVEL 7	Understands that the patterns and processes that explain the spatial variations of features on the earth's surface and people's level of commitment to ecological sustainability influence how they interact with and value places.
LEVEL 6	Understands that over time variations have occurred in the interdependence between people and places, spatial patterns within landscapes and the extent to which people's commitment to ecological sustainability has influenced their care of places.
LEVEL 5	Understands that a range of factors, processes and values influences the interdependence of people and places and the resultant spatial patterns, as well as the different ways in which individuals and groups act to sustain the environment.
LEVEL 4	Understands that people and places are interdependent, resulting in patterns of features and activities across different places, and that people act to sustain the environment according to their values.
LEVEL 3	Understands that processes affect the natural and built features of places and these features have an influence on human activity and on people's views about which places need to be cared for.
LEVEL 2	Understands that places in different locations contain specific features and these places are used and cared for by people in the community.
LEVEL 1	Understands that familiar places have a variety of features and that people care for places that are important to them.
FOUNDATION	Recognises features, people and places in the environment and cares for those of personal importance.

EARLY CHILDHOOD	MIDDLE CHILDHOOD
The focus for learning in this phase is on:	**The focus for learning in this phase is on:**
• a range of familiar places in the local area	• places at local, state, national and global scales
• everyday terms that describe natural and built features	• comparing the local area with other places
• the concepts of land, water, continents and countries	• sustainability as care of the wider environment
• sustainability as a form of caring for a place	• linking sustainability to the well-being of people in the future
• the link between people and places	• geographical terms used to describe the location and features of places
	• investigating current events
	• cultural groups may have different world views about places

Students should be taught:

Features of places

Natural and built features

EARLY CHILDHOOD

- a place is made up of everything in a particular location (natural features and built features)
- natural features (eg rivers, lakes, hills, plains, bays, plants, animals) and built features (eg roads, buildings, farms) of a place and how they are related
- features of the local area
- the surface of the Earth consists of land masses (continents) and bodies of water (oceans and seas)
- places have similarities and differences in their features
- location and features can be used to describe places
- the features of a place can be identified in sources such as photos, videos and maps

MIDDLE CHILDHOOD

- natural features (eg landforms, climate, vegetation) and built features (eg settlement, communication, transport) combine to form a landscape
- landscapes can be described and distinguished using their features
- characteristics of particular natural and built features (eg mountains have vegetation that varies with height above sea level)

Processes between and within features

EARLY CHILDHOOD

- visible geographic processes that affect people (eg weather, building construction)

MIDDLE CHILDHOOD

- geographic processes are the result of nature or human activities
- natural processes (eg volcanic activity, erosion, cyclones) and/or human processes (eg migration, mining, farming) create and/or change particular landscapes
- natural processes are described differently by different cultural groups

Spatial patterns

EARLY CHILDHOOD

- the features of a place form spatial patterns that can be viewed using a bird's eye view (eg globes and maps)

MIDDLE CHILDHOOD

- the distribution of similar natural and built features forms a spatial pattern that may be seen on the land when viewed from above (eg rivers, vegetation, farming, towns, roads)
- natural processes and human activities create spatial patterns
- spatial patterns vary with location and culture
- spatial patterns are shown in different sources (eg globes, maps, satellite images, aerial photographs)

EARLY ADOLESCENCE	LATE ADOLESCENCE
The focus for learning in this phase is on:	**The focus for learning in this phase is on:**
• observable spatial patterns resulting from processes at regional, national and global scales	• spatial patterns at different scales to identify the interactions between features and the processes that have influenced their formation
• specific geographical vocabulary	• using theoretical models
• conflicting views relating to the use of the environment	• competing interests and values when assessing environmental management options and making balanced decisions
• environmental problems, planning solutions and preventing future problems	• integrating ecological, social and economic aspects of sustainability
• the ecological, social and economic aspects of sustainability	

Natural and built features

- environments vary with location
- when people use an environment its natural features attract and deter built features

Natural and built features

- variations in the features of places in space and over time can be explained and predicted using models (eg plate tectonic theory, the economic rent mechanism)
- interrelationships exist between the natural features and the built features of an environment (eg the influence of site on the morphology of an urban settlement)

Processes between and within features

- the combination of a range of natural processes (eg earth-building, erosion, natural hazards) and human processes (eg demographic, economic, social, settlement) that create and/or change the natural and built features of an environment over time
- particular natural and built features are affected by certain geographic processes (eg rocks affected by weathering, roads affected by the slope of the land)
- a particular geographic process may be a response to another geographic process (eg beach erosion is related to destructive waves caused by strong winds)

Processes between and within features

- the complex and dynamic interaction of natural processes (eg geomorphic, atmospheric, hydrological, biotic) and human processes (eg demographic, economic, social) that create and/or change the natural and built features of an environment over time (eg agriculture impacts on soil erosion, water tables, salinity, stream flow, biodiversity)
- geographic processes operate at varying rates over time due to changes in factors (eg the rate of soil formation is affected by climate change)
- change affecting one geographic process alters the balance that it has with connected processes, leading to further change as the systems move towards a new equilibrium (eg changes in ecosystems due to global warming)

Spatial patterns

- the distribution of similar natural features, built features and human activities creates a variety of spatial patterns
- the global distribution of geographic features is created by common processes
- spatial patterns can be used to make predictions and to plan
- the interaction of physical and human features and processes may change spatial patterns over time (eg patterns of land use in residential areas may change over time)

Spatial patterns

- the spatial patterns created by the distribution of similar natural features, built features and human activities can be analysed and explained in terms of the interaction of various processes over time
- generalisations about variations in spatial patterns can be made by applying knowledge of patterns and associated processes (eg lower population density in arid areas due to the lack of resources such as water reducing agricultural viability)

Features of places

EARLY CHILDHOOD	MIDDLE CHILDHOOD
Students should be taught:	

People and places

Use of places
- people live in a range of places
- people use places for a range of activities
- people choose how they use the features of a place

Use of places
- factors influencing the places where people live (eg employment, lifestyle, climate)
- people choose to use and modify some landscapes and not others
- the use of a place reflects the values of the individuals and the community

Natural features influence human activities
- the natural features of places influence where people choose to live (eg few people live in desert areas due to the lack of water) and the activities they undertake (eg building towns around water, farming flat areas)

Natural features influence human activities
- the landscape provides natural resources that people use
- the natural features of a landscape influence how people use it, why people live there and how many people can be supported
- people adapt to the landscape in which they live

Human activities influence natural features
- people's use or modification of a place affect its natural features
- people's activities can improve, damage or protect a place

Human activities influence natural features
- people's activities have planned and unplanned impacts on the natural features of a particular landscape
- people's beliefs and values affect their impact on the landscape
- the impact of one group of people on a particular landscape or the environment may affect other people and may cause conflict over its use
- competing uses for natural resources may cause conflict over the use of a particular landscape

Natural landscapes and human activities are interrelated
- the interaction between people and the wider environment can be measured (eg measuring the amount of water used and how this impacts on supply)

Care of places

The significance of places
- each person has special places (particular places that have personal importance to them)
- an individual's preferences and past experiences may influence the importance they place on a particular place

The significance of places
- the importance of a particular landscape or the wider environment to an individual influences thinking about how it should be cared for and used
- the importance of a particular landscape to an individual reflects their point of view about the environment
- an individual's point of view about the environment is based on a range of factors that influence personal values

Use of places

- factors that change people's use of the environment over time
- individuals and groups have different perspectives on the use of places

Use of places

- the way people interact with their environment changes over time in response to changes in their values and in the environment
- factors that influence individual perspectives on the use of particular environments (eg personal values and a range of economic, political, cultural and historical factors)
- the degree of interdependence between people and places is influenced by the nature of the environment and a range of personal, economic, political, cultural and historical factors

Natural features influence human activities

- particular features within environments attract particular human activities and built features
- human activity may adapt to the natural features of a particular environment

Natural features influence human activities

- factors in the natural and human environments that explain the degree to which particular environments attract particular human activities and built features
- social and cultural factors that influence people's ability to adapt to the natural features of a particular environment

Human activities influence natural features

- changes in people's activities affect the features of a particular environment over time (eg the revegetation of a mine site on its closure)
- patterns in human activity can be used to predict the impact of people on natural and built landscapes
- people's activities reflect current understandings and technology

Human activities influence natural features

- the choices people make about how they use natural features lead to a range of positive and negative impacts across whole landscapes
- spatial data such as maps, photographs and satellite images show the impact of human activity on natural and built landscapes over time

Natural landscapes and human activities are interrelated

- people and places are interdependent
- the interrelationships between human activity and the environment change over time

Natural landscapes and human activities are interrelated

- ways to measure the interaction between people and the environment (eg the ecological footprint model)
- how processes (economic, social, political) and values influence the level of interdependence between people and places

People and places

The significance of places

- an individual's view of the significance of a particular environment is influenced by its features and the modifications made to it
- the conflicting views of individuals and groups on the importance of a particular environment are caused by different values and circumstances such as location, occupation, wealth

The significance of places

- the significance of a particular environment to an individual may change over time due to changing values and perspectives
- ways people attempt to influence the decision-making processes regarding places that are significant to them

Care of places

EARLY CHILDHOOD	MIDDLE CHILDHOOD

Students should be taught:

