



HUMANITIES AND SOCIAL SCIENCES: SKILLS

The Humanities and Social Sciences subjects include a range of skills that can be represented broadly as questioning and researching, analysing, evaluating and communicating and reflecting. Students apply these skills to their everyday learning activities and to investigate historical and contemporary events, developments, issues, and/or phenomena. The Humanities and Social Sciences skills are applied across the learning area from Pre-primary to Year 10 and need to be taught explicitly.

	Civics and Citizenship	Economics and Business	Geography	History
<p>Questioning and researching</p> <p>Develop questions about events, developments, issues and/or phenomena; collect and organise information, evidence and/or data, from primary and secondary sources.</p>	<ul style="list-style-type: none"> • Questions about society (government, law and citizenship) and the way it operates • Questions that help students identify the civics and citizenship concepts (democracy; democratic values; the Westminster system; justice; active participation; rights and responsibilities) relevant to their learning <p>Information and ideas from primary and secondary sources:</p> <ul style="list-style-type: none"> • Primary sources are unprocessed, original materials collected by the student (e.g. surveys, interviews, photographs, conducting an opinion poll using information technologies) • Secondary sources are collected, processed, interpreted and published by others (e.g. electoral data, news articles, graphs, charts, diagrams, reports) • Developing categories and sorting information and/or data from a range of sources (e.g. surveys, statistics) 	<ul style="list-style-type: none"> • Questions about economic or business issues or events • Questions that help students identify the economic and business concepts (scarcity; making choices; specialisation and trade; interdependence; allocation and markets; economic performance and living standards) relevant to their learning <p>Qualitative and quantitative data, evidence and information from primary and secondary sources:</p> <ul style="list-style-type: none"> • Primary sources are unprocessed, original materials collected by the student (e.g. surveys, interviews, photographs) • Secondary sources are collected, processed, interpreted and published by others (e.g. statistical data, financial reports, news reports, graphs, charts, models, diagrams) • Sorting and summarising information and/or data into graphic forms (e.g. graphs, tables) 	<ul style="list-style-type: none"> • Questions about geographical phenomena and contemporary geographical challenges • Questions that help students identify the geographical concepts (place, space, environment, interconnection, sustainability, scale, change) relevant to their learning <p>Qualitative and quantitative data, evidence and information from primary and secondary sources:</p> <ul style="list-style-type: none"> • Primary sources are unprocessed, original materials collected by the student, including fieldwork (e.g. field sketches, photographs, measurements, graphs, charts, diagrams, maps, surveys, interviews) • Secondary sources are collected, processed, interpreted and published by others (e.g. satellite images, maps, globes, models, graphs, diagrams) • Represent the spatial distribution of different types of geographical phenomena by constructing appropriate maps at different scales that conform to cartographic conventions, using spatial technologies as appropriate 	<ul style="list-style-type: none"> • Questions about the past and how the past relates to the present • Questions that help students identify the concepts of historical thinking (sources; evidence; continuity and change; cause and effect; significance; perspectives; empathy; contestability) relevant to their learning <p>Evidence and information from primary and secondary sources:</p> <ul style="list-style-type: none"> • Primary sources are objects and documents created or written at the time being investigated (e.g. artefacts, inscriptions, photographs, eyewitness accounts, oral histories) • Secondary sources are accounts about the past that were created after the time being investigated (e.g. history texts, documentaries, museum exhibitions) • Creating categories with which to organise information obtained from sources (e.g. chronology)

