

Curriculum Framework

# Progress Maps

## Society and Environment



## **Curriculum Framework Progress Maps – Society and Environment**

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# Foreword

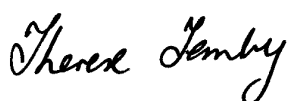
*'A focus on student learning lies at the heart of everything the Curriculum Council does'.*

This principle is captured in the outcomes of the *Curriculum Framework* that are considered important for students to achieve as a result of their education from kindergarten to year 12. In recent years, the Curriculum Council has collaborated with school sector/systems to develop a set of common progress maps to describe progressive student achievement of these outcomes.


Existing progress maps for government (the *Student Outcome Statements* of the Department of Education and Training) and non-government schools (the draft *Progress Maps* of the Catholic Education Office) have been reviewed and revised on the basis of advice provided by the Australian Council for Educational Research, learning area working parties, teachers and curriculum officers. Working versions of the new progress maps were produced in 2003.

The *Curriculum Framework Progress Maps* are intended to be used by teachers and schools implementing the *Curriculum Framework*, particularly in monitoring and planning for student achievement. The Department of Education and Training has used the *Curriculum Framework Progress Maps* as the basis for producing their *Outcomes and Standards Framework*.

The *Progress Maps* provide a common language that can be used throughout Western Australia to describe progressive levels of student achievement and support improvements in student learning.



THERESE TEMBY  
CHAIR



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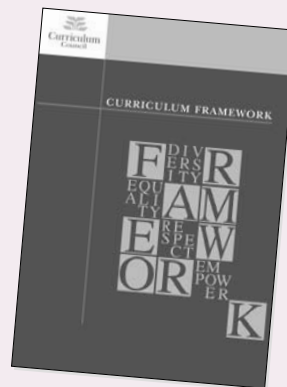
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# Curriculum Framework support documents

## Curriculum Framework

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



## Curriculum Framework Progress Maps



### Overview

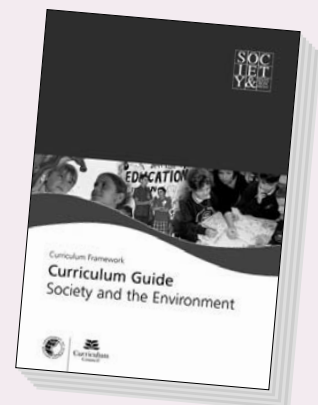
Contains level descriptions for outcomes in all learning areas of the *Curriculum Framework*.



### Learning Area

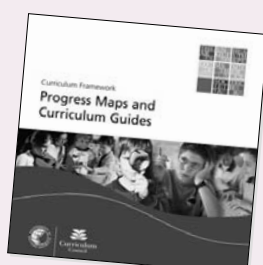
Each book contains the level descriptions and elaborations for outcomes for a particular learning area.

## Curriculum Framework Curriculum Guides



### Learning Area K-12

Each guide describes content for learning area outcomes in each phase of development.



## CD-ROM

Contains further content sequences in each phase of development for particular outcomes in each learning area and Portable Document Format versions of the *Curriculum Framework Curriculum Guides K-12* and *Curriculum Framework Progress Maps*.

# Introduction

## Curriculum Framework Progress Maps

### Relationship of the Curriculum Framework to the Progress Maps

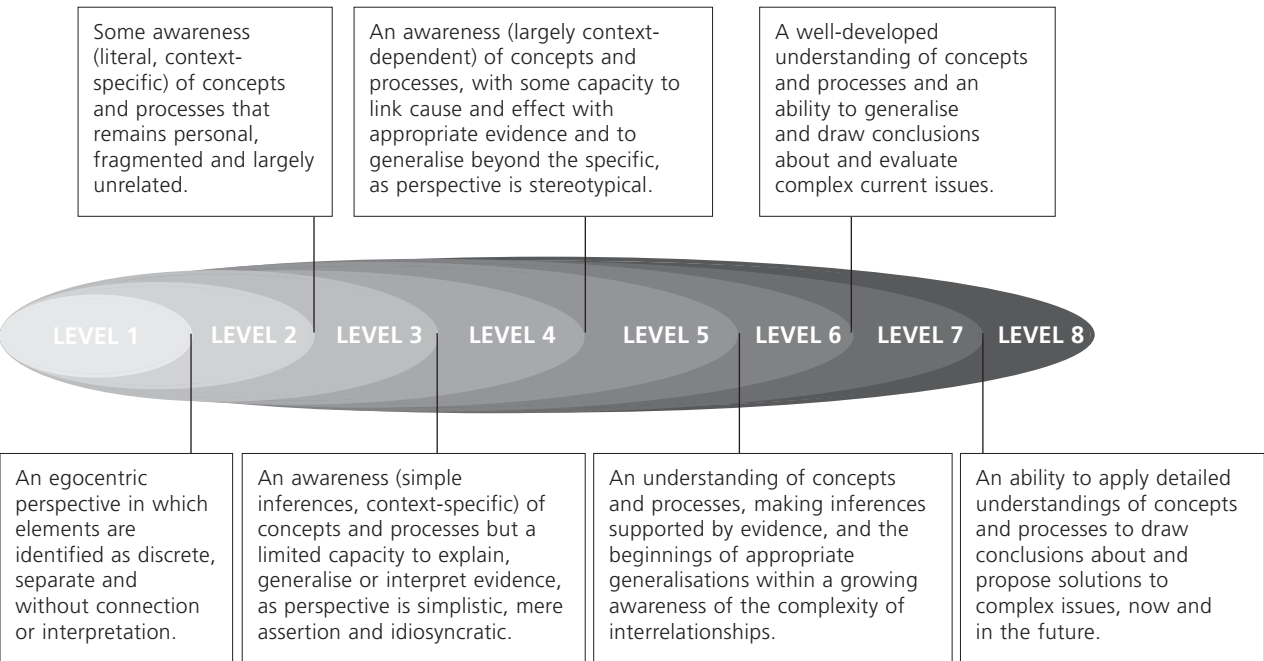
The Curriculum Framework identifies the outcomes that all students are expected to achieve as a result of the programs they undertake in Western Australian schools. Schools and teachers develop learning and teaching programs according to their particular circumstances and ethos and the needs of their students to ensure that they achieve these outcomes. Through ongoing assessment of their work, students' progress is monitored and plans are made for further improvement. The Curriculum Framework Progress Maps support this approach by describing the nature of achievement as students develop the outcomes described in the Curriculum Framework.

### Nature of Progress

For each Curriculum Framework outcome, descriptions have been developed for students achieving at Foundation and then at eight levels of achievement (1 to 8). The Foundation descriptions are intended for students for whom achievement beyond this level may be a long-term goal. The descriptions at each level are based on a developmental continuum of how students demonstrate their knowledge, skills, understandings, values and attitudes in increasingly-challenging contexts.

For those Curriculum Framework outcomes that do not lend themselves to a developmental sequence: *Attitudes and Values* (Health and Physical Education); *Appreciating Mathematics* (Mathematics); *Communicating Scientifically, Science in Daily Life, Acting Responsibly* and *Science in Society* (Science); and *Active Citizenship* (Society and Environment), monitoring advice is provided in the learning area Progress Maps books.

### Progressive Achievement of an Outcome



## Structure of the Society and Environment Progress Maps

### Descriptions of Achievement

Each progress map describes student achievement of a *Curriculum Framework* outcome and of its aspects where appropriate. The level descriptions for Foundation and Levels 1 to 8 describe the sequence of student achievement for an outcome.

For outcomes, mainly in the English, Mathematics, Society and Environment and Technology and Enterprise learning areas, level descriptions for both the outcome and its aspects are provided. For some other outcomes, mainly in The Arts, Health and Physical Education, LOTE and Science learning areas, only outcome level descriptions are available.

In each learning area progress map book, the descriptions are presented on fold-out pages as shown below.

Outcome		Foundation Descriptions					Outcome Level Descriptions			
The outcome from the Curriculum Framework.		Intended for students for whom development at or beyond this level of achievement may be a long-term goal.					For each level of achievement (Foundation, Levels 1 to 8), a description of student achievement is provided.			
Society and Environment - Time, Continuity and Change										
<div>Time, Continuity and Change</div> <div>Students understand that people's actions and values are shaped by their understanding and interpretation of the past.</div>	<div>FOUNDATION</div> <div>TCC F The student: Recognises the passage of life and participates in significant events in own life.</div>	<div>LEVEL 1</div> <div>TCC 1 The student: Understands that the past, present and future are associated with particular events and that life stories can be different.</div>	<div>LEVEL 2</div> <div>TCC 2 The student: 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.</div>	<div>LEVEL 3</div> <div>TCC 3 The student: Understands that the stories of people, important people and events are woven into the narrative history of particular time periods.</div>	<div>LEVEL 4</div> <div>TCC 4 The student: 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.</div>	<div>LEVEL 5</div> <div>TCC 5 The student: Understands that the consequences of people's actions may be either change or continuity and that people's beliefs and motives contribute to the different perspectives they hold on people and events of the past.</div>	<div>LEVEL 6</div> <div>TCC 6 The student: Understands that the change in people's lives has evolved at varying rates from past people and events and that it is perceived by people according to their beliefs and values.</div>	<div>LEVEL 7</div> <div>TCC 7 The student: Understands that a change in people's perspectives and interpretations of the past may lead to a reappraisal of present opinions/decisions on contemporary issues.</div>	<div>LEVEL 8</div> <div>TCC 8 The student: 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.</div>	
<div>Understanding the past</div> <div>Students understand that over time, societies and communities have lasting and changing aspects of events, people and ideas.</div>	<div>TCC F.1</div> <div>Acknowledges past events in own life.</div>	<div>TCC 1.1</div> <div>Understands that there are significant activities and events in their own life.</div>	<div>TCC 2.1</div> <div>Understands that there are similarities and differences in the activities and events in people's lives and that these past activities and events can be sequenced.</div>	<div>TCC 3.1</div> <div>Understands that there have been significant events, people and ideas in communities and societies at particular times in the past.</div>	<div>TCC 4.1</div> <div>Understands that there is a sequence and order to the significant events, people and ideas of the past and there can be related within particular time periods.</div>	<div>TCC 5.1</div> <div>Understands that, when comparing the significant events, people and ideas in one time period with those of another, changing and lasting aspects are evident in communities and societies.</div>	<div>TCC 6.1</div> <div>Understands that present-day communities and societies have been shaped by the changing and lasting aspects of significant events, people and ideas from the past.</div>	<div>TCC 7.1</div> <div>Understands that prevailing trends and movements over time contribute to changes in societies and environments.</div>	<div>TCC 8.1</div> <div>Understands that the consequences of change shape the values of societies and environments and influences people's motives and beliefs.</div>	
<div>Continuity and change</div> <div>Students understand that continuity and change result from social, political, cultural, environmental and economic forces.</div>	<div>TCC F.2</div> <div>Recognises stages of life.</div>	<div>TCC 1.2</div> <div>Understands that change can occur in different periods in people's lives.</div>	<div>TCC 2.2</div> <div>Understands that, over time, some aspects of people's lives change and some stay the same.</div>	<div>TCC 3.2</div> <div>Understands that at particular times there are various factors which result in change.</div>	<div>TCC 4.2</div> <div>Understands that change at a particular time reflects the beliefs of individuals and groups within societies at that time.</div>	<div>TCC 5.2</div> <div>Understands that the beliefs and way of life of people are a consequence of changes and continuity in other times.</div>	<div>TCC 6.2</div> <div>Understands that change in societies and environments occurs in many forms and at varying rates.</div>	<div>TCC 7.2</div> <div>Understands that the motives of individuals, groups and societies determine the nature and extent of change and continuity over time.</div>	<div>TCC 8.2</div> <div>Understands that values shape people's actions now and in the future, and determine the nature and extent of change or continuity in societies and environments.</div>	
<div>Interpretations and perspectives</div> <div>Students understand that there are many versions of history based on varied social/cultural, environmental, economic, political and may influence people's actions.</div>	<div>TCC F.3</div> <div>Participates in events of personal significance.</div>	<div>TCC 1.3</div> <div>Understands that people's life stories differ.</div>	<div>TCC 2.3</div> <div>Understands that people's life stories determine how they view the past.</div>	<div>TCC 3.3</div> <div>Understands that different perspectives on people, events and ideas at a particular time can be gained from historical accounts.</div>	<div>TCC 4.3</div> <div>Understands that people develop a perspective on a particular issue or event according to their beliefs and heritage.</div>	<div>TCC 5.3</div> <div>Understands that differences in people's beliefs and values contribute to varying interpretations of the past.</div>	<div>TCC 6.3</div> <div>Understands that, over time, changes occur in the nature and extent of people and events of the past.</div>	<div>TCC 7.3</div> <div>Understands that people's perspectives and actions on issues are based on their version of history.</div>	<div>TCC 8.3</div> <div>Understands that different individuals, groups and societies interpret and reinterpret history constantly in different ways.</div>	
Aspects		Aspect Descriptions								
The aspects that comprise student achievement of the outcome are listed beneath each outcome.		For each level of achievement (Foundation, Levels 1 to 8), descriptions of achievement for each of the aspects at the level are provided.								



Elaborations

Each description of student achievement (Foundation, Levels 1 to 8), is further elaborated and exemplified by means of a statement about the nature of progress students have made at that level, followed by several paragraphs that provide a holistic view of achievement at the level.

**Outcome Level Descriptions**  
The description of student achievement at the level being elaborated.

Time, Continuity and Change > Level 3 Elaboration

3

The student understands that the stories of people, important people and events are woven into the narrative history of particular time periods.

**At this level**  
This paragraph describes the nature of student progress at this level.

**At this level**  
Students understand, within the context of historical narratives, what happened (events, people and ideas) and that there are reasons why it happened. They tend to focus on one or two events or people within the time period. Their explanations are particular to them and their life experiences and their supporting arguments usually require more evidence. They are able to make comparisons between events. They are aware of the impact of short-term effects on events and people.

**Understanding the past**  
Students begin to integrate the effects that people, events and ideas have on each other, both in the past and present. They understand why some people and events are considered significant or important, and acknowledge ideas from the past: for example, they can compare why some people and events were considered more important in the movement toward the federation of the Australian colonies. They are able to describe the impact of these people and events on the history of their times: for example, they know about significant people, events and cultural differences experienced during the establishment of the Swan River colony. They also understand that there are different ideas and that these impact on different groups of people: for example, the European idea of 'Terra Nullius' and its impact on the way in which Aboriginal people were treated by European settlers.

**Continuity and change**  
From an analysis of the knowledge gained, they are able to give simple explanations for the changes that resulted from these events: for example, they can explain that there were effects of colonisation on the Aboriginal people, the European settlers and the environment, both in the past and now. They identify different forces that have provided continuity to our heritage: for example, events such as the landing at Gallipoli that is now celebrated as ANZAC Day or place names that reflect both our British and Aboriginal heritage.

**Interpretations and perspectives**  
Students can identify that there are different perspectives of people, events and ideas: for example, those of European settlers and Aboriginal people on the establishment of the Swan River colony. They describe these different perspectives in terms of their impact on the everyday life of each group. They understand that some people are considered more important or significant than others and that the perspectives of individuals, groups and/or communities often determine who is considered to be important. By analysing historical events from the different perspectives, students understand that it is possible to empathise (see and understand people, events and ideas from the perspective of past people).

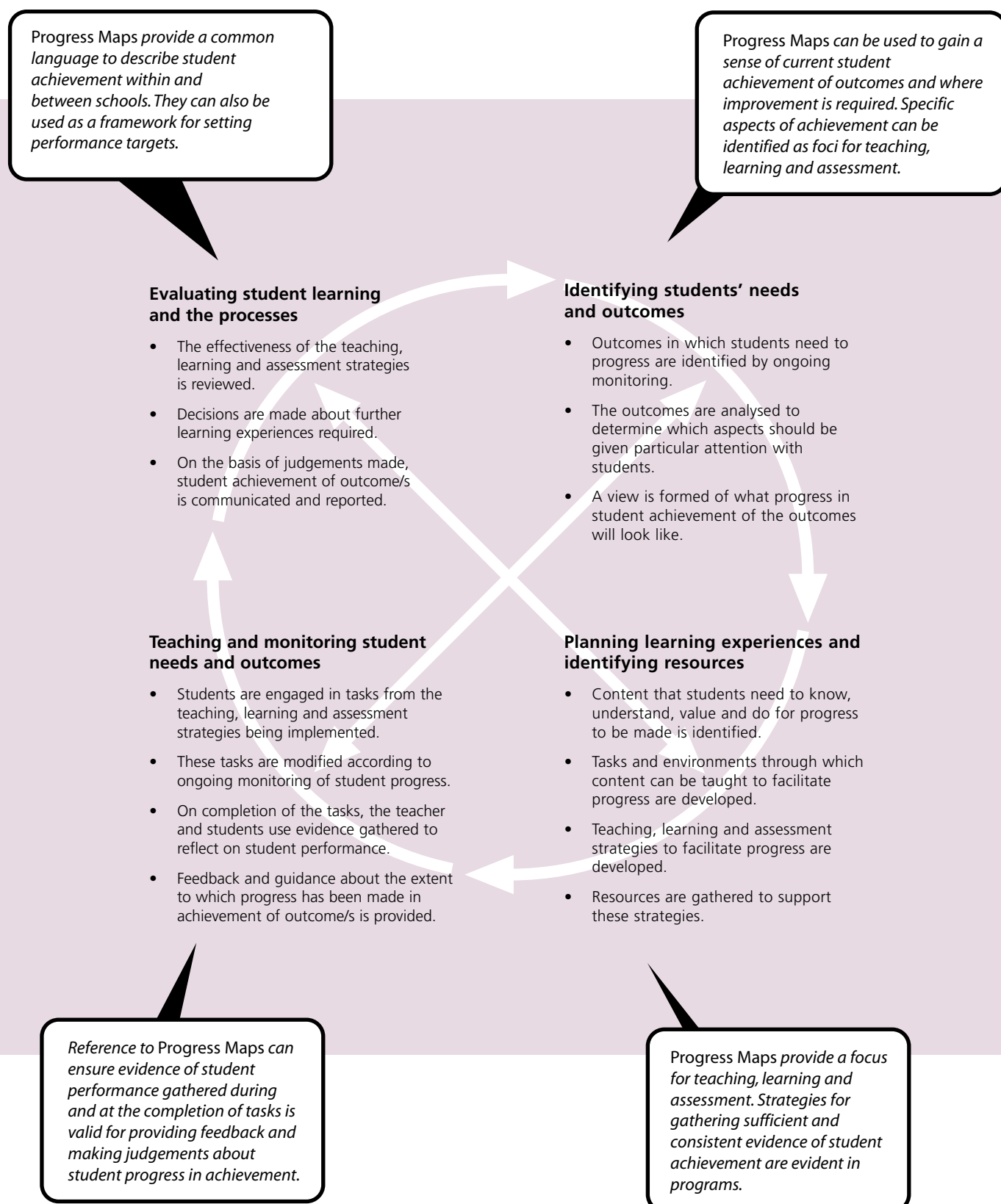
**Outcome Level Elaborations**  
An elaboration of student achievement at each level is provided. Each elaboration is inclusive of pointers (where appropriate) that are in existing progress maps. Some pointers, however, will appear as part of the scope and sequence in the curriculum guides.

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Curriculum Framework Progress Maps – Society and Environment

## Use of the Curriculum Framework Progress Maps

The Curriculum Framework Progress Maps are designed to support outcomes-focused teaching, learning and assessment, as shown below.



## ***Curriculum Framework Progress Maps and Curriculum Guides***

For students to progress in their achievement of outcomes, as described in the *Curriculum Framework Progress Maps*, an increasing repertoire of knowledge and understandings, skills and processes needs to be taught. The *Curriculum Framework Curriculum Guides* for each learning area identify the scope of content required and the sequence in which it is taught to support progress in achievement of the outcomes. They build on the 'Scope of the Curriculum' sections of the *Curriculum Framework*.

The introduction pages to the *Curriculum Framework Curriculum Guides* identify the ways in which the *Guides* support this outcomes-focused cycle of review and action aimed at student improvement.

## ***Inclusivity and the Curriculum Framework Progress Maps***

Inclusivity means ensuring that all groups of students are included and valued (*Curriculum Framework*, p. 9). The diversity within groups is as wide as the diversity between groups. In defining and assessing students' achievement of outcomes, their perspectives and experiences should be considered in terms of the impacts of social, cultural, linguistic, geographic and economic circumstances, as well as their abilities, needs and interests.

Some strategies that promote inclusive curriculum practices, by recognising and addressing the advantages and disadvantages experienced by some individuals and groups, include:

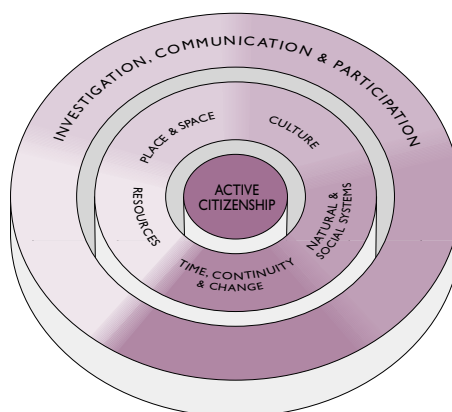
- acknowledging that students with physical or intellectual disabilities do not achieve different outcomes. The difference is in their rate of achievement and the way in which they demonstrate particular outcomes;
- recognising that for students from culturally and linguistically diverse backgrounds who are in the early stages of learning English as a second language, the ESL Bandscales may provide a more accurate map of their development;
- valuing all forms of communication. Terms such as 'explain', 'describe', 'assess' and 'evaluate' encompass both verbal and non-verbal interaction; and
- ensuring fair and valid assessment of students with conductive hearing loss (otitis media).



# Society and Environment

*The Society and Environment learning area develops students' understanding of how individuals and groups live together and interact with their environment. Students develop a respect for cultural heritage and a commitment to social justice, the democratic process and ecological sustainability.*

*Curriculum Framework, 1998*



The *Progress Maps* for Society and Environment describe student achievement of six of the seven outcomes that provide a framework for kindergarten to year 12 curriculum in Society and Environment:

1. Investigation, Communication and Participation
2. Place and Space
3. Resources
4. Culture
5. Time, Continuity and Change
6. Natural and Social Systems

Outcome 7. **Active Citizenship** is described in terms of three developmental phases: 'emerging', 'developing' and 'well-developed'. Aspects have been identified that reflect the values of the learning area: democratic process, social justice and ecological sustainability.

## Considerations in using the Society and Environment *Progress Maps*

Judgements about students' behaviours and practices when taking social action are made using the monitoring advice provided for the **Active Citizenship** outcome. The skills for participation are developed and sequenced within the **Investigation, Communication and Participation** outcome. The understandings for informed citizenship are developed and sequenced within the five conceptual outcomes.

Varying understandings of the meaning of 'resources' reflect the perspectives of disciplines such as geography, economics and business education, which are represented in the **Resources** outcome. These perspectives need to be kept in mind when making judgements about students' achievement of this outcome and when incorporating the three aspects of the outcome. The management of resource use and the workplaces includes consideration of the social, economic and environmental consequences of actions.

The **Natural and Social Systems** outcome describes the development of students' understandings about the concept of a system, rather than the context of the system. For this outcome, it is possible to treat the aspects separately and in the context of other outcomes: for example, understandings of natural systems link to understandings developed in the **Place and Space** outcome. It is expected that, at the higher levels, students will demonstrate the drawing together of economic, political and natural systems.

# **Society and Environment >** Investigation, Communication and Participation





Investigation, Communication and Participation		FOUNDATION	LEVEL 1	LEVEL 2	LEVEL 3
Students investigate the ways people interact with each other and with their environments in order to make informed decisions and implement relevant social action.		ICP F <b>The student:</b> Displays an interest in and contributes to investigations; and responds to and uses information from an investigation.	ICP 1 <b>The student:</b> Contributes ideas and identifies relevant information in investigations; and sorts information into a form that enables presentation of a personal view of findings.	ICP 2 <b>The student:</b> 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.	ICP 3 <b>The student:</b> 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.
Planning	Students plan ways to organise and gather information.	ICP F.1 Displays interest in people and the environment.	ICP 1.1 Contributes relevant ideas and suggestions from direct experience or from a stimulus provided.	ICP 2.1 Given a focus question, identifies some of the factors to be considered in a familiar social/ environmental context.	ICP 3.1 With guidance, plans an investigation for a topic, by devising questions, identifying possible sources of information and making simple predictions based on personal experiences.
Conducting	Students conduct investigations by collecting and organising information while sources of information are located and evaluated.	ICP F.2 Contributes to investigations.	ICP 1.2 Assembles, collects and identifies relevant information in activities.	ICP 2.2 Uses a range of social science techniques to make literal, factual observations and limited records of the data collected.	ICP 3.2 Gathers information from more than one source and records useful information using a variety of techniques.
Processing and translating	Students process and translate information to make findings/ judgements.	ICP F.3 Responds to information from the investigation in practical ways.	ICP 1.3 Sorts information into simple categories and talks about ways of organising information.	ICP 2.3 Selects, categorises and compares relevant information.	ICP 3.3 Recognises key ideas and patterns, discards irrelevant information and transforms information into structured forms for display.
Applying and communicating findings	Students reflect on, apply and communicate findings according to purpose/audience.	ICP F.4 Uses information from the investigation in practical ways.	ICP 1.4 Expresses a personal view of the information when communicating findings.	ICP 2.4 Presents findings and makes comparisons between own interpretation and those of others when communicating findings.	ICP 3.4 Justifies decisions from a personal perspective using some evidence and begins to review original understandings when communicating findings.



LEVEL 4	LEVEL 5	LEVEL 6	LEVEL 7	LEVEL 8
<p>ICP 4</p> <p><b>The student:</b> 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.</p>	<p>ICP 5</p> <p><b>The student:</b> 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.</p>	<p>ICP 6</p> <p><b>The student:</b> 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.</p>	<p>ICP 7</p> <p><b>The student:</b> 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.</p>	<p>ICP 8</p> <p><b>The student:</b> 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.</p>
<p>ICP 4.1</p> <p>Identifies the types of observations, data and sources appropriate to a topic and negotiates how they will be used to gain information.</p>	<p>ICP 5.1</p> <p>Analyses a social/ environmental issue, formulates questions and plans ways of investigating it.</p>	<p>ICP 6.1</p> <p>Analyses a problem, formulates own hypothesis, uses social and environmental conceptual understandings to identify the main aspects to be considered, and makes predictions.</p>	<p>ICP 7.1</p> <p>Devises independently one or more research tasks or hypotheses to guide the investigation of an issue or event.</p>	<p>ICP 8.1</p> <p>Presents a research proposal and designs a research plan using the methodologies of social and environmental inquiry.</p>
<p>ICP 4.2</p> <p>Applies social science data-gathering techniques to collect and record accurate information from a variety of perspectives.</p>	<p>ICP 5.2</p> <p>Selects from a range of appropriate data sources and methods of recording that enhance the specific purposes of an investigation.</p>	<p>ICP 6.2</p> <p>Selects and decides on the most appropriate data sources and recording techniques for an argument or viewpoint.</p>	<p>ICP 7.2</p> <p>Modifies and adapts an investigation in response to resources available and the nature of the evidence.</p>	<p>ICP 8.2</p> <p>Conducts a balanced investigation in the field of society and environment.</p>
<p>ICP 4.3</p> <p>Identifies, selects and combines information from a variety of sources and perspectives, connecting similar ideas and making generalisations.</p>	<p>ICP 5.3</p> <p>Collects evidence from a variety of sources and explains patterns in the evidence to draw conclusions that present a particular viewpoint.</p>	<p>ICP 6.3</p> <p>Develops an argument by analysing viewpoints for accuracy, bias and omission.</p>	<p>ICP 7.3</p> <p>Draws valid conclusions consistent with the evidence gathered, but questions whether the data are sufficient to support the conclusions drawn.</p>	<p>ICP 8.3</p> <p>Demonstrates awareness that conclusions show uncertainty in data and does not over-generalise.</p>
<p>ICP 4.4</p> <p>Develops an informed opinion and communicates this with a particular purpose or audience in mind.</p>	<p>ICP 5.4</p> <p>Communicates findings in ways that show consideration of the facts, opinions and motives for a particular viewpoint when justifying generalisations made.</p>	<p>ICP 6.4</p> <p>When communicating findings develops conclusions, justifies personal stances by discussing logically and considering viewpoints and evidence presented by others.</p>	<p>ICP 7.4</p> <p>Communicates findings based on evidence gathered, according to the purpose of the investigation and can justify own values stance and the validity and conclusions drawn by others.</p>	<p>ICP 8.4</p> <p>Communicates findings in ways that show an awareness of the uncertainty of data and have taken into account any conflicting information and values to form conclusions that are not over-generalised.</p>



## F

The student displays an interest in and contributes to investigations; and responds to and uses information from an investigation.

### Planning

Students display interest in people and the environment: for example, they observe and show an interest in the behaviours and associated rewards of peers during class time or they observe people ordering, paying for and receiving food and drink at a food outlet. They attend and respond to significant others: for example, they look at and listen to their teacher, demonstrate appropriate play behaviours, interact with peers in class time, acknowledge their bus driver. They attend to and explore their environment using their senses: for example, they observe a peer participating in an activity, feel the texture of different play equipment, turn their head to hear cars passing at a road crossing. They also explore equipment and sources of information they will use during an investigation: for example, they observe books and pictures, move and manipulate tools and materials.

### Conducting

Students contribute to investigations: for example, they interact with peers during class time to imitate others or trial their own behaviours and seek to gain similar rewards to peers or they practise and learn the appropriate actions for ordering, paying for and receiving food. They attend to and follow instructions during an investigation: for example, they imitate others' behaviours, gather items needed, use tools and materials as intended for the investigation.

### Processing and translating

Students respond to information from the investigation: for example, they sort photos showing appropriate and inappropriate behaviours for the classroom and the rewards associated with those behaviours or they sequence photos of the food purchasing procedure and access required support materials such as pictographs to order food. They reflect on their experiences: for example, they answer questions verbally or with gestures about their involvement in the investigation, sequence steps of the investigation using photos or pictures.

### Applying and communicating findings

Students use information from the investigation: for example, they demonstrate appropriate behaviour in class times to receive an expected reward or they use sequenced photos and support materials to order, pay for and receive food. They present own experiences in a variety of ways: for example, point to pictures or photos related to the investigation, speak or gesture about their involvement. They make decisions based on their findings: for example, they choose behaviours to receive a reward, demonstrate newly-acquired skills, initiate communication through vocalisations or gestures to tell someone about their experience. They express their feelings about the information from the investigation: for example, emotional responses such as smiling, showing an interest in or requesting repetition of an activity, rejecting an opportunity to repeat an activity.

## 1

The student contributes ideas and identifies relevant information in investigations; and sorts information into a form that enables presentation of a personal view of findings.

### At this level

Students pose questions and contribute ideas, responding to direct teacher prompts. They gather information relevant to themselves, accepting it at face value to create personal responses. They describe their feelings about the topic to others.

#### Planning

Students plan by linking to immediate past events, seeing these as isolated and unrelated to each other. When provided with a particular stimulus, they recollect experiences they have had related to the topic. As they start to investigate, they understand the difference between a statement and a question. Their questions tend to relate to them as individuals and are used as starting points: for example, 'Can I do this?'. They suggest simple questions such as 'Why does that happen?' but may not suggest how these questions can be investigated. They gather information using familiar strategies, such as talking to others or viewing videos and pictures. Although they tend to be unaware of their impact on others, they are aware that certain protocols need to be followed: for example, those associated with borrowing library resources.

#### Conducting

From the questions they ask, directed activities are devised in which students assemble, collect and identify relevant information: for example, they can select a picture appropriate to the topic or suggest people they could ask for information. Their questions and actions tend to reflect their own needs and views without consideration of others. They identify some sources often including some not related to the topic but require teacher assistance to gather information from them. As they locate and use a source, they tend to accept, record and label all the information provided, not just that relevant to the investigation. Often they find information incidentally through play activities.

#### Processing and translating

Students begin to translate information by relating it to their own experiences. They collect and sort information into simple categories and talk about ways of organising it. They provide facts related to the topic and their interpretation of the topic is expressed as a simple, personal view: for example, they can identify ways they can care for a place, but when asked why, they state 'because you should' or 'because it will look nice'. They often reproduce information without internalising it, seeing the investigation or activity as a one-off event. They accept information at face value or because it comes from a person of authority, such as the teacher, and rely on consensus from these people to seek answers. At first, their findings are explained and demonstrated by saying 'because' or in terms of their likes and dislikes.

#### Applying and communicating findings

They start by restating their findings, choosing a point significant to themselves, without awareness of their audience. They apply and communicate their knowledge according to their recent experiences. Reflections include personal responses: for example, they may say 'that was fun', which indicates they do not yet understand how what they have learnt could reshape or change their thinking and/or actions. Findings are communicated in ways that reflect their literacy skills, such as drawings, role-plays, lists, collages and written forms.

## 2

When given a focus question the student can identify aspects to be considered and use simple data-gathering techniques to collect information; and select and compare relevant, literal, factual information in presenting findings and comparing own interpretation with those of others.

### At this level

Students investigate working within their familiar world, then start to explore wider contexts. Their perspectives remain personal, fragmented and largely unrelated. They tend to see investigating as a series of separate activities directed by the teacher rather than a process where they make decisions. They make literal, factual observations and compare their interpretation with those of others, usually peers or family.

#### Planning

When provided with a focus question, students discuss language related to the topic, identify some related concepts and suggest ways they could investigate. With teacher assistance, they design a range of questions. They begin to draw on prior knowledge and experiences. They may identify a single source with a lot of information or identify the need for more than one source. They plan to organise information using one method, which is usually teacher directed. Their understanding of the protocols for gathering information relate to familiar contexts, such as rules to follow when inviting a guest speaker.

#### Conducting

Students collect information using basic techniques, such as simple interviews or surveys that are developed with teacher or class assistance. They gather information, using key words and collect objects, photographs or stories, or, if using sources such as maps, they interpret simple legends to locate places. When investigating local contexts, they identify and record relevant information using methods that tend to reflect their literacy skills, such as pictures, sentences or short texts (for example, reports or recounts). They disregard information that is not relevant to the investigation. If required, they respond to prompts to use more sources and/or seek more depth to answers. They are interested in different perspectives that are identified in literary texts but may need support to identify them in informational texts. When seeking information with teacher assistance, they transfer positive social processes to a range of situations that require ethical considerations, such as interviewing others, or recording everyone's opinions.

#### Processing and translating

Students sort information or place events in a sequence and make simple literal interpretations of information from sources such as maps, photographs, and diagrams. These interpretations make little or no attempt at drawing inferences: for example, they identify changes that have occurred in buildings over time, but are unable to infer what contributed to these changes. As they become more selective, they restate information with a personal interpretation that may reflect views such as their own background, gender or religion. They identify whether familiar information is right or wrong but do not discriminate between fact and opinion.

#### Applying and communicating findings

Students check their information with that of others as they present it. They have a sense of audience that is immediate to them, such as family. They identify the immediate implications of their findings. They link their analyses to a personal perspective while being aware that others have their own perspectives.

## 3

The student 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.

### At this level

Students pose questions using simple frameworks, make predictions, and identify possible sources of information. They follow steps to select information using different recording techniques. When they are working in unfamiliar contexts, students need support in recognising conflicting ideas and to account for all the information they have gathered. They are beginning to understand that investigating is an interactive process with one part of the process informing the other.

#### Planning

Students review and reflect on their current understandings for familiar topics. They negotiate an investigation by either selecting from several topics or identifying aspects on which to focus. With guidance, they explore the selected topic by identifying and clustering ideas and making simple predictions. They may devise a range of questions using a 'framework'. Students identify a range of possible sources and technologies to use to gather and record information. They begin to challenge assertions and include information and skills from personal experiences, but tend not to consider different viewpoints. With experience, they recognise that a range of protocols exists for planning different ways of gathering information and where appropriate put these protocols in place.

#### Conducting

As they conduct their investigations, they transfer skills of selecting information, such as using key words, from one context to another. With guidance, they record information using a variety of techniques: for example, note taking, diagramming or mapping. They identify key ideas. When selecting information, students learn to recognise techniques of persuasion and stereotyping. They begin to put the identified protocols into place, often with prompting.

#### Processing and translating

They draw simple inferences and can describe, but are unlikely to explain or generalise: for example, they can identify patterns such as the location of the capital cities of Australia, but would be unlikely to make generalisations to explain the pattern identified. They infer from their own experiences how others may be thinking or feeling in certain situations and justify their decisions from a personal perspective and related evidence. As they process and translate, they recognise when their information contains gaps, such as missing facts or different viewpoints.

#### Applying and communicating findings

Students communicate their findings in a variety of forms, such as oral reports, graphs, models and written reports, and evaluate these findings and those of others to identify gaps in information. The emphasis may be on the form of communication chosen, with the inclusion of minimal supporting evidence for their findings. They begin to appreciate that, although their findings include different perspectives, they may not reach a definitive answer, and this is reflected as they review their original understandings.

## 4

The student 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.

### At this level

Students use a variety of questioning techniques, select appropriate strategies when planning and organise the key ideas in the information gathered. They draw conclusions based on patterns in their data; these tend to be stereotyped. They reflect on the effectiveness of their investigations and make informed decisions that they use to decide relevant social action.

#### Planning

Students use questioning techniques that reflect the purposes of the investigation: for example, to gather facts, identify various perspectives, observe situations, identify problems and/or solutions. They negotiate an investigation and decide what observations, data and sources are appropriate and how they will be used. They identify variables that need to be changed, measured or controlled, and include information and skills brought from a range of disciplines: for example, when planning to collect data, they recognise the need to match the tools they use to analyse the data, such as using graphing skills developed in mathematics. Although sometimes uncomfortable with the formal protocols involved in the ethical decision-making process of investigating, students begin to identify the protocols they will need to use: for example, when making statements, while disagreeing with others they understand the need to compromise.

#### Conducting

Students apply data-gathering techniques consistently to collecting and recording accurate information from a variety of sources. These include sources that can provide different perspectives on a particular issue. They select formats as a basis for their data collection. When working in familiar contexts, they recognise that some perspectives may be missing: they re-plan to find sources that include these perspectives, review their questions throughout and refine their work. They investigate using the protocols they identified when planning.

#### Processing and translating

Students identify, select and combine information from a variety of sources and perspectives. They connect similar ideas and link cause and effect to make simple generalisations: for example, they can link the impact of people on a natural system to the consequences or adaptations that have occurred. They begin to recognise the tentative nature of the information they have collected. They may collect a lot of information and try to account for it all, especially when investigating unfamiliar contexts. Their findings reflect an ethical analysis, with all sources of information acknowledged. They respect the views of others and learn to 'disagree in an agreeable way'.

#### Applying and communicating findings

Students present conclusions and offer simple explanations for inconsistencies: for example, they may conclude that jarrah forests should be protected but offer simple explanations for their use in making furniture and construction. They identify findings that could change in the light of further information and suggest appropriate ways of educating the wider community or others. They transfer their skills and knowledge of how to investigate to making and communicating decisions that inform their opinions and help to support their right to participate in the democratic practices and institutions of society. They ensure that they do so in an ethical and socially just manner.

## 5

The student 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.

### At this level

Students use an internalised investigative process and consider how the range of variables affects their plans and actions. They understand the importance of using data to support them in reaching and explaining conclusions. They analyse their choices, understanding that they may need to make changes during an investigation.

#### Planning

Students generalise appropriately from particular contexts to undertake investigations of broader social and environmental issues: for example, they can investigate landcare issues in Australia by looking at case studies and then drawing on evidence from these studies to make generalisations about the broader picture. In planning these investigations, students clarify specific purposes, devise questions that have a critical focus and construct a search plan. They plan, with teacher or group assistance, an ethical code specific to each investigation. They identify a range of sources of information and allocate these sources according to particular tasks/questions in the investigation.

#### Conducting

Students select information from more precise data sources, such as topographic maps and aerial photographs. They design and construct surveys, interviews and questionnaires that enhance the specific purposes of the investigation. They understand the issues and legal ramifications of copyright, intellectual property and defamation when conducting investigations and reflect the appropriate protocols in their investigations. They accept and follow the protocols and practices that they need to use.

#### Processing and translating

Students process and interpret information, using, for example, longitudinal data to interpret trends over time. They match the information to be reported with the best type of visual representation (graph and/or diagram) to convey the appropriate message to an audience. They use the specific language and conventions of the disciplines. They draw conclusions that present a particular viewpoint that can be supported by the evidence collected. They justify these viewpoints by referring to patterns evident in the data gathered and in consideration of the facts, opinions and motives: for example, students may justify the view that Australia should modify its flag by referring to patterns evident in various cultural groups, such as Aboriginal people, immigrants and young people that support this view, and the opinions and motives presented by these groups.

#### Applying and communicating findings

As they present their findings, students modify their views and recognise that their opinions may change with time and more information. They understand that findings may lead to new questions, even if they are unsure as to what these findings may be. They begin to empathise with others (the ability to see and understand events/views from the perspective of 'others').



## 6

The student 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.

### At this level

Students make predictions when investigating both familiar and unfamiliar contexts. They analyse their choices, comparing possible methods and/or models to use. They understand the connectedness between ideas shown and can elaborate on interrelationships between ideas. Students' conclusions are left open to logical considerations of alternatives.

#### Planning

Students formulate their own hypotheses, decide the aspects to be considered and make predictions based on the sources used for investigations. They develop questions that require identification of trends, analysis, critical evaluation, perspectives and cause and effect relationships: for example, they may consider why varying viewpoints exist about the level of foreign ownership in Australia and devise questions related to historical trends in ownership, analysis of current levels, effects of ownership on different sectors of the economy and critical evaluation of current policies. They plan a personal code of ethics for each investigation that matches the types of sources used to the appropriate protocols and processes, and can justify the protocols and practices chosen: for example, during fieldwork investigations they will seek permission from elders to enter culturally-sensitive land.

#### Conducting

From their research plan, students select and decide appropriate data sources and recording techniques for an argument or viewpoint. They ask questions that focus on the advantages and disadvantages of various positions and seek information to test the causal relationships between events: for example, they may analyse statistical information related to immigration and employment and use this analysis to test assertions about who is employed/unemployed. They justify their chosen research paradigm and demonstrate some understanding of the complexity of the ethical issues associated with investigating. They follow their planned code of ethics.

#### Processing and translating

Students justify, generalise, use abstract models, and begin to manipulate and apply different data to their models. As they process and interpret information, they can identify developments over time (trends) in longitudinal data, using a range of models and/or contexts. They use specific social science tools to interpret data, such as interpreting maps (dot, choropleth, topographic) or images (aerial, oblique, satellite), tables (frequency distributions, synoptic charts) and technology (Geographical Information Systems or GIS). They construct conclusions about the accuracy of their hypotheses. Throughout their investigations, they continue to question their hypotheses, their sources of information and the information itself. They recognise inconsistencies in their data and understand that information is tentative. They justify attitudes and opinions in the context of events/time and realise why they might change.

#### Applying and communicating findings

Students draw conclusions for argument by analysing viewpoints for accuracy, bias and omission. They justify their personal stances by discussing logically and considering the viewpoints and evidence presented by others. They empathise with others and are able to translate this empathy into communication and/or action in a range of contexts and for a range of audiences.

## 7

The student 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.

### At this level

Students apply detailed understandings of concepts and processes as they ask questions, devise hypotheses, draw conclusions, form opinions, recognise options, reappraise societal or personal views, evaluate and/or propose solutions to complex issues. They can manipulate information and apply detailed understandings to reason, justify and/or generalise. They tend to focus on a particular relevant point while investigating one or two factors.

#### Planning

Students investigate issues or events independently by devising one or more research tasks or hypotheses, identifying the most appropriate methodology and predicting the most appropriate resources. They modify and adapt their investigations in response to the available resources and the nature of the evidence. They plan a personal code of ethics that matches the types of investigative methods used to the appropriate protocols and processes, and justify the protocols and practices chosen.

#### Conducting

While conducting their investigations, students assess information for bias, viewpoint, values, importance and reliability and draw inferences from this process. They refine and organise information to support the purpose of the investigation. They modify and adapt their investigations continuously in response to the nature of evidence or the resources available. They question the adequacy, reliability and validity of their processes, sources and information in the context in which they are working. They follow their code of conduct and recognise the need to be flexible when respecting the needs of others. They understand the iterative nature of the investigation leads to changes in sources and processes.

#### Processing and translating

Students apply their generalisations about concepts and processes to develop questions and potential solutions. They evaluate their methods and inferences. They compare before-and-after situations, group and classify practices of people in society, apply categories such as laws or educational practices to societal behaviour at points in time and are sympathetic to differing viewpoints. They engage in reflective thinking to analyse and clarify data and to justify a position. They identify strengths and weaknesses of their own planning methods and viewpoints and make modifications where necessary. They use appropriate technology as a method of organising and analysing data. Students draw valid conclusions consistent with the evidence gathered and evaluate them in relation to their knowledge of broader perspectives: for example, they can draw valid conclusions concerning Australia's system of taxation and evaluate these conclusions in terms of knowledge of fiscal and monetary policies in other nations.

#### Applying and communicating findings

Students examine the values position inherent in the viewpoint they represent and analyse the values cited by people who support or oppose a viewpoint different from their own. They recognise that the nature of their solutions is tentative.

## 8

The student 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.

### At this level

Students plan research proposals that use the methodology and the technical language of the field of study. Their plans show evidence of consideration of social, ethical, environmental and economic implications. They present their findings in forms suitable for a range of audiences, including those that have knowledge in the field being investigated and those that are new to it. They discuss the limitations of their methods of collecting information. They analyse their work to evaluate the effectiveness of the methods used and the long-term impacts on society. They understand the complexity of interrelationships between concepts and process. Their evaluations, conclusions, options and approaches are complex in nature. Their findings reflect an ethical analysis and contribute to the field of study.

#### Planning

Students undertake their own investigations by preparing research proposals and planning using the methodologies of social and environmental inquiry. When developing their code of conduct for the investigation, they present and apply alternative strategies to ensure that protocols and practices are followed: for example, they are sensitive to both the range of viewpoints and the needs of parties involved in the investigation and the area being investigated.

#### Conducting

Students conduct balanced investigations by gathering data from people with contrasting positions or strong viewpoints on an issue. They examine the relative merits of these positions and why people adhere to them. They use a variety of forms of information. They evaluate data critically for bias, error and sampling problems and the extent to which it meets the needs of the task. They use a range of technology to find and record their information.

#### Processing and translating

As they investigate abstract concepts and models of issues/topics, students use a multistructural approach to solutions, alternatives and/or arguments: that is, aspects of the tasks are treated in an independent and interrelated way. They predict consequences of their decisions and make possible links to future directions. They use and question models presented, understanding their complexity. They deconstruct and/or reconstruct the information, identifying links and alternatives. They reflect on conflicting ideas and analyse the information critically and ethically. They understand that their work will influence thinking in a field of study.

#### Applying and communicating findings

Students present conclusions that are not over-generalised and recognise the uncertainty in data. The decisions they make are presented in a manner that is analytical and persuasive in that it takes account of conflicting and inconsistent information and values. They use appropriate technology to communicate their findings to suit purpose and audience.

# **Society and Environment >**

## Place and Space





Place and Space		FOUNDATION	LEVEL 1	LEVEL 2	LEVEL 3
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.		<p><b>PS F</b> <b>The student:</b> Recognises features, people and places in the environment and cares for those of personal importance.</p>	<p><b>PS 1</b> <b>The student:</b> Understands that familiar places have a variety of features and that people care for places that are important to them.</p>	<p><b>PS 2</b> <b>The student:</b> Understands that places in different locations contain specific features and these places are used and cared for by people in the community.</p>	<p><b>PS 3</b> <b>The student:</b> 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.</p>
<b>Features of places</b>	Students understand that a range of processes over time contributes to the development of natural and cultural landscapes.	<p><b>PS F.1</b> Recognises familiar features in the immediate environment.</p>	<p><b>PS 1.1</b> Understands that people live in places made up of various features.</p>	<p><b>PS 2.1</b> Understands that places are characterised by their location and specific natural and built features.</p>	<p><b>PS 3.1</b> Understands that the features of places are influenced by various natural processes and by human activity.</p>
<b>People and places</b>	Students understand that interdependence of people and places is shaped by the ways people interact with their environment.	<p><b>PS F.2</b> Recognises people and places of personal importance.</p>	<p><b>PS 1.2</b> Understands that there is a relationship between a place and why people use it.</p>	<p><b>PS 2.2</b> Understands that people make choices in their use of places.</p>	<p><b>PS 3.2</b> Understands that the use people make of different places is affected by natural and built features.</p>
<b>Care of places</b>	Students understand that the relationship between people and their environment can be enhanced by a commitment to ecological sustainability.	<p><b>PS F.3</b> Participates in routines to care for places of personal importance to them.</p>	<p><b>PS 1.3</b> Understands that people act to care for places significant to them.</p>	<p><b>PS 2.3</b> Understands that people in a community can cooperate to care for places.</p>	<p><b>PS 3.3</b> Understands that people have different views about which places need to be cared for.</p>

LEVEL 4	LEVEL 5	LEVEL 6	LEVEL 7	LEVEL 8
<p>PS 4</p> <p><b>The student:</b></p> <p>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.</p>	<p>PS 5</p> <p><b>The student:</b></p> <p>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.</p>	<p>PS 6</p> <p><b>The student:</b></p> <p>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.</p>	<p>PS 7</p> <p><b>The student:</b></p> <p>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.</p>	<p>PS 8</p> <p><b>The student:</b></p> <p>Understands that people implement change in response to competing demand (economic, social, political, ecological) for the use of places according to their values.</p>
<p>PS 4.1</p> <p>Understands that similarities in the natural and built features in different places give rise to patterns.</p>	<p>PS 5.1</p> <p>Understands that spatial patterns are caused by the interrelationship between various processes.</p>	<p>PS 6.1</p> <p>Understands that variations in spatial patterns occur as the result of the interaction of various processes over time.</p>	<p>PS 7.1</p> <p>Understands that it is possible to generalise about variations in natural and built landscapes by applying an understanding of patterns and processes.</p>	<p>PS 8.1</p> <p>Understands that making changes to spatial interactions will affect the patterns of features on the earth's surface.</p>
<p>PS 4.2</p> <p>Understands that people and places are interdependent.</p>	<p>PS 5.2</p> <p>Understands that a range of factors, processes and values influences the interdependence of people and places.</p>	<p>PS 6.2</p> <p>Understands that over time the interaction of factors, processes and values results in variations in the way people and places are interdependent.</p>	<p>PS 7.2</p> <p>Understands that the extent to which people value places is influenced by the nature of interaction and level of interdependence between them.</p>	<p>PS 8.2</p> <p>Understands that planning and management are used in balancing or deciding among competing demands for the use of places.</p>
<p>PS 4.3</p> <p>Understands that people act to sustain the environment according to their values.</p>	<p>PS 5.3</p> <p>Understands that differing values affect the ways in which individuals and groups act to sustain the environment.</p>	<p>PS 6.3</p> <p>Understands that, over time, people's commitment to ecological sustainability has influenced their care of places.</p>	<p>PS 7.3</p> <p>Understands that people's views about the care of places are related to the level of commitment they have to ecological sustainability.</p>	<p>PS 8.3</p> <p>Understands that public decision making on the uses of place and space involves consideration of people's diverse views and values about ecological sustainability.</p>





## F

The student recognises features, people and places in the environment and cares for those of personal importance.

### Features of places

Students recognise familiar features in the immediate environment: for example, they locate their classroom, find the school oval, move to the drink fountain and identify other places they have become familiar with through repeated experiences. They attend to their environment in a variety of ways: for example, they smile when entering the classroom through a sensory door, locate their own classroom within the school, and stand in the correct place to go home. They identify familiar environments by attending to particular features such as sand and water at the beach or signs at the local shopping centre. They show recognition of places of personal significance: for example, they change their facial expressions, point and vocalise a name, respond to questions.

### People and places

Students recognise people and places of personal importance: for example, they use vocalisation or gestures to give a name, point to a corresponding photo, follow instructions to move to a place or person. They recognise places they attend regularly, such as school, the community and work: for example, they display different behaviours in each setting, such as being more independent in the school environment while preferring to stay with familiar adults in unknown places, locating the canteen to order lunch, identifying the hairdresser's shop as the place where you have hair cut. They recognise particular places and their related activities and use them appropriately: for example, they sit at the lunch area when eating their lunch or put their bag in the staff room when at their workplace. They recognise that different places will have particular people associated with them: for example, they identify that at school there will be students and teachers, that at a shopping centre there will be shop assistants and customers, at a workplace enclave there will be supervisors, workers and support staff.

### Care of places

Students participate in routines to care for places of personal importance. They follow instructions: for example, they put rubbish in the bin, return equipment where it belongs, use tools with care. They complete learnt routines to care for places; for example, they water the school garden, pack away equipment at their workplace enclave, share classroom responsibilities with peers, such as feeding the pet fish.

## 1

The student understands that familiar places have a variety of features and that people care for places that are important to them.

### At this level

Students understand that places are diverse and have features that can be identified, using common, everyday terms. In familiar contexts, they identify features of places as discrete and separate. They understand that they and others have places they value for different reasons. They nominate one or two isolated ways to care for places that they are familiar with or use.

#### Features of places

Students understand that there are many places around the world in which people live. They distinguish features in familiar places such as their home, community, class and school, and understand that people move between different locations. With teacher assistance, they can distinguish between built and natural environments. They do this without focusing on the processes that contribute to the formation of environments, although they understand simple relationships, such as that puddles are formed from rain. From their own experiences and from pictures, films or stories, they identify specific features that exist in both natural and built environments, such as rain, beaches, roads, farms and shops.

#### People and places

As they investigate their communities students identify relationships between the natural landscape and what people do: for example, people sit under trees on hot days, the 'no hat no play' rule and, in areas prone to cyclones, that cyclone alerts mean that certain rules need to be obeyed, yet they may not yet understand the reasons for the rules. They know that different people use places differently: for example, that children climb trees in a park while their parents sit and eat or that some families play cricket while others stand and talk. They understand on a small scale that people affect their environments: for example, they know that rubbish dropped in the school playground attracts, crows/sea gulls, feral and/or domestic cats.

#### Care of places

Students are aware that they and other people feel some places are important, although they do not necessarily understand why: for example, they know people go to school and therefore that schools are a place of significance to them. They may state that some people think school is a significant place because 'they like to go'. They know that fire stations or ambulance depots are important because they have vehicles and people who help keep our community safe. Students understand that people do things to care for places that are important to them, although not necessarily why: for example, they may say in response to 'Why are there signs to keep people out of dangerous, precious or fragile places?' such things as 'to stop people going there', 'to keep people safe' or 'to stop people damaging the place'. They identify ways of caring for familiar contexts, such as maintaining a class aquarium or weeding a garden at home.

## 2

The student understands that places in different locations contain specific features and these places are used and cared for by people in the community.

### At this level

Students are developing an awareness of concepts about location and landscapes but these concepts remain personal and largely unrelated to each other. They understand that people make choices in their use of places and people in a community can cooperate to care for places.

#### Features of places

Students understand that what distinguishes one place from another is its location and the specific natural and built features within it. They recognise major global elements that identify environments (location): for example, they understand that the world is divided into categories such as countries and these may have further divisions: for example, Australia has states and territories. Similarly, they know that important elements of the earth, such as oceans, mountains and cities, form part of the environment.

In given contexts students identify the location of places and particular features and activities: for example, students investigating a local area could indicate features and activities, but might also describe their location in relation to one another, by preparing a map, drawing a picture or using words that describe position such as 'next to', 'by' or 'between'. Students use language such as wind and hot days are 'weather', hills and lakes are 'landforms', trees and grasses are 'vegetation' and ants and birds are 'animals', to indicate that they understand the categories of elements in the natural environment. Similarly, as they investigate the built environment, they begin to understand categories of land use, such as 'buildings' and 'transport'.

#### People and places

Their understanding of location contributes to students' awareness of how people interact with a place. They refer to the specific features of places as reasons why people choose to live in some places and not in others: for example, they may say 'My uncle lives near Katanning because he is a farmer and has a farm there'. They understand that human activity changes local landscapes, such as when a new road or footpath is made or a school playground is changed. They predict consequences of human activities using examples that identify simple, direct relationships: for example, 'plants grow better when a garden is weeded'.

#### Care of places

Students understand that people use places in different ways and why they prefer these places: for example, they understand that family members have preferences for different parts of the home. They identify the places that people consider need to be cared for and the different ways places can be cared for and understand that cooperation is often required by people to achieve this: for example, they can indicate simple ways in which people could act in given contexts and the tasks they could perform.

Students understand that one way for caring for places is to develop rules. They identify a range of rules that exist in the local area, such as 'walk on footpaths', 'take your dog to the dog beach', and 'do not pick wildflowers'. They are able to judge, after class discussion, the value and fairness of formal and informal rules governing the use of places.

## 3

The student 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.

### At this level

Students' explanations or interpretations have a tendency to focus on the integration of one or two factors influencing processes that affect the natural and built features of places (landscapes, environments). Their explanations are particular to them and their life experiences and their supporting arguments usually require more evidence. They are able to make comparisons between different locations, usually with an emphasis on direct and visible relationships.

#### Features of places

Students understand that patterns formed by natural and built features experienced in their local areas can be repeated on a community, regional, national and/or international scale. They recognise that locations and patterns of features of the environment that they have identified are represented in maps, using order, proximity and directional language. They go beyond the literal identification of specific features found in a location and are aware that natural processes such as weathering, erosion and movement (such as faulting, folding and earthquakes) have created the natural features found in every place.

They understand that a range of natural processes and human activity create patterns on the earth's surface. They identify and make limited generalisations about how these patterns and processes, such as housing, industry, trade, communications and travel, create associations with various landscapes. They understand and make direct inferences about how human activities contribute to the creation of built landscapes: for example, the need to travel leads to the creation of transport systems.

#### People and places

Students understand that people use these different natural features to support human activity: for example, ports are built at the mouths of rivers or in deep bays; railway routes avoid steep slopes. They understand and make assertions about how people's lifestyles are affected by the environment: for example, they make comparisons between the lifestyles of people who live near rivers with those that live in deserts and make assertions about the differences based on the evidence used. They understand that there is a range of human processes that affects the environment, although their explanations tend to be particular to them and their life experiences; and that patterns in human activity modify landscapes: for example, logging and mining reflect the human need for primary resources.

#### Care of places

Students make judgements about the ways in which people use particular places and are beginning to sustain their positions when different viewpoints are presented: for example, they identify reasons why forests should not be used for timber products but may have difficulty in reconciling forest use and the need for such materials. They recognise how and why caring for the environment is important and that there are conflicting values and viewpoints on various issues, but may need assistance in resolving those issues. Based on their own and others' perspectives, they make inferences about caring for the environment. They are aware that sustainability is important.

## 4

The student 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.

### At this level

Students have an awareness of the interrelationship between people and places (landscapes, environments) that is largely context dependent. They can link cause and effect with supporting evidence, although their perspective is usually stereotypical. They are developing an awareness of the complexity of interrelationships within society and the environment. They are beginning to make generalisations in both familiar and less-familiar contexts.

### Features of places

Students recognise patterns in places and understand that these are a result of both human and natural interactions. In doing so, they are able to make simple generalisations that apply to the context being investigated: for example, they describe similarities in the distribution of features within population centres in Australia and begin to make generalisations about urban environments. They understand the relationships between features and processes occurring in particular environments: for example, the influence of landscape on climate, why high mountains tend to be wet and inland areas tend to be dry. Similarly, they can recognise patterns in the features of particular places: for example, the natural and built features found in most wheatgrowing areas.

### People and places

Students understand how a people's relationship with a place is interdependent: for example, the settlement by Europeans of the Swan River area provides examples of how people with a particular set of beliefs and behaviours attempted to adapt and modify an environment. They understand that, in turn, early settlers were forced to adapt and modify their beliefs about such things as farming methods, housing and clothing. Students apply this understanding to other contexts: for example, farming and mining methods are both adapted to and influence the natural landscape.

### Care of places

Students are able to clarify that there are conflicting values evident in people's use of places. Not only can they identify people's reasons for using places in particular ways but they can also identify the values positions of the people involved and how these values determined the people's commitment to ecological sustainability. They investigate changes in landscapes and understand how to care for a range of environments. They use evidence from different sources to draw conclusions about how people respond to different contexts: for example, a change from a small coastal town to a major tourist destination and how this affects the sustainability of the environment.

## 5

The student 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.

### At this level

Students understand a range of features, processes and spatial relationships in the natural and built environment. They make appropriate generalisations about these within a growing awareness of the complex interrelationships between people and places. They draw conclusions from particular instances/contexts and can challenge stereotypical perspectives. They understand the link between people's values and the decisions they make to care for places.

#### Features of places

Students understand that spatial patterns are caused by the interrelationships between various processes. They understand that there are similarities and differences between places (landscapes, environments), making inferences about spatial patterns on the basis of evidence drawn from a range of sources, such as topographic maps, zoned maps, various photographic projections, fieldwork and statistical data. They identify a range of natural processes, such as tectonic and gradation forces. They are aware that there is a complexity of interrelationships between natural forces and human communities.

Students understand reasons for variations and/or similarities between different places in climate, vegetation, landform and soil. They describe and account for the distribution of these features over the earth. They outline the factors that affect the built features of a place, such as its function, economy, culture and law.

#### People and places

Students recognise the complex interrelationships between natural landscapes and human activities. They understand that the level of interdependence between people and places is influenced by a range of factors, processes and values: for example, mineral resources cannot be mined in some locations as a result of technical, environmental, economic or cultural factors, processes and values.

#### Care of places

Students understand that the different ways in which individuals and groups act to sustain the environment may reflect differing values positions: for example, the degree of utilisation of an area depends on the environmental value different groups of people place on that location. They apply this understanding to discuss how Aboriginal, mining, fishing, recreational use and tourism are different perspectives that affect the practices of how to sustain places such as Kakadu, Ningaloo, and Hamersley Range/Karajini National Park. They make inferences about caring for the environment that reflect their understandings about the complexity of ecological sustainability: for example, they can draw conclusions that show an understanding of how social, economic and/or environmental factors influence decisions about sustainability.

## 6

The student 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.

### At this level

Students understand features, processes and spatial patterns about natural and built environments and how their interrelationships have changed over time. They can generalise, draw conclusions and evaluate complex issues and problems about people and environments in both familiar and unfamiliar contexts in different time periods. They draw their understandings from a range of contexts and integrate these understandings into an argument. Their conclusions are broad and inclusive, reflecting alternative views and values.

#### Features of places

Students broaden their understandings to include a time dimension that identifies short term and long-term changes. They have an awareness that spatial patterns, interdependent relationships between people and places and people's commitment to ecological sustainability do not remain constant: for example, over time, spatial patterns may change due to changes in factors such as transport technology, immigration, trade and the global political power balance. They make generalisations and draw conclusions from a number of case studies.

#### People and places

Students understand that variations in the interdependence of people and places have occurred as people have endeavoured to modify and/or exploit their natural environments because of factors such as population growth, the economic viability of land use (mining, farming) and changes in transport and communication.

#### Care of places

Students understand that there is a range of views about the care of places and that people's values and attitudes toward ecological sustainability may conflict and may change with time: for example, they may describe how the use of whaling resources changed significantly in order to protect rather than exploit the species. They draw conclusions and make generalisations that reflect their understandings of the concept of environmental care. They understand that issues of sustainability and identified possible solutions change over time.

## 7

The student 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.

### At this level

Students apply detailed understandings of concepts and processes to draw conclusions about and propose social, economic and environmental solutions to complex issues. They begin to develop abstract models of the interrelationships within and between systems and propose changes that could take place. Their solutions demonstrate an understanding of the complexity and interconnectedness of the issues involved. They can discuss in a unistructural way the consequences of changes to current generalisations now and in the future.

#### Features of places

Students apply their understandings to evaluate the current use of places (at a range of scales) in terms of the impact of patterns and processes, the quality of human interaction and the level of interdependence. Using their evaluations, students provide solutions to spatial issues: for example, they identify where it is best to locate fast food outlets in a growing urban landscape and why. In applying their understandings of concepts such as threshold values, footfall rates and aggregation, students are able to draw conclusions about the influence of these factors in the context being investigated.

In presenting their findings, students explain not only 'what' is occurring but also 'why', using precise social science terminology: for example, they may examine global action on greenhouse emissions by explaining the patterns and processes that contribute to the problem, its impact on the quality of life on the earth and the level of commitment to ecological sustainability demonstrated by various nations. They explore environments, asking questions that enable them to explain how changes to features of natural and built landscapes create altered landscapes. They may do this by comparing the slow natural changes to the environment with that of rapid changes made by people.

#### People and places

Students understand that the relationship between people and places across various contexts in space and time is affected by their interaction with economic, social and/or environmental factors. They have a tendency to focus on one or two aspects of the issue rather than the whole picture. They apply a detailed understanding of complex interrelationships between people, and people and places to pose solutions to human problems caused by natural and built landscapes. They discuss management issues related to these landscapes: for example, building height restrictions in particular localities and the different views about the restrictions.

#### Care of places

Students understand the relationship between people and places, and the need for balance between different values and interests when making decisions about complex issues. They have a tendency to focus on a limited number of factors when proposing solutions. They apply a detailed understanding of particular sustainable processes to the solution of issues and the possible consequences of these solutions on people and the environment, such as growing trees around villages and providing alternatives to wood fuel as solutions to the desertification of northern China and the Sahel, the southern boundary of the Sahara.



## 8

The student understands that people implement change in response to competing demand (economic, social, political, ecological) for the use of places according to their values.

### At this level

Students apply a detailed knowledge of concepts and processes to the solution of issues to demonstrate their understanding that effective change is complex in its nature. They plan solutions around the complexity and nature of the variables involved. The solutions reflect their understanding of the current issues and their predictions for the future.

#### Features of places

Students apply their understanding to provide complex explanations as to how changing current use of places will impact on the patterns of features on the earth's surface. They justify changing the current use of places in ways that consider socially-just principles, democratic processes and ecologically-sustainable solutions: for example, the short-term solutions to traffic congestion involve better road provisions, but alternatives such as improved public transport systems or self-sufficient neighbourhoods will generate completely new spatial patterns.

In recognising the interconnectedness of features and processes in the environment, students are able to propose complex solutions to management issues: for example, considering whether the environmental advantages of tidal power development in the Kimberley outweigh the ecological and economic costs. They apply an in-depth knowledge of interdisciplinary concepts such as the biosphere of intertidal zones, the effects of fossil fuel emissions on the social and natural environment, and state, national and international policies on employment.

#### People and places

Students present solutions to issues about people's use of space that show an ability to plan for and balance competing demands, and accommodate the diverse views people hold about ecological sustainability: for example, they may analyse national and global policies on land clearing and justify planned and manageable solutions for providing water to communities in the future that are based on a commitment to sustainability and social justice.

#### Care of places

Students analyse critically the complexity of policies and processes associated with public decisions about land use, planning and environmental issues on local, national and/or global scales. In posing solutions to complex environmental issues, they are able to recognise the diversity of viewpoints and values of the stakeholders and the multifaceted nature of any change. They have a significant understanding of sustainability and can use this in drawing generalisations from their conclusions.

# Society and Environment >

## Resources





Resources		FOUNDATION	LEVEL 1	LEVEL 2	LEVEL 3
Students understand that people attempt to meet their needs and wants by making optimum use of limited resources in enterprising ways.		<b>R F</b> <b>The student:</b> Recognises people who work in their community and participates in the management of personal resources.	<b>R 1</b> <b>The student:</b> Understands that people use resources in various ways to satisfy their needs and wants.	<b>R 2</b> <b>The student:</b> Understands that people cooperate to utilise resources in an effort to satisfy needs and wants.	<b>R 3</b> <b>The student:</b> Understands that resources are limited and so choices need to be made about how they will be used.
<b>Use of resources</b>	Students understand that as people strive to satisfy needs and wants, there is increasing pressure on limited available resources.	<b>R F.1</b> Recognises and uses familiar resources for their intended purpose.	<b>R 1.1</b> Understands that people use resources.	<b>R 2.1</b> Understands that people use a variety of resources to make different goods or provide services in an attempt to satisfy their needs and wants.	<b>R 3.1</b> Understands that people make choices in their use of limited resources.
<b>Management and enterprise</b>	Students understand that innovative management and enterprise practices make for efficient use of limited resources.	<b>R F.2</b> Participates in managing personal resources.	<b>R 1.2</b> Understands that people manage the use of some resources.	<b>R 2.2</b> Understands that people manage the use of resources in different ways.	<b>R 3.2</b> Understands that people attempt to be enterprising in their management of resources.
<b>People and work</b>	Students understand that workplace organisation and practices can influence the extent to which people are productive and satisfied in their work.	<b>R F.3</b> Identifies people who work in their school and community.	<b>R 1.3</b> Understands that people work.	<b>R 2.3</b> Understands that there are similarities and differences in the way people work.	<b>R 3.3</b> Understands that individuals and groups value different forms of work.

LEVEL 4	LEVEL 5	LEVEL 6	LEVEL 7	LEVEL 8
<p><b>R 4</b> <b>The student:</b> 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.</p>	<p><b>R 5</b> <b>The student:</b> Understands that access to and management of resources influence how needs and wants are satisfied.</p>	<p><b>R 6</b> <b>The student:</b> 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.</p>	<p><b>R 7</b> <b>The student:</b> Understands that the balance between economic growth, ecological sustainability and social justice affects the nature of resource use, management procedures and workplace practices.</p>	<p><b>R 8</b> <b>The student:</b> 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.</p>
<p><b>R 4.1</b> Understands that people can make decisions about efficient resource use.</p>	<p><b>R 5.1</b> Understands that people's ability to make efficient use of resources is affected by their access to, and ownership of, various resources.</p>	<p><b>R 6.1</b> Understands that the extent to which people are able to meet their needs and wants is influenced by their level of access to, and ownership of, resources.</p>	<p><b>R 7.1</b> Understands that changes to relationships between resource use, economic growth, living standards and ecological sustainability have consequences for individuals, society and the environment.</p>	<p><b>R 8.1</b> Understands that current global resource use patterns have implications for individuals and groups in the future.</p>
<p><b>R 4.2</b> Understands that people make decisions in order to be efficient and enterprising in their use of resources.</p>	<p><b>R 5.2</b> Understands that people's ability to manage resources in enterprising ways is affected by their access to, and ownership of, various resources.</p>	<p><b>R 6.2</b> Understands that the quality of management decisions impacts on people's ability to satisfy their needs and wants.</p>	<p><b>R 7.2</b> Understands that efficient management procedures are implemented in an attempt to optimise the development of resources.</p>	<p><b>R 8.2</b> Understands that the effectiveness of current management policies and procedures has implications for the future development of resources.</p>
<p><b>R 4.3</b> Understands that people act in various ways to make workplaces more effective.</p>	<p><b>R 5.3</b> Understands that the structure of workplaces influences the extent to which people can improve their effectiveness.</p>	<p><b>R 6.3</b> Understands that a variety of circumstances affect the opportunities for people to participate effectively in workplaces.</p>	<p><b>R 7.3</b> Understands that changes people make to the organisation and practices in workplaces can influence productivity and conditions of work.</p>	<p><b>R 8.3</b> Understands that the effectiveness of current organisation and practices in workplaces has implications for the ways individuals and groups are likely to respond in the future.</p>



## F

The student recognises people who work in their community and participates in the management of personal resources.

### Use of resources

Students recognise and use familiar resources, such as food, articles of clothing and classroom equipment, for their intended purpose: for example, they identify their hat and use it outside in the sun, select a comic book and sit and look through it. They identify commonly-used relevant resources and select the most appropriate for the task: for example, they indicate their bathers when given a choice of two articles of clothing at the pool or select glue instead of paint to attach a picture to paper.

### Management and enterprise

Students participate in managing personal resources such as they follow learnt routines: for example, they pack up their pencils, take only one piece of food for morning tea and save the rest for lunch or bring the right clothes and equipment for a work placement. They begin to recognise the need to conserve resources: for example, they put an empty glue container in the bin or an unfinished one back on the shelf.

### People and work

Students identify people who work in their school and community: for example, they give their lunch order to the canteen lady, identify their bus driver or give their money to the person behind the counter at the shop to make a purchase. They begin to recognise the work they do: for example, they tell their work supervisor they have folded the boxes at their work placement, or point to the correct picture of their duty on the class duty chart. They recognise the work of others, such as their father.

## 1

The student understands that people use resources in various ways to satisfy their needs and wants.

### At this level

Students understand and are able to describe resources using everyday terms. They identify their use of resources in familiar contexts, such as home, school and the local community, seeing the use of resources as isolated and discrete to the purpose of their use. They recognise the need for management of resource use as routines that are followed.

#### Use of resources

Students understand that people have needs and wants. They understand that people use resources (things) to meet these needs and wants. They do not necessarily use the term 'resources' but begin to understand that a variety of resources is used to make the things that they buy. They identify some of the resources used to make things they produce, such as flour and eggs in a cake. They explore some types and uses of natural resources, such as trees for furniture or homes for birds. They identify resources that have a personal value, such as a parent. Through the class shop, they explore how things can be bought and sold and how people obtain goods and services using money and/or credit for payment.

#### Management and enterprise

Students recognise appropriate practices associated with managing resources at home and in the classroom, such as turning off taps after use to prevent the wastage of water. They suggest personal reasons why these activities are important: for example, they elaborate, using phrases such as 'it's important to save water'. They establish and identify practices and routines that help to manage their personal resources: for example, routines such as packing up at the end of an activity and putting pencils away so that they are kept together to prevent loss or breakages and to provide ready access for future use. They are aware that a job can be done successfully: for example, they understand that to do their work well requires having the right materials and equipment.

#### People and work

Students' understanding of the concept of work is related to their own interests, to the home, school and situations familiar to them in the local community. This is reflected in their statements about their possible future careers, such as 'I want to be a fire-fighter so that I can drive a truck'.

They understand the work of other people in terms of the typical tasks they perform: for example, 'police help people'. They recognise that people in different occupations have different roles and that different roles need different skills, although their explanation of these skills tends to be simplistic: for example, they describe a tour operator as a person who 'can drive a bus'.



## 2

The student understands that people cooperate to utilise resources in an effort to satisfy needs and wants.

### At this level

Students identify some resources that they and others use to make things. They are beginning to be more specific in their use of language to describe what is made and to use terms such as 'resources', 'goods', 'services', 'consume' and 'produce'. Their understandings are discrete and isolated and within a perspective that tends to remain personal. They are beginning to understand that there is a link between resources and what people need to satisfy needs and wants. They recognise the need to cooperate when using things (resources) and to prevent waste when using resources. They understand that there are different types of work.

#### Use of resources

Students categorise resources by groups, such as living/nonliving, natural/made, or by individual types such as minerals (gold, iron ore, copper, uranium, mineral sands), water, air, waste, manufactured and/or cultural. They identify resources as separate items and related to a specific context: for example, they can name resources used by local police as cars, motorbikes, office equipment, office workers and communications equipment. Students understand there is a link between needs and wants and the use of resources. They understand that a variety of resources may be used when making things (goods, services): for example, goods such as toys are produced by people working together using resources such as plastics and paint and that services such as mechanical repairs, are provided by people using other resources; for instance, spanners and hydraulic jacks.

#### Management and enterprise

Students understand that resources can be used in different ways. They suggest simple alternative ways of managing resource use: for example, they state that a tree can be cut down for timber to make a chair or left for environmental reasons, such as a home for birds. They understand that resources are used to provide goods and services: for example, businesses (the school canteen) use resources (vegetables) to make goods and/or services (salads). Students recognise that resources have to be managed so they can be reused or not wasted: for example, management methods such as recycling bins within the classroom help to ensure that paper (and therefore timber) is not wasted. They understand that a number of people need to cooperate for this management process to work.

#### People and work

Students understand that people they know engage in different types of work and can identify similarities and differences in roles and responsibilities. As they investigate particular occupations, they identify some of the skills and resources used in those jobs: for example, to care for a garden, a gardener would have to identify the weeds to be dug up, be physically fit and might use a spade. They understand that there may be a range of people with different jobs and roles in a workplace: for example, people workers in a school include a gardener, principal, canteen operator, teachers and school nurse.

## 3

The student understands that resources are limited and so choices need to be made about how they will be used.

### At this level

Students understand that resources are limited so choices between alternative uses are made. Their understandings about resources and their use are developed within specific contexts. Students express their explanations and evaluations in a manner that reflects a very personal perspective that is unsophisticated and self-confident: for example, they generalise that an area may be left as a national park for tourism rather than being used for mining because it has trees in it or because it has significance to Aboriginal people.

#### Use of resources

Students understand that resources can be grouped into a range of categories, such as types of natural resources (mineral, fish, forest, water, cultural, heritage), renewable or non-renewable resources (trees or coal) or economic resources (land, labour, capital, enterprise). They categorise resources into groups but are often inconsistent in distinguishing between the different categories. When grouping resources as renewable or non-renewable, students identify some of the locations and uses in Australia. Students understand that because resources are limited and can have different uses, choices have to be made about how they are used. They are aware that sustainability of resources is important. They are aware that the values (attitudes) associated with resources vary among people: for instance, the importance placed on fresh water varies between those who have to cart water and those who have access to water from regular water supplies. They understand that there are cultural differences in how resources are valued: for example, Aboriginal people value the land differently from many other Australians and this affects the priorities they attach to its use when making choices.

#### Management and enterprise

Students understand that when people manage resources, they consider clever, innovative (enterprising) ways to use resources to achieve results that are more desirable: for example, producing better products (goods and services) or producing them more cheaply. They describe examples of enterprising behaviours, such as how some farmers use new technologies (innovations) to make better use of their land, equipment and time. They understand that people make choices about how they will use their personal resources to get the things they need and want. They understand that all people have to choose what they will purchase and that personal budgets help people to make informed choices. They understand that budgets involve managing income and expenditure, planning within a timeframe and using financial resources such as savings and credit.

#### People and work

Students categorise different forms of work, such as paid/unpaid, full-time/part-time, permanent/casual, and recognise that people value these forms differently. They understand that the purpose