Care of places

People care for places and the wider environment

- places need to be cared for if they are to last a long time
- ways individuals and groups care for places that have personal importance to them (eg keeping worms to improve the soil in the school gardens, not littering)
- ways individuals and groups care for the wider environment (eg reusing and recycling paper in the classroom; reducing consumption of water and electricity in the school; planting trees in the local community)
- care for particular places often involves people cooperating

People care for places and the wider environment

- ways that individuals, unpaid volunteers and paid workers from groups and government agencies care for particular landscapes and the wider environment and enhance sustainability (eg a family mulching the garden to reduce water-use; Greening Australia organising volunteers to plant trees; council workers cleaning up the beach)
- current decisions about the care of particular landscapes and the wider environment affect people's future well-being
- sustainable use of particular landscapes and the wider environment involves people cooperating even if they have different views

People care for places and the wider environment

- an individual's values and circumstances influence how they care for particular landscapes and the wider environment
- an individual's views on the care of particular environments and the wider environment may change over time
- about organisations and agencies (volunteer, private and government) that cooperate to care for particular landscapes and the wider environment
- ways that environments 'at risk' can be managed
- how sustainable development affects people's lives and the wider environment

People care for places and the wider environment

- local, state and federal governments form policies and/or pass legislation to care for environments
- factors that affect individuals' perspectives on management strategies for a particular environment (eg its features; personal values; commitment to sustainability; economic, political, cultural and historical factors)
- how the management strategies for a particular environment can change over time with growth in knowledge and improved technology
- sustainable development varies with the ways in which problems and solutions are perceived, resulting in different groups planning for sustainability in different ways

Care of places

Society and Environment >
Resources

Resources

Students understand that people attempt to meet their needs and wants by making optimum use of limited resources in enterprising ways.

In achieving this outcome, students understand:

Use of resources
- As people strive to satisfy needs and wants, there is increasing pressure on limited available resources.

Management and enterprise
- Innovative management and enterprise practices make for efficient use of limited resources.

People and work
- Workplace organisation and practices can influence the extent to which people are productive and satisfied in their work.

The student:

LEVEL 8	Understands that the degree of balance between economic growth, ecological sustainability and social justice will have implications for resource use, management procedures and workplace practices in the future.
LEVEL 7	Understands that the balance between economic growth, ecological sustainability and social justice affects the nature of resource use, management procedures and workplace practices.
LEVEL 6	Understands why the unequal access to and ownership of resources and the efficiency of management lead to an inequality of the satisfaction of needs and wants.
LEVEL 5	Understands that access to and management of resources influence how needs and wants are satisfied.
LEVEL 4	Understands that there is increasing pressure on the availability of resources and that the efficient use and management of resources increases the ability to satisfy needs and wants.
LEVEL 3	Understands that resources are limited and so choices need to be made about how they will be used.
LEVEL 2	Understands that people cooperate to utilise resources in an effort to satisfy needs and wants.
LEVEL 1	People use resources in various ways to satisfy their needs and wants.
FOUNDATION	Recognises people who work in their community and participates in the management of personal resources.

<table>
<tr><th>EARLY CHILDHOOD</th><th>MIDDLE CHILDHOOD</th></tr>
<tr><td>

The focus for learning in this phase is on:
- combining resources to make goods and provide services that satisfy needs and wants
- familiar situations including home, school and the local community
- alternate ways to use particular resources
- protecting natural resources
- the concept of management in terms of organising the use of things and time
- the concept that a limited quantity of resources is available for use at any point in time
- the concepts of work, workplaces and jobs

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The focus for learning in this phase is on:
- the range of resources
- how consumer decisions influence resource use
- the distribution of resources in Australia
- the relationship between resource use and the environment
- the concept of enterprise
- making choices when managing resources and money
- using budgeting processes
- enterprising strategies for increased efficiency
- people with different skills and roles in workplaces
- workplace requirements influencing job choice
- transferring knowledge and skills when changing jobs

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Students should be taught:

<table>
<tr><th rowspan="3">Use of resources</th><td>

Resources are used to satisfy needs and wants
- resources are combined to make goods (eg bread, butter and ham for a sandwich) and to provide services (eg chair, lights, X ray machine for dental treatment)
- the same resource can be used in different ways (eg a paint brush can be used to paint a picture or apply glue)
- resources have similarities that allow them to be classified (eg living or non-living things; natural or made things)
- individuals may value particular resources differently (eg whales are valued by some people for food and by others as a tourist attraction)
- some natural resources need protecting for people in the future (eg water, timber, fish)
- using goods and services satisfies people's needs and wants (eg eating fruit to satisfy hunger, listening to a CD for entertainment)
- individuals desire different goods and services (eg some people desire CDs and others desire computer games)
- people make goods and provide services

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Resources are used to satisfy needs and wants
- resources are people and the objects, materials and equipment that are combined to make goods or provide services
- resources have alternative uses (eg oil can be used to produce petrol or plastics, a person can work in a variety of jobs)
- resources can be classified in different ways (eg natural, made and human for an economic focus; renewable and non-renewable for a geographic focus)
- individuals may have different views on the value of particular natural resources (eg choosing to conserve water or use it to maintain a green lawn)
- production may involve a series of stages that can be at different locations (eg producing orange juice from the orchard to the shop requires people doing different jobs)
- what people buy affects resource use (eg if more books are bought then more trees are used to make the paper)
- factors that affect what people buy (eg age, gender, preferences, location, culture)

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<tr><td>

Resource availability and distribution
- the resources available for use are limited (eg the class has a certain number of brushes and amount of paint to use)

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Resource availability and distribution
- a limited quantity and quality of resources is available for use (eg the amount of suitable coal available for power generation)
- the location of Australia's main natural resources (eg water, minerals, oil and gas, forests, fish)
- the quantity and distribution of Australia's human resources
- the spatial distribution of resources is uneven (eg iron ore deposits in the Pilbara)
- resources are bought and sold (eg a baker buys flour from a miller) and are mobile (eg wheat grown in Merredin may be taken to Perth to be milled)
- resource use can have negative impacts on the environment (eg air pollution, depletion of non-renewable natural resources)

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EARLY ADOLESCENCE	LATE ADOLESCENCE
The focus for learning in this phase is on:	**The focus for learning in this phase is on:**
• resources having multiple values	• the concepts of scarcity and optimal use of resources
• different cultural groups' world views about resources	• cost-benefit analysis techniques
• factors that influence resource use and availability	• economic incentives and disincentives
• relationships between resource ownership and income	• the relationship between resource availability and economic growth
• living standards and ways to redistribute income	• government policies used to redistribute income/wealth
• relationships between efficiency and resource depletion	• resource management decisions that affect productivity
• the effects of resource management on the workplace and the environment	• the value of work and its effects on workers
• the relationship between financial management and future wealth	• labour market trends
• changes in work, workplaces and the labour market	• social and technological change in the workplace
• the relationship between personal skills and career choice	• ways to gain and maintain employment
• skills to gain employment	

Resources are used to satisfy needs and wants

- classification of resources will vary with focus (eg a geographical focus may classify a resource as mineral, an economic focus will classify the same resource as land)
- resources may have multiple values (eg economic, environmental, social)
- there are different world views of how particular resources should be used (eg Aboriginal views about the land; religious attitudes to women working)
- choices about resource use result from the imbalance of resources and needs and wants
- resource use is influenced by the decisions made by consumers, businesses, governments, financial institutions and overseas consumers and businesses (eg how much land is used to grow wheat is affected by how much bread is sold, taxes on fuel, interest rates on loans, demand for wheat exports)
- factors that affect resource use decisions (eg new products, prices, technology, wages, environmental attitudes)

Resources are used to satisfy needs and wants

- consumers and business make choices that influence resource use because economic resources are limited relative to needs and wants
- the concept of opportunity cost (the foregone opportunities that result from a choice) and its link to relative scarcity
- economic decisions involve consideration of the explicit and implicit costs and benefits of alternative courses of action
- economic decisions are influenced by incentives and disincentives
- economic decisions are influenced by the value decision-makers place on the resources involved and competing normative views about 'what should be'
- the concept of optimal use of resources
- the relationship between resource use and sustainability

Resource availability and distribution

- the available resources and the level of technology affect the goods and services a region/country will produce
- income and wealth are unevenly distributed
- ways to create a fairer distribution of income/wealth in Australia and/or between countries (eg trading with less wealthy countries)
- factors that can affect the availability of resources (eg discovery of mineral deposits, inventions, immigration, training)
- ownership and control of resources affects people's level of income/wealth and living standards

Resource availability and distribution

- the patterns in local, regional and global distribution of natural and human resources
- the link between resource ownership/access and wealth
- the relationship between resource availability and economic growth
- arguments for and against economic growth (eg the environmental impact of economic growth)
- government policies that impact on the distribution of income/wealth and standard of living

Use of resources

EARLY CHILDHOOD	MIDDLE CHILDHOOD

Students should be taught:

Management and enterprise

Management of resources

- people manage the use of some things themselves (eg putting pencils away so that they are not lost)
- effective management of resources reduces waste (eg caring for playdough by putting the lid back on)
- ways to protect natural resources (eg recycle, reuse, reduce, renew)
- about people who manage resources

Management of resources

- people manage resources to ensure efficient use (eg managing the use of non-renewable natural resources such as timber and water which may not be sustainable)
- people manage money (eg money for lunch, money received as a gift, pocket money) to make the best use of it and this requires them to make choices
- budgeting processes help people manage money

Enterprising strategies for resource use

- daily practices and routines that help in effective use of resources (eg collecting scraps for a worm farm)

Enterprising strategies for resource use

- people can be enterprising in their use of resources (eg consumers reusing and recycling, businesses researching and inventing)
- how enterprising strategies for using resources can increase business efficiency and protect non-renewable natural resources

People and work

The role of workers and the purpose of work

- work is making goods or providing services
- people work in different jobs
- jobs have similarities and differences

The role of workers and the purpose of work

- work is the provision of physical and/or mental effort (human resources) to produce goods and services
- work can be unpaid or paid
- a wide range of jobs exists
- work provides benefits to the worker (eg income)
- there are similarities and differences in the ways people work (eg skills, times, wages)
- some people access work in different ways (eg some people are self-employed)
- individuals may put a different value on particular work
- people own and/or control the non-human resources used in production

Characteristics and structures of workplaces

- about places in the local community where people work
- individuals perform particular tasks in a workplace
- a workplace may employ a range of people with different skills who do different jobs and cooperate

Characteristics and structures of workplaces

- a workplace uses people with particular skills (eg design, customer service) and particular non-human resources (eg materials, machinery, buildings)
- a workplace has varying roles and responsibilities

Management of resources

- resource management involves making decisions about workplace practices and production
- resource management decisions influence the availability and sustainability of natural resources and can empower or disempower people
- financial management involves prioritising potential spending which results in trade-offs
- organisations make choices in managing money to operate efficiently
- the economic, social and legal impacts of spending choices and financial management decisions

Management of resources

- optimal use of resources requires consideration of economic, social and environmental goals
- factors that affect productivity (eg good customer/client relations, technologies, worker satisfaction)
- measures of productivity (eg turnover, profit levels, customer surveys)
- how government legislation impacts on human resources (eg industrial relations) and other resources (eg international agreements on whaling)
- the social and environmental impacts of resource management

Management and enterprise

Enterprising strategies for resource use

- the effects of adopting enterprising strategies (eg increased efficiency may lead to economic growth and improve a country's living standards)

Enterprising strategies for resource use

- the way businesses operate and treat their workers impacts on society (eg unemployment levels, average wages)
- international influences on resource use in Australia (eg changes in international markets, politics and economic activity)

The role of workers and the purpose of work

- skills and abilities, entry conditions and work opportunities vary between jobs
- factors that affect access to work (eg location, training, disability)
- the nature of work, entry conditions and work opportunities change over time (eg the impacts of technology)
- the concepts of employment, unemployment and the labour force
- economic and social factors that affect the labour market and the levels of employment and unemployment over time (eg the changing size of the labour force)
- unemployment has economic and social effects

The role of workers and the purpose of work

- the value society places on a particular type of work affects self-image, performance and lifestyle
- the type of work (permanent, casual, part-time) affects income and lifestyle
- new work opportunities are created by social change
- trends and changes in the labour market
- entry conditions and work opportunities change over time
- factors that influence the behaviour and attitudes of workers (eg changing social values, personal expectations, ethical positions, political decisions)

People and work

Characteristics and structures of workplaces

- factors that affect workplace effectiveness and business efficiency (eg consideration for workers with family responsibilities helps create job satisfaction which improves workers' performance)
- workplaces change over time (eg changes in work tasks and workplace organisation)

Characteristics and structures of workplaces

- ways to eliminate stereotyping and discrimination from the workplace (eg equal opportunity legislation)
- the workplace has been affected by social and technological change (eg ageing population, computers)

EARLY CHILDHOOD	MIDDLE CHILDHOOD

Students should be taught:

People and work

Personal aspects of work
- people choose jobs
- individuals have different interests, skills and preferred work styles
- an individual's choice of a future job may be influenced by the things they like or don't like to do

Personal aspects of work
- people change jobs
- knowledge and skills can be transferred to another job
- workplace requirements may influence an individual's future job choice (eg the need to work away from home)

People and work

Personal aspects of work

- an individual's choice of a future career may be influenced by their skills and abilities
- ways to self-evaluate personal skills and abilities
- how to develop and maintain a résumé and a portfolio of evidence
- factors that assist self-reflection (eg high quality role models, opportunities to practice, opportunities to gain feedback)

Personal aspects of work

- ways to balance life and work roles
- non-traditional life/work scenarios
- ways to access information about the labour market
- ways to present and market themselves to help gain and maintain work (eg a résumé, interview skills, creating networks)

Society and Environment >
Culture

Culture

Students understand that people form groups because of their shared understanding of the world and, in turn, they are influenced by the particular culture so formed.

In achieving this outcome, students understand:

Beliefs and culture
• People's beliefs shape their cultural practices, ideas ands symbols over time.

Cohesion and diversity
• Cultural groups are characterised by varying degrees of cohesion and diversity as they seek to survive and retain a sense of community.

Personal, group and cultural identity
• Cultures structure relationships among individuals and groups that help to shape their distinctive identities.

The student:

LEVEL 8	Understands that the extent to which cultures interact reflects the empathy that exists between beliefs and traditions, their adaptability in maintaining cohesion and diversity and their ability to resolve moral and ethical issues that impact on their identities.
LEVEL 7	Understands that the interaction over time between societies and cultures on a global scale can influence people's beliefs and values, cultural cohesion and diversity and individual, group and cultural identity.
LEVEL 6	Understands that, as a result of change and continuity in beliefs and traditions and the influence of core values, contemporary cultures have evolved with varying degrees of cohesion and diversity.
LEVEL 5	Understands that, over time, changes to belief systems, cultural practices and social organisation ensure the survival of cultural groups and also influence the identities of individuals, groups and societies.
LEVEL 4	Understands that cultures are based on beliefs and traditions which are transmitted through the social organisation that in turn influences the roles, rights and responsibilities of individuals and cultural groups.
LEVEL 3	Understands that the diverse groups to which people belong vary in their traditional and non-traditional aspects and that interaction with these groups influences the identity of individuals.
LEVEL 2	Understands that belonging to cultural groups involves certain roles, responsibilities and forms of cultural expression and that these vary among groups.
LEVEL 1	Understands that different cultures express and satisfy needs in diverse ways and that common and unique characteristics exist among all people.
FOUNDATION	Recognises similarities and differences between people, responds to different forms of cultural expression and identifies self and significant others.

EARLY CHILDHOOD	MIDDLE CHILDHOOD
The focus for learning in this phase is on:	**The focus for learning in this phase is on:**
• the concept of family • how families and personal experiences reflect cultural diversity • changing roles and relationships in families • Aboriginal and Torres Strait Islander culture • Australia's national symbols	• developing an awareness of the different cultural groups in Australia and neighbouring countries • reasons for different types of relationships between cultural groups • stories that reflect Australia's national identity

Students should be taught:

Beliefs and culture

Characteristics and influences of cultural groups

- there are groups in society, each made up of a collection of individuals
- there are different types of groups in society
- individuals belong to a range of groups
- important people in an individual's life (eg parents, relatives, friends, teachers, coaches) and the experiences within a group can make a person feel that they belong
- belonging to a group influences people's behaviour and attitudes (eg roles in families may be allocated based on gender)
- groups vary in structure (eg families can be blended, extended, nuclear, one parent)
- cultural groups attempt to meet their members' material needs (eg food, clothing, shelter, personal safety) and spiritual needs (eg sense of belonging, feeling part of a community) in different ways
- cultural groups express their culture in different ways (eg through songs, stories, dances, foods, artefacts)
- aspects of the unique heritages and traditions of the Indigenous and non-Indigenous peoples of Australia (eg history, customs)

Characteristics and influences of cultural groups

- communities are made up of interacting groups
- there are different types of groups in society at different levels of organisation (eg family, school, local community, cultural, religious, national)
- characteristics of groups to which an individual belongs
- Australian society is made up of a range of different Indigenous and non-Indigenous cultural groups each of which has its own values, beliefs and practices
- factors that influence the groups to which an individual belongs (eg age, gender, location, ethnic background)
- individuals learn the values, beliefs, practices and rules of a culture from a range of influences (eg family members, friends, other community members)
- factors that influence the similarities and differences between cultural groups (eg environment, trade, significant events, conflict)
- cultural groups express their culture through their actions (eg through songs, stories, dances, foods), the production of artefacts (eg clothing, jewellery, architecture) and their beliefs and values (eg how children should be brought up)

Values and beliefs of cultural groups

- each group has its own shared beliefs (eg the belief in the purpose of the group), values (eg respect for group elders) and practices (eg uniforms or styles of dress, celebrations)

Values and beliefs of cultural groups

- everyone has a world view (a system of attitudes, values and beliefs that shapes how the world is viewed or interpreted)
- other people's world views can be understood through stories, myths, legends and traditions
- belonging to a group influences an individual's attitudes, values and beliefs
- different groups can have different values, beliefs and practices which influence their culture
- religious beliefs influence cultural practices
- the culture of a group is influenced by its values, beliefs and practices

EARLY ADOLESCENCE	LATE ADOLESCENCE
The focus for learning in this phase is on:	**The focus for learning in this phase is on:**
• contemporary cultural groups and how they respond to change	• cohesion, diversity and the complexity of cultures at national, regional and global scales
• interpretations of Australian identity	• diversity of cultural identities of particular groups in contemporary Australian society
• comparing Australian identity with the identities of cultural groups in neighbouring countries	• similarities and differences between world views
• visible and less visible characteristics of cultural groups	• investigating cultural issues
	• evaluating cultures, including historical perspectives

Characteristics and influences of cultural groups

- Australia is a pluralist society, which includes people from a range of ethnic origins
- cultural groups influence their members to adopt particular beliefs and attitudes and to behave in particular ways
- cultural groups pass on their values through formal and non-formal aspects of socialisation (eg school, religious instruction; expectations of behaviour in particular contexts, role models)
- cultural practices and social structures are influenced by belief systems (eg christianity, confucianism)
- cultural groups have visible characteristics (the practices and artefacts that are explicit, part of conscious awareness and easily seen by outsiders) that form the basis by which they are recognised by others and are often reflected in stereotypes
- cultural groups have characteristics that are less visible to those outside the group (the habits, values, traditions and beliefs that are not part of conscious awareness)

Characteristics and influences of cultural groups

- cultural and historical reasons for the complexity and diversity of cultures
- the global interaction between cultural groups influences values, beliefs and practices
- types of interaction between cultural groups (eg economic, political, sporting, musical, artistic)

Values and beliefs of cultural groups

- different world views need to be considered in any interaction between cultural groups
- the concept of ethnocentrism (looking at the world only from the perspective of one's own world view) and how this influences the way people may view other cultures
- there are different types of world views (eg moral, spiritual, religious, ideological, scientific, philosophical)
- belief systems help people to deal with the uncertain and/or unknown and to explain the universe in which they live
- belief systems influence the formation of individual and group world views

Values and beliefs of cultural groups

- diversity and complexity of beliefs, values and practices
- understanding different world views is important to the successful conflict resolution between groups
- similarities and differences between Indigenous, Western and non-Western world views
- how to identify the values that different cultural groups share
- the role of international organisations in promoting shared values (eg the United Nations, Amnesty International, the Red Cross)

Beliefs and culture

EARLY CHILDHOOD	MIDDLE CHILDHOOD
Students should be taught:	

Cohesion and diversity

Cultural groups are both cohesive and diverse

- individuals and groups have similarities and differences
- cultural groups may have different values, beliefs and practices
- membership of a cultural group may provide a sense of security and belonging

Cultural groups are both cohesive and diverse

- the shared values, beliefs and practices of a cultural group promote cohesion amongst its members
- the traditional practices of cultural groups promote cohesion and continuity (eg the traditions of Australia's Indigenous peoples and cultures have promoted cohesion)
- cultural groups have a range of formal and informal practices that are used to regulate and control members' behaviour (eg norms, rituals, rules, laws)

Cultural groups change and develop over time

- groups change resulting in some aspects of culture changing or remaining the same

Cultural groups change and develop over time

- traditional cultural practices can change their form over time (eg wearing black at funerals has become less common) and their meaning (eg the changing nature of ANZAC Day services from a funeral service to a celebration of sacrifice and national identity)
- cultural groups borrow ideas and practices from one another
- different cultural practices and belief systems can result in conflict and tension within and between cultural groups
- conflict and tension between cultural groups can be resolved in non-violent ways (eg negotiation) or violent ways (eg wars)
- the influence of different cultural groups (eg Aboriginal, British settlers, European and Asian migrants) has changed the composition of Australian society

Personal, group and cultural identity

Cultural practices influence identity

- individuals have both shared and unique features
- individuals have specific needs (eg shelter, food, security) and rights (eg the right to feel safe)
- each individual has a personal identity which allows them to know who they are
- group members have specific roles and responsibilities which influence the formation of personal identity

Cultural practices influence identity

- factors that influence the formation of personal identity (sense of self), group identity (sense of identification held in common by a group of people) and cultural identity (identification with specific cultural tradition, or what it means to be a member of a specific cultural group) (eg life experiences, gender, age, family relationships, laws, historical events)
- practices that reinforce personal and group identity (eg rituals, stories, sacred texts)
- life experiences influence personal and group identity
- the roles, rights and responsibilities of members of cultural groups influence their personal identity
- personal, group and cultural identity can change

Cultural groups are both cohesive and diverse

- factors that influence cohesion and diversity within cultural groups (eg values and attitudes, religious beliefs, ethnic background, individual and group experiences over time)
- active acceptance of and respect for cultural and ethnic diversity can maintain social cohesion even in times of social discord
- factors that influence national cohesion (eg regionalism, ethnic diversity, individualism)
- ways groups may respond to dissension or non-conformity (eg punishment, alienation, exclusion)

Cultural groups are both cohesive and diverse

- cultures are characterised by varying degrees of cohesion and diversity in their pursuit of survival and community
- cohesion and diversity between cultures are influenced by their interaction (eg sport, music, trade, war)
- mechanisms that help cultural groups to organise themselves to ensure preservation of their culture
- values (eg religious tolerance) and institutions (eg parliamentary democracy) promote and maintain social cohesion

Cultural groups change and develop over time

- change in cultural groups may result in either cohesion or diversity
- cultural change may be gradual or rapid
- cultural groups that have existed for a long time have traditional and non-traditional characteristics
- beliefs and social structure are influenced by social, political, economic and environmental changes
- groups resist or adopt changes to belief systems and social organisation to survive (eg accepting boys and girls into formerly single-gender organisations such as Scouts)
- reasons that groups change their practices (eg contact with other groups, imposition of one group's culture on another's)
- factors that cause tension and conflicts between cultural groups (eg different perspectives on moral and ethical issues)
- Australia's society is pluralist reflecting the influences over time of a range of diverse and complex cultural heritages and traditions
- terms used in discussions about culture are often disputed by different groups and can change over time

Cultural groups change and develop over time

- cultures adapt to changing social, political, economic and environmental influences
- global trends and issues influence the maintenance of cohesion within cultural groups
- ways in which Indigenous peoples (eg Australian Aboriginals, Inuit) have survived and maintained their cultures over time

Cultural practices influence identity

- the development of individual and civic identity is influenced by personal, family, cultural and national histories
- the process of socialisation constructs personal identity
- factors that influence socialisation can contribute to discrimination, disadvantage, privilege or access to power
- people often express their identity by joining or forming groups that express their beliefs, values and attitudes (eg peer groups)
- individuals can move between groups
- cultural practices express and reinforce personal and group identity by embodying the values of the group
- cultures influence individual's identity, roles, responsibilities and interactions with others
- the development of personal and group identity is influenced by the interaction of cultural groups
- stereotyping of individuals and groups influences their identity

Cultural practices influence identity

- factors that influence social status (eg age, gender, wealth, ethnicity, religious affiliation)
- different cultures structure relationships among people and groups in different ways
- cultural practices give some members of a group more power than others
- access to human rights impacts on personal, group and cultural identity
- the role of international groups and organisations that promote human rights

Cohesion and diversity

Personal, group and cultural identity

EARLY CHILDHOOD	MIDDLE CHILDHOOD

Students should be taught:

Personal, group and cultural identity

Australian identity

- Australian national symbols (eg the Australian flag, the national anthem)
- in Australia different days are considered important for different reasons (eg Red Nose Day for SIDS)

Australian identity

- 'being an Australian' can mean different things to different individuals and groups
- Australian identity is reflected in stories about people, events and symbols (eg national heroes, the Eureka flag, nationally significant days)

Australian identity

- the development of national identity is influenced by the interaction of cultural groups within a society and interaction with cultural groups from other societies
- the development of national identity is influenced by personal, family, cultural and national histories
- national identity can change over time
- people, events and icons can express and shape national identity
- ways in which Australian identity is reflected
- Australian identity can have different meanings for different individuals and communities

Australian identity

- diverse cultural identities of particular groups in contemporary Australian society (eg Aboriginal people, youth, the aged, war veterans)

Personal, group and cultural identity

Society and Environment >
Time, Continuity and Change

Time, Continuity and Change

Students understand that people's actions and values are shaped by their understanding and interpretation of the past.

In achieving this outcome, students understand:

Understanding the past
- Over time, societies and communities have lasting and changing aspects of events, people and ideas.

Continuity and change
- Continuity and change result from social, political, cultural, environmental and economic forces.

Interpretations and perspectives
- There are many versions of history based on varied sociocultural perspectives over time, which inform and may influence people's actions.

The student:

LEVEL 8	Understands that people's perspectives and interpretations of the past, present and future change over time according to their beliefs and values based on the context of their time.
LEVEL 7	Understands that a change in people's perspectives of the past may lead to a reappraisal of present opinions/actions on contemporary issues.
LEVEL 6	Understands that the present has evolved at varying rates from past people and events and that it is perceived by people according to their beliefs and values.
LEVEL 5	Understands that the consequences of people's actions may be either change or continuity and that people's beliefs and/or motives contribute to the different perspectives they hold on people and events of the past.
LEVEL 4	Understands that people and events in a time period are linked through the impact each has on the other and that there are different perspectives on people and events of the past.
LEVEL 3	Understands that the stories of people, important people and events are woven into the narrative history of particular time periods.
LEVEL 2	Understands that the passage of time creates differences in people's lives and in the environment and that people endeavour to retain what they consider important.
LEVEL 1	Understands that the past, present and future are associated with particular events and that life stories can be different.
FOUNDATION	Recognises stages of life and participates in significant events in own life.

EARLY CHILDHOOD	MIDDLE CHILDHOOD
The focus for learning in this phase is on:	**The focus for learning in this phase is on:**
• personal life stories, family and local community histories	• historical stories from Australia or Western Australia that reflect social, cultural, religious and ethnic diversity
• using time to measure, understand and sequence people and events	• using time markers for describing time and sequencing
• the concepts of times past, the passage of time and time periods	• the interrelationship between people, events and ideas
• the concepts of things changing over time or being retained from the past	• linking people's motives and causes of events
• ways that heritage is represented and celebrated	• change that can occur quickly or slowly and is for the better or for the worse
• different personal perspectives about people and events	• Australia's heritage and the development of systems of law and governance

Students should be taught:

Understanding the past

Sequencing the past

- time is a measurement that can be described using words (eg past, present, future) or symbols
- time can be used to understand and establish sequences of people and events in life stories and family histories
- words used to place people and events in sequence (eg today, before, now, long ago, once upon a time)
- sequencing helps in understanding past events that people have experienced
- ways of representing sequences of people and events (eg standing in line by date of birth, drawing pictures of family members and placing them in order of birth)
- time periods can be identified in a day or in a life

Sequencing the past

- types of time markers used to describe different durations of time and to establish sequences of people, events and ideas (eg BCE previously BC, decade, generation, century, era, the Dreaming, post-Federation)
- sequencing helps to identify relationships between people, events and/or ideas
- ways of representing an historical sequence (eg a timeline)
- people, events and ideas can be grouped into historical time periods that have characteristic features (eg Dutch coastal exploration or the gold rushes in Western Australian history)
- people, events and ideas within and across time periods have similarities and differences

People, events and ideas

- life stories and family histories include a range of people and events
- events in people's lives are influenced by things in the past and can be celebrated in different ways
- in historical stories with common features the experiences of particular individuals may differ
- people and events from the past can be investigated by using historical records (eg photographs, birth certificates) and described using a story format

People, events and ideas

- people, events and ideas are woven into historical stories
- types of events (eg one-off events or episodes; political, social, economic or cultural events)
- people, events and ideas are considered important for different reasons (eg their contribution to change) and this varies with place and over time
- ideas impact on people and events and are linked to people, their experiences and motives
- historical evidence can be used to challenge what is known about people, events and ideas

EARLY ADOLESCENCE	LATE ADOLESCENCE
The focus for learning in this phase is on:	**The focus for learning in this phase is on:**
• historical stories from Australia and other regions involving a range of people who contributed to or resisted change, long and short-term events and new and/or conflicting ideas • historical stories that reflect gaps and silences, evidence, ideas, perspectives and values • comparing people, events and ideas within and across time periods and cultures • concepts of turning points, trends and movements • impacts that advantage or disadvantage particular individuals, groups or ideas • Australia's national identity • changes and continuities affecting traditions and heritage	• historical stories involving a range of significant and interrelated people, events and ideas to show how motive, change and continuity may have different effects within and across time periods • analysing historical themes • questioning and analysing historical evidence

Sequencing the past

- sequencing of events is needed to understand the relationship between cause and effect
- different ways to measure time (eg seasonal or cyclical models used by indigenous groups; linear models such as the Gregorian calendar)
- historical time periods have certain characteristics (eg music, beliefs, politics)
- turning points in history are linked to and created by people, events and ideas
- turning points are indicators of change and depend on the perspectives of individuals, groups and nations
- trends and movements in history can be identified as their impact on society and/or the environment becomes visible (eg the independence movement in Timor; environmental awareness)

Sequencing the past

- sequencing people, events and ideas provides an overview of historical time periods and can be used to recognise change and continuity, trends and movements, social, economic and political themes
- the interrelationships between historical forces and people, events and ideas in different time periods, their values, motives and consequences
- historical forces and their consequences are connected through both change and continuity

People, events and ideas

- how historical stories reflect the interrelationship between people, events and ideas
- people, events and ideas can be compared and contrasted within and across time periods and cultures
- people, events and ideas from the past have shaped present communities
- how the significance of people, events and ideas varies with time, place and cultural perspective
- individuals and groups have motives for their actions
- gathering historical evidence helps develop an understanding of people, events and ideas

People, events and ideas

- the interrelationship between people, events and ideas leads to particular actions during historical time periods (eg the role of Lenin and the impact of World War I on communism)
- the actions of individuals and groups are driven by their similar and/or differing motives
- certain people, events and ideas dominate at particular time periods and may have short or long term impacts leading to change and/or continuity
- the significance of people, events and ideas may vary over time leading to alternative narratives due to the changing values of individuals or communities
- historical evidence should be questioned when developing an understanding of people, events and ideas

Understanding the past

EARLY CHILDHOOD	MIDDLE CHILDHOOD

Students should be taught:

Continuity and change

Change is a feature of all societies

- aspects of personal and community life change over time
- people and events can cause change in personal and community life
- a particular change may have different effects on different individuals and communities
- historical records help in the identification of changes

Change is a feature of all societies

- communities experience intended and/or unintended change
- people, events and ideas may contribute to change
- change can occur quickly (eg the outbreak of war) or slowly (eg the role of children in society)
- forces that cause change (eg technology, conflict, need for defence, need for survival)
- change impacts on people, lifestyles, ideas and nations in various ways and can be for the better (progress) or for the worse (regression)

Continuity and heritage are features of all societies

- aspects of personal and community life stay the same and can be traced through time
- valued aspects of family and community life are preserved
- practices and customs based on the past lead to continuities in personal and community life

Continuity and heritage are features of all societies

- people, events and ideas may contribute to continuity in society
- beliefs and traditions developed over time have led to continuity and are created by people, events and ideas
- current political and civil institutions and organisations are influenced by beliefs and traditions (eg court procedure)
- types of heritage (eg personal, cultural, natural, built) and ways they are reflected in the life of a community (eg rituals, symbols, buildings)
- ways that heritage is conserved

Interpretations and perspectives

Interpretations and perspectives vary

- individuals have feelings about people and events from the past

Interpretations and perspectives vary

- individuals may remember the same people and events in different ways
- individuals' experiences and values create different perspectives on the same person or event (eg views of British settlers and Indigenous people on the arrival of the First Fleet)
- multiple stories can be created through presenting different perspectives that may emphasise or ignore details (eg the story of the Eureka Stockade can be told from the view of a miner, a trooper or a woman)
- using a range of historical evidence helps in the understanding of different perspectives of people, events and ideas from the past
- particular historical evidence supports some perspectives more than others and can be used to challenge what is known about people, events and ideas from the past
- over time there are different perspectives of people, events, ideas and their impact on society

Change is a feature of all societies

- how the interaction of political, social and/or economic forces causes revolutionary or evolutionary change
- change can have short and long-term impacts
- change has positive and/or negative impacts which can advantage or disadvantage particular individuals, groups or ideas
- ways that societies reflect and respond to change
- change may reflect and impact on people's beliefs and values
- change is viewed and valued differently by particular individuals, groups or nations leading to support and/or resistance

Change is a feature of all societies

- change is recognised through the interaction of people, events and ideas
- both natural and social forces can change the course of history rapidly or gradually
- the motives and behaviours of individuals and groups may influence change
- some changes are considered more significant than others
- rates of change can vary over time
- different individuals, groups or nations may perceive and value change differently, influencing support or resistance

Continuity and heritage are features of all societies

- forces that resist change maintain continuity (eg beliefs, values, traditions)
- the stronger aspects of society endure over time
- continuity can have consequences
- continuity has positive and/or negative impacts which can advantage or disadvantage particular individuals, groups or ideas
- continuity is viewed and valued differently by particular individuals, groups or nations leading to support and/or resistance

Continuity and heritage are features of all societies

- historical forces that lead to continuity (eg values; ideas; motives; social, economic, political and environmental conditions)
- the threads of continuity (eg beliefs, values, institutions and practices) can be followed over time
- different individuals, groups or nations may perceive and value continuity differently, influencing support or resistance

Interpretations and perspectives vary

- interpretations of historical evidence are influenced and informed by personal beliefs and values
- perspectives of people, events and ideas change over time (eg current and past views of the Vietnam War)
- changing perspective may influence or inform attitudes and actions
- historical stories are not neutral (eg they contain gaps or silences)
- perspective can affect interpretations of the past and may change or be confirmed over time
- within and across time periods there are multiple perspectives of people, events and ideas, each of which is supported by historical evidence or the lack of it
- an understanding of multiple perspectives helps to develop empathy with the past (eg how different groups viewed conscription during the Vietnam War)

Interpretations and perspectives vary

- interpretations of the past are based on understanding the interrelationships between beliefs, values and traditions
- reasons that interpretations of the past can change, creating new versions of history (eg new evidence, manipulation of evidence)
- perspective plays an important part in interpreting the past
- gaining valid, comprehensive and objective understandings of the past is difficult as historical stories omit particular perspectives and interpretations
- social memory (what is remembered by society) and empathy are important factors in creating versions of the past

Continuity and change

Interpretations and perspectives

EARLY CHILDHOOD	MIDDLE CHILDHOOD

Students should be taught:

Interpretations and perspectives

Personal perspectives over time
- individuals have different points of view of the past as a result of different past experiences
- reflection on past experiences may change an individual's point of view

Personal perspectives over time
- people in the past had motives for acting the way they did
- personal perspectives of people, events and ideas from the past are changed or confirmed by personal experiences and the collection of historical evidence

Personal perspectives over time

- personal perspectives and actions are shaped by past beliefs, values, experiences and social, political and economic factors
- empathy with the past enhances personal understandings and helps develop personal perspective
- personal perspectives are confirmed or changed by different historical evidence or the lack of it

Personal perspectives over time

- personal perspectives reflect particular beliefs, values, experiences and understandings
- personal perspective can affect interpretations of the past and this may change or be confirmed over time
- social memory of and empathy with others' perspectives may lead to greater understanding of personal perspective over time
- personal perspectives help form opinions and influence decision-making and actions on contemporary issues

Interpretations and perspectives

Society and Environment >
Natural and Social Systems

Natural and Social Systems

Students understand that systems provide order to the dynamic natural and social relationships occurring in the world.

In achieving this outcome, students understand:

Natural systems
- The interdependence of elements of the natural system and the dependence and impact of people on natural systems influences the nature of communities.

Political and legal systems
- Power and decision-making structures determine the interrelated nature of political and legal systems.

Economic systems
- Structures for production, exchange and consumption determine the nature of economic systems.

The student:

LEVEL 8	Understands that the needs of both current and future generations are to be considered when determining solutions to economic, social and environmental issues that are underpinned by the values of ecological sustainability, democratic processes and social justice.
LEVEL 7	Understands decisions on environmental, political and legal issues are influenced by and impact on natural and social systems.
LEVEL 6	Understands the effect change can have on interrelationships within and between systems over time.
LEVEL 5	Understands how and why changes occur in natural and social systems.
LEVEL 4	Understands that modifications to natural and social systems occur as they respond to changes.
LEVEL 3	Understands that, in natural and social systems, relationships occur to provide order to the interactions found within them.
LEVEL 2	Understands that in natural and social communities there are connections between parts or elements of the system.
LEVEL 1	Understands that the natural and social world contains elements.
FOUNDATION	Responds to elements in the natural and social world to meet immediate needs.

EARLY CHILDHOOD	MIDDLE CHILDHOOD
The focus for learning in this phase is on:	**The focus for learning in this phase is on:**
• investigating familiar natural systems	• the interrelationships and interdependence between the elements of natural systems
• the processes that link the key elements of a natural system	• the interrelationships and interdependence between the elements of the political and legal systems
• showing how humans interact with the natural world	• the three levels of government in Australia
• caring for the environment	• the interrelationships and interdependence between the elements of the economic system
• family and school rules (as the basis for political and legal systems in the next phase)	• interrelationships between similar systems
• investigating the behaviour of consumers and businesses	
• the processes of making, buying and using goods and services that link the key elements of the economic system	

Students should be taught:

Natural systems

Elements and interrelationships in natural systems

- the world contains natural and made things
- the elements of the natural world include living things (eg people, animals, plants) and non-living things (eg mountains, buildings) which influence each other
- living things connect with each other to form communities (eg a forest, a town)
- life cycles and food chains in the natural world
- changing or removing an element affects the natural world (eg a drought destroys food supplies resulting in lower animal numbers)

Elements and interrelationships in natural systems

- the natural world contains various systems which can vary in type and size (eg the Earth is part of the solar system, reeds in a swamp are part of a local ecosystem)
- the elements of natural systems are linked by processes
- natural cycles are formed by the linking of elements (eg plants and animals are linked by food chains and food pyramids) and may vary between places
- the elements in a natural system affect each other (eg weather patterns affect kangaroo numbers)
- a cycle operates within a natural system (eg the water cycle, a food pyramid in a grassland)
- natural cycles impact on people (eg different people organise their ways of life to fit into natural cycles)
- human activity impacts on the interrelationships in a natural system (eg the impact of farming on soil erosion)
- changing, adding or removing one element in a natural system impacts on the whole community (eg introducing an animal such as the rabbit in Australia affects the vegetation, soil and other animals)

People care for natural systems

- how to care for a small scale system that involves living things (eg the class aquarium or worm farm)
- the ways individuals and groups care for elements of the wider environment such as water, air, animals and trees (eg reducing water consumption by using dual-flush toilets)

People care for natural systems

- the rights and responsibilities of individuals, groups and organisations when caring for the environment
- decisions made now about the care of particular landscapes and the wider environment (sustainability) will affect people's well-being in the future
- care for the wider environment involves conservation (eg sprinkler bans to reduce the use of water on lawns and gardens), preservation (eg fences to protect native species of animals from introduced species) and maintaining healthy natural cycles (eg clearing waterways of introduced species of plants)

EARLY ADOLESCENCE	LATE ADOLESCENCE
The focus for learning in this phase is on:	**The focus for learning in this phase is on:**
• how changes occur in a particular natural or social system over time and the impacts that result from change • interrelationships between different types of systems	• theories and models that help understanding of the operation of natural and social systems • the links between Australian natural and social systems and those in other countries • the concept of all natural and social systems having common characteristics

Elements and interrelationships in natural systems

- some features and processes are common across similar and different natural systems (eg landform features, processes of erosion)
- boundaries of natural systems are hard to define as there are links and flows between systems (eg the ecosystem of a lake connects to the water cycle, carbon cycle and nutrient cycle)
- natural cycles involve inputs, processes and outputs and change over time
- natural systems involve flows of energy (eg solar energy stored in plants is transferred to animals through food chains)
- there are various ecological processes (eg adaptation, succession)
- people are part of natural systems and human activity impacts on the systems (eg global population growth increases demand for the Earth's limited natural resources)
- natural systems change over time at varying rates and respond to change in different ways
- natural systems are influenced by decisions and processes within the political, legal and economic systems

Elements and interrelationships in natural systems

- the complexity of natural systems can be explained using theories and models (eg the theory of plate tectonics, the ecosystem model)
- changes in elements and/or processes cause changes in a natural system
- when a change occurs in a natural system, further changes result as the system tends towards a new equilibrium
- natural systems are influenced by decisions and processes within political, legal and economic systems

People care for natural systems

- individuals and groups have varying views on the effect of human activity on the natural systems within particular environments and the wider environment
- factors that affect individuals' views of sustainability and their commitment to it (eg their personal values, location, occupation and wealth)
- individuals' views of sustainability and their commitment to it may change over time
- the global challenges of sustainability (eg maintaining biodiversity, world population growth, responding to climate change, oil vulnerability)
- ways to reduce the impact of people on the environment (eg preserving air quality)

People care for natural systems

- the ecological, social and economic aspects of sustainability (the 'triple bottom line')
- the extent to which individuals, businesses and governments are committed to the value of sustainability influences decisions about caring for the wider environment
- the effects of people's decisions about caring for environments in sustainable ways can be measured (eg global warming, depletion of the ozone layer)

Natural systems

EARLY CHILDHOOD	MIDDLE CHILDHOOD

Students should be taught:

Political and legal systems

Elements and processes of law making and enforcement

- the social world contains groups of people (eg families, classes, clubs) that have rules that are made by people (eg parents, teachers and club organisers)
- the reasons groups have rules (eg show respect for others; show concern for the rights, welfare and dignity of others)
- for a group to operate effectively all members need to follow the rules
- the qualities of good rules (eg clarity, fairness, access)
- processes by which rules are made (eg group discussion)
- failing to follow rules has consequences (eg sanctions such as missing a turn)

Elements and processes of law making and enforcement

- the difference between rules and laws
- the purpose of all laws is to influence behaviour of people and nations to ensure civic rights and responsibilities (eg drivers are responsible for obeying the speed limits in the traffic laws to protect the right of road users for safety)
- laws can differ with location (eg by-laws in different local government areas, laws in different states) and may be altered as circumstances change
- laws are made by elected representatives (eg councillors, members of parliament) and enforced by courts with support from other organisations (eg council rangers and police officers)
- the principles of the Australian legal system (eg independence of the courts, equality before the law, innocence until proven guilty)
- international conventions and treaties that impact on Australia

Elements and processes of government and governance

- ways that people contribute to the local community (eg working for the police service, firefighter)

Elements and processes of government and governance

- civic life requires all people to cooperate formally (eg following road rules) and/or informally (eg following protocols such as respecting others)
- civic and political organisations that provide services and facilities (eg charities, research institutes, sponsors, trade unions)
- different types of governance (eg absolute monarchy, direct or representative democracy)
- features of Australia's representative democracy (eg three levels of government; the majority of elected representatives can form a government and pass laws; basic values including the rule of law and the freedom of speech, media, religion and association)
- the structure, functions and responsibilities of each level of government
- the impacts of each level of government on citizens' lives
- how the government can be changed in Australia (eg voting)
- citizens have taken social and political action in the past
- features of the electoral process at each level of government in Australia (eg the right to vote, secret ballot, how citizens can become elected representatives)
- Australian citizens have rights and responsibilities and need certain skills and a disposition to participate effectively in democratic decision-making (eg vote, follow the law)
- factors that affect people's participation in political processes (eg social status, ethnicity, gender)
- public servants provide independent advice to governments

Elements and processes of law making and enforcement

- ways laws are created, amended and interpreted in a democratic society through parliaments, courts, constitutions and civil action
- the difference between statute and common law and how both protect the rights of citizens
- the elements of a fair trial
- law-making is influenced by debate inside and outside parliament (eg social action groups, in the media)
- effective law enforcement is necessary to support the rule of law
- how and why law-making processes in Australia have changed
- tensions can exist between democratic law-making and the processes of legislative and civic life (eg having conscience or 'free' votes on issues of morality)
- the concept of human rights, human rights issues (eg illegal migration) and Australian laws that protect human rights

Elements and processes of law making and enforcement

- the processes by which common law and statute law are developed and applied
- the natural justice procedures of criminal and/or civil law (at the pre-trial, trial and post-trial phases)
- reform proposals concerning trial processes and arguments for alternative systems
- models of judicial decision-making (eg legalism, activism)
- issues of justice at the global scale
- the appropriateness and effectiveness of national and international legal structures in dealing with human rights and equity issues
- the efficacy of national and international decision-making and judicial structures in advancing human dignity

Elements and processes of government and governance

- the elements of government in Australia (eg citizens, political parties, candidates, members of parliament, lobby groups, the media, the Australian Electoral Commission) and ways they interact (eg in elections)
- the values that form the basis of Australia's democracy have developed over time (eg respect for individual freedom, rights, responsibilities, the law, just authority, ethical behaviour)
- some events influence people's beliefs about social justice and democratic values
- participation in the democratic process is supported by democratic values, social justice principles and influenced by the media
- the importance of active and informed citizens (eg participating in political and civic life; contributing to current community debate)
- how citizens' rights and responsibilities contribute to Australian society and freedoms
- groups have constitutions which can be amended
- the purpose and function of the Australian Constitution
- impacts on citizens of High Court interpretations of the constitution
- the constitution is amended by referendum
- the changing nature of the relationship between the levels of government
- perspectives on the health of democracy and democratic and civic institutions change over time
- the impacts of Australia's interaction with other nations on governance issues (eg the impact of the Kyoto agreement on Australian businesses)
- laws and government policies are implemented by the public service and other bodies

Elements and processes of government and governance

- the significance of the Westminster model for Australian governance
- ways in which political leaders and the public sector are accountable
- ways in which issues of power and authority are addressed in other nation states
- the functions, merits and limits of political parties as a means of political mobilisation, representation and expression of political viewpoints in Australia and elsewhere
- the features required to establish a functional state that meets the criteria of good governance and justice
- the causes of dysfunctional states and international crises (eg failed states, genocide)

Political and legal systems

EARLY CHILDHOOD	MIDDLE CHILDHOOD

Students should be taught:

Economic systems

Elements and interrelationships in the economic system

- the world contains natural and made things
- making goods and providing services are important to everyday life as these things satisfy people's needs and wants
- the key elements of the economic world are consumers (people who use the goods and services) and businesses (individuals or groups of people who make goods or provide services)
- all people are consumers because they all use goods and services
- some people produce goods and services for others
- consumers can make some goods and provide some services themselves (eg grow vegetables, drive themselves) or they can buy goods and access services from a range of businesses (eg a loaf of bread, a CD, a bus ride, a doctor's advice, a hair cut)
- buying involves exchanging money for something
- making, buying and using goods and services create flows between consumers and businesses (eg transporting goods to the shops, travelling to work, paying for goods at a shop)

Elements and interrelationships in the economic system

- the economic world is a system
- consumers and businesses (the key elements of the economic system) are linked by the processes of making (production), using (consumption), and buying and selling (exchange)
- consumers and businesses depend on each other
- the operation of the economic system requires the flow of money, resources, and goods and services
- the operation of the economic system impacts on people and the environment
- exchange occurs when consumers desire the goods and services that other people have made (eg swapping or trading, paying using cash or credit cards)
- the buying decisions made by consumers influence what businesses produce (eg if consumers buy more large screen TV sets then businesses will produce more)
- prices influence the decisions of both consumers and businesses (eg lower wool prices will encourage people to buy wool coats but may discourage farmers from keeping sheep)
- regions and countries buy and sell goods (eg cheese made in Tasmania is sold in Perth, sports shoes made in Indonesia are sold in Perth) and services (eg students from rural areas attend Perth schools, Japanese tourists visit Australia)

Economic well-being

- individuals and/or groups show respect and concern for other people in the community by providing support in particular situations (eg natural disasters, sickness)
- ways that support for other people can be provided (eg volunteering, donating money)

Economic well-being

- access to goods and services influences people's well-being and creates varying living standards
- factors that influence people's access to goods and services (eg income, mobility, language)
- individuals and/or groups show concern for the well-being of others by supporting people who can not maintain a reasonable standard of living (eg unemployed people, people with disabilities, people in war zones)

Elements and interrelationships in the economic system

- the economy is a system because it is a set of processes that link elements to create a cycle
- the function of an economic system is to determine what goods and services are produced, how much of each good and service is produced and how the goods and services are distributed amongst consumers
- all elements of the economic system are interrelated (consumers, businesses, financial institutions, the government, and overseas buyers and sellers)
- Australia is a modified market economy based on private ownership, allocation of resources by market forces and some degree of government intervention
- goods and services are bought and sold in markets
- the interaction of demand and supply (market forces) controls the allocation of resources in the economic system
- factors that affect demand and/or supply, including actions of the government
- markets can deliver socially undesirable results
- the economic system is linked to natural systems and other social systems such as the political and legal systems
- the operation of the economic system often impacts on people and the environment in conflicting ways
- the processes of consumption, production and exchange create economic flows (eg movement of resources and goods/services; flows of money such as income, spending and saving)
- importing goods occurs as most Australian markets are open to competition from overseas businesses and exporting goods occurs as a result of Australian businesses competing overseas
- cooperation between countries creates economic links (eg trade agreements, defence agreements, foreign aid)
- economic behaviour and government policies change over time
- the performance of the economic system can vary

Elements and interrelationships in the economic system

- how change in one sector in the economic system affects other sectors due to their interrelationships
- the different yet complementary objectives of the sectors of the Australian economy
- the economic system changes over time in response to economic and non-economic factors
- how economic activity varies over time (the business cycle model)
- indicators of economic activity (eg GDP, new car registrations)
- the performance of an economic system can be determined by its achievement of economic goals
- the effects of achieving, or not achieving, economic goals
- the performance of different economic systems may vary
- fiscal, monetary and microeconomic policy measures are used to stabilise the Australian economy
- time lags in macroeconomic relationships and how they may influence economic policy
- political, legal and environmental factors influence economic policy
- criteria for assessing macroeconomic performance
- the recent performance of the Australian and global economies
- the size, patterns and changes in Australia's trade activity
- factors that affect trade (eg barriers, trade liberalisation, domestic and overseas economic conditions, exchange rates, war, drought)
- the impacts of multinational businesses and globalised production
- the costs and benefits of globalisation (eg the impacts on employment, poverty, the environment, foreign debt)

Economic well-being

- market forces deliver an uneven distribution of income/ wealth and create differences in standards of living
- support for people in need is provided through governments (eg social welfare payments, foreign aid) and organisations such as charities (eg providing food, running refuges)
- governments intervene to redistribute income/wealth
- ways to measure the standard of living (eg social statistics such as literacy rates, Gross Domestic Product per person, the Human Development Index)
- provision of support for people who can not maintain a reasonable standard of living has social benefits (eg social justice, less crime) and costs (eg higher tax rates, less money for other projects)

Economic well-being

- measures of income distribution (eg the Gini coefficient)
- the concepts of poverty and the poverty line
- trends in income distribution and poverty in Australia
- effects of economic growth on the distribution of income/wealth
- economic policy measures used to redistribute income/wealth and enhance social justice (eg income tax rates, subsidised services such as public housing and transport)
- the ways Australia provides development assistance (foreign aid) to other counties

Economic systems

Society and Environment >
Active Citizenship

Active Citizenship

Students demonstrate active citizenship through their behaviours and practices in the school environment, in accordance with the principles and values associated with the democratic process, social justice and ecological sustainability.

In achieving this outcome, students:

Democratic process
- Value and participate in the political process
- Value and participate in community life
- Respect legitimate and just authority structures and the role of the law

Social justice
- Value and care for other people
- Uphold the equality of all people whilst appreciating and respecting their differences
- Work cooperatively to resolve conflict peacefully

Ecological sustainability
- Value and respect environments/habitats
- Value and appreciate the need to conserve resources and preserve environments/habitats
- Recognise the need to enhance environments

There are no levels of achievement for this outcome.

Monitoring advice and descriptions of achievement for the four developmental phases can be accessed from the *Curriculum Framework Progress Maps* or Curriculum Council website.

EARLY CHILDHOOD	MIDDLE CHILDHOOD
The focus for learning in this phase is on:	**The focus for learning in this phase is on:**
• personal and group behaviours and practices in the classroom and playground	• individual and group dispositions, behaviours and actions that reflect democratic process, social justice and ecological sustainability and enable effective participation in society
• actions that demonstrate the values, attitudes and dispositions that are the building blocks for citizenship	• formulating and managing social action plans with critical reflection at most steps
• following procedures, routines and/or conventions that guide appropriate behaviours and actions	
• using action plans to resolve social and environmental issues	

Students should be taught:

Responsible action

• social action involves a series of steps that can be presented as an action plan (identifying actions that can be taken; selecting one action to follow; considering how the action may impact on others including their rights)

• reasons why an action plan may need to be changed (eg action may harm others)

• ways to take social action (eg how to volunteer, who to contact, how to inform others)

Responsible action

• social action involves a critical reflection cycle (identifying and reflecting on current understandings; identifying possible action and purpose; analysing possible consequences of planned action on all stakeholders; planning and implementing the action considering protocols and ethical procedures; questioning the suitability, effectiveness and results of the actions; reviewing and reflecting on actions; considering possible modifications)

• social action involves following democratic principles

Democratic process

Decision-making and social action

• actions that demonstrate willingness to work with others (eg caring for others' feelings, including those whose needs and feelings are different from their own)

• actions that demonstrate willingness to play cooperatively and make friends (eg taking turns, sharing equipment, being kind to others, listening when others speak)

• actions that demonstrate willingness to work cooperatively (eg helping others with their learning; making a personal decision to finish their work; working in pairs/partnerships; helping make decisions to achieve or influence an outcome; contributing but not dominating; disagreeing in a non-confrontational way)

• actions that demonstrate willingness to respect others when participating in class (eg following directions; asking questions; approaching others in acceptable ways; asking for permission; sharing work materials; participating in school routines; following safety rules)

• actions that demonstrate responsibilities (eg taking roles in groups such as reader, recorder, reporter, resource and time manager, encourager)

Decision-making and social action

• actions that demonstrate understanding and valuing of decision-making processes (eg participating in class meetings, following meeting procedures)

• actions that demonstrate democratic decision-making methods (eg following codes of conduct; working through a group leader; encouraging the contribution of others; acknowledging that rights and responsibilities link; accepting a majority vote; using consensus-reaching strategies)

• actions that demonstrate respect for others' views (eg articulating valuing of others' opinions, agreeing to a group decision)

• people have the right to express their views on civic and political matters, within the law, whilst respecting the right of others to do so

• actions that demonstrate understanding and valuing of work that makes a difference in civic life (eg acknowledging a person who has made a positive contribution to the community)

• ways to participate in class, school and local community life (eg suggesting changes to classroom and playground rules; participating in school assemblies and occasions such as Anzac Day celebrations; raising funds for people with specific needs; volunteering for programs such as Clean Up Australia Day; meeting with local councillors)

EARLY ADOLESCENCE	LATE ADOLESCENCE
The focus for learning in this phase is on:	**The focus for learning in this phase is on:**
• exploring and acting upon issues that arise as a result of school situations or from investigation findings • the responsibilities of all citizens • participating in democratic groups and political and civic institutions • reflecting critically on action plans	• exploring and acting upon social and environmental policies, decisions and issues at school, the local community, and national and global scales • analysing and challenging the transparency and effectiveness of political, social justice, and environmental policies and management issues • identifying possible actions, planning for responsible social action and developing solutions • challenging conventions, actions and unfair situations • the links between democratic values and the principles of social justice and environmental sustainability

Responsible action

- social action involves a critical reflection cycle (asking appropriate questions; collecting and analysing a range of evidence; forming opinions based on this evidence; using these opinions to take action using democratic processes; justifying the reasons for choosing this action)
- social action involves challenging or changing unfair situations and laws; identifying processes for change; working with others; being ethical; and accepting social responsibility

Responsible action

- social action involves analysing and assessing the policies of organisations and governments; using ethical actions throughout; using democratic processes in implementing action; targeting others most able to support a proposed action; accepting social responsibility; questioning throughout the process; continual monitoring of evidence; using evidence to support or change action
- a democracy enables people to take social action on their findings within the rule of law

Decision-making and social action

- actions that demonstrate a commitment to democratic decision-making and an appreciation of the democratic values (eg negotiating tasks with others to find mutually agreeable options; peer conferencing; participating in whole school decision-making; organising a submission for funding)
- actions that demonstrate willingness to behave in accordance with agreed norms, codes of conduct and rules (eg attending school on time; interacting appropriately with people visiting the school; participating in teams)
- actions that demonstrate leadership qualities (eg taking leadership roles within the school; creating a sense of direction and encouraging others to participate)
- ways to persuade and influence the views and actions of others (eg using evidence to develop logical arguments; writing a submission to local government)
- ways to participate in political and civic institutions, processes and actions (eg participating in the student council; participating in youth forums; volunteering for community service; becoming a member of clubs; serving and voting on committees)
- that participating in groups is an important way to exercise responsibilities in a democratic society

Decision-making and social action

- ways to show that they are informed citizens (eg writing letters to stakeholders and/or members of parliament; attending public hearings; debating community issues; participating in whole school policy and decision-making; developing a website to post information about citizenship action, participating in decision-making at a mock UN Assembly)
- ways to take direct action (eg applying to be provisionally listed on the electoral role)
- people are accountable for their views and/or opinions
- due processes should be followed when seeking to change rules/laws or take action (eg not defaming others)

Democratic process

EARLY CHILDHOOD	MIDDLE CHILDHOOD

Students should be taught:

Social justice

Care, respect and concern for others

- actions that demonstrate valuing other people and their opinions (eg working and playing with other members of the class; encouraging others to participate; using culturally appropriate social conventions; accepting others' ideas)

- actions that demonstrate caring for others' feelings (eg recognising and reporting on socially unjust situations; helping a new student to settle into class; supporting somebody who is unfairly treated)

- actions that demonstrate valuing equality and fairness (eg inviting members of the class who aren't in a group to join their group; supporting a student who is being bullied)

- actions that may be taken to resolve a conflict situation (eg asking a teacher for advice; asking a teacher to mediate; using strategies from school programs such as Stop, Think, Do or Assertive 1 in the classroom or playground)

- that disagreeing is OK, as long as it is done in an appropriate way (eg recognising how and when to disagree appropriately; articulating the link between agreement and peace and harmony)

Care, respect and concern for others

- actions that demonstrate care and support for others (eg participating in mentoring and buddy programs; participating in a Red Cross club; working cooperatively; respecting everyone's contribution; helping new students adjust to the school; donating money for causes; participating in community programs

- actions that demonstrate non-discriminatory behaviour and fairness (eg behaving appropriately in class so that learning of other students is not impeded; challenging stereotypes)

- actions that may be taken to resolve a conflict situation (eg using negotiation and consensus seeking strategies; accepting decisions; using strategies from school programs such as peer support, peer mediation or Aussie Optimism)

Ecological sustainability

Respect and concern for the environment

- actions to conserve resources and care for the environment (eg implementing routines such as disposing of rubbish appropriately; using recycling bins at school and home; turning off taps; using both sides of paper; using dual-flush toilets appropriately in sewered areas; encouraging parents to buy products with recycled content)

- actions to preserve resources and protect environments (eg walking or cycling for short journeys to protect air quality)

- actions to care for the natural environment (eg participating in community and school programs such as Waterwise and Wastewise)

- the right to enjoy an environment is linked to the responsibility not to damage it

Respect and concern for the environment

- actions to care for the environment such as reducing, reusing, recycling and renewing (eg establishing routines to recycle paper)

- actions that contribute to school and community programs that care for the environment (eg participating in programs such as Be a Conservation Officer for a Night and Clean Up Australia Day; volunteering to do activities such as planting trees, growing plants for salt-affected areas, rehabilitating dunes, or restoring a wildlife corridor)

- actions that demonstrate how to minimise the environmental impact of recreational interests (eg following bag limits and size restrictions when fishing)

- actions based on informed decisions (eg considering environmental factors and safety issues when choosing plants for a garden; conducting a water audit of the school or home)

Care, respect and concern for others

- actions that demonstrate valuing diversity (eg recognising the talents of others; redressing inequities in their own behaviour towards others)
- actions that demonstrate care for others (eg participating in programs such as the 40 Hour Famine and organisations such as a lifesaving club; participating in enterprise projects that assist local or international communities; articulating and promoting human rights principles)
- actions that demonstrate peaceful conflict resolution (eg sharing, collaborating, negotiating, compromising, seeking and using peer mediation)

Care, respect and concern for others

- actions that can support social justice and strengthen human rights in schools
- actions that demonstrate the ability to select appropriate strategies to help resolve conflict in a way that enhances the dignity and worth of all people
- suggested actions should be based on social justice principles
- how to select appropriate action designed to redress disadvantage and discriminatory actions

Social justice

Respect and concern for the environment

- actions to care for the environment (eg participating in programs such as Greening Australia, Bush Rangers and State Emergency Cadets; volunteering to work for catchment and coast care organisations; raising funds for a community initiative; growing food to support zoo breeding programs that protect endangered species; creating a heritage walk in the local area)
- ways of auditing impact on the environment to establish baseline data for planned actions (eg calculating the ecological footprint of the school to show its environmental impact)
- ways to encourage others to take action (eg lobbying local government to provide more bins at the local park; creating green partnerships with students at other schools)
- ways to enhance significant places and draw community attention to them (eg revegetating an area adjoining the school)

Respect and concern for the environment

- ways to demonstrate commitment to the principles of ecological sustainability, conservation and preservation of natural environments (eg devising, enacting and managing programs for the benefit of school or the wider community by forming partnerships with other groups and/or organisations)
- ways to encourage others to take action (eg preparing a weekly radio spot to communicate the principles of sustainability, conservation and preservation; preparing a submission for the Australian Heritage Commission outlining the features of the community that should be conserved)

Ecological sustainability