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<p>Analysing</p> <p>Interpret information, evidence and/or data to identify key points or ideas, points of view, perceptions and interpretations; identify the purpose of sources and determine their accuracy and reliability.</p>	<ul style="list-style-type: none"> • Applying the relevant concepts to learning (democracy; democratic values; the Westminster system; justice; active participation; rights and responsibilities) • Analysing information and ideas from a range of sources to identify and evaluate different interpretations and points of view • Analysing how information can be used selectively to persuade citizens (e.g. a debate about a suggested constitutional change) • Exploring texts for stereotype, over-generalisation and misrepresentation (e.g. the representation of cultural groups in the media) • Distinguish between facts and opinions when discussing a civics and citizenship issue 	<ul style="list-style-type: none"> • Applying the relevant concepts to learning (scarcity; making choices; specialisation and trade; interdependence; allocation and markets; economic performance and living standards) • Analysing data in charts, graphs, diagrams and tables using statistical methods to identify and explain relationships, trends and alternative perspectives 	<ul style="list-style-type: none"> • Applying the relevant concepts of geographical thinking to learning (place, space, environment, interconnection, sustainability, scale, change) • Analysing information and data in charts, graphs, diagrams, tables and maps using qualitative and statistical methods, and digital and spatial technologies • Analysing data to identify and explain spatial patterns, trends, relationships and anomalies 	<ul style="list-style-type: none"> • Applying the relevant concepts of historical thinking to learning (sources; evidence; continuity and change; cause and effect; significance; perspectives; empathy; contestability) • Analysing information and evidence in primary and secondary sources to identify perspectives of people from the past and examining different historical interpretations, including their own • Processing and synthesising information from a range of sources for use as evidence in an historical argument • Identifying the possible meaning of images and symbols in primary sources • Sequencing historical events, developments and periods

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<p>Evaluating</p> <p>Propose explanations for events, challenges, developments, issues and/or phenomena; draw evidence-based conclusions and explanations; and suggest courses of action in response to events, challenges, developments, issues and/or problems.</p>	<ul style="list-style-type: none"> • Considering multiple perspectives, and ambiguities, when negotiating and resolving contentious issues • Using democratic processes to reach consensus on a course of action relating to a civics or citizenship issue and planning for action • Explaining the assumptions or missing information that may affect the reliability of an opinion about an issue (e.g. commentary from a traditional form of media) 	<ul style="list-style-type: none"> • Applying economic and business knowledge and skills to familiar and unfamiliar situations • Making decisions and recommending a course of action using cost-benefit analysis, criteria and/or predicting the potential consequences of the proposed action • Using data to make predictions about future trends (e.g. shopping online, working hours, types of work) • Identifying the costs (disadvantages) and benefits (advantages) associated with alternatives • Applying enterprising behaviours to a class activity (e.g. taking on a leadership role in a project, establishing goals, accepting responsibility, negotiating and working with others during the investigation) 	<ul style="list-style-type: none"> • Drawing conclusions and making predictions about the impact of an event, development, issue and/or phenomenon on people and places • Proposing and justifying a course of action in response to a geographical challenge • Reaching conclusions from an inquiry and supporting these with data and/or evidence 	<ul style="list-style-type: none"> • Proposing explanations and drawing conclusions about a historical event, development or issue and its connections with the present • Assessing the usefulness of primary sources to an understanding of a significant person, event or development
<p>Communicating and reflecting</p> <p>Present findings in appropriate forms for different audiences and purposes using subject specific terminology; reflect on conclusions/findings to consider consequences.</p>	<ul style="list-style-type: none"> • Presenting arguments and conclusions in different formats (e.g. reports, graphic displays, charts, debates) • Using civics and citizenship terminology and concepts • Reflecting on citizenship in Australia • Reflecting on Australia’s democracy 	<ul style="list-style-type: none"> • Presenting arguments and conclusions in different formats (e.g. reports, business plans, memos, financial statements) • Using economics and business terminology and concepts • Constructing appropriate displays of information and data to show trends and relationships (e.g. visual displays including graphs, charts, web pages, financial statements, spread sheets, reports as well as text to present findings and conclusions) • Discussing and reflecting on the outcomes of a decision and identifying those that were intended or unintended 	<ul style="list-style-type: none"> • Presenting arguments and explanations in different formats (e.g. graphic representations, videos, fieldwork reports) • Presenting an oral report, supported by an audio-visual display, to communicate a reasoned argument, (e.g. advocate for actions to ensure that landscapes and seascapes can be managed sustainably for use by future generations) • Using geographical terminology and concepts • Reflecting on the role of personal values and attitudes in influencing responses to situations including goals (e.g. environmental protection) 	<ul style="list-style-type: none"> • Presenting narratives, descriptions, arguments, explanations and discussions in different formats (e.g. photo stories, documentaries, reports, essays) • Using historical terminology and concepts • Developing texts, particularly descriptions and explanations that use evidence from a range of sources that are acknowledged • Developing a historical argument and identifying different interpretations and arguing a particular point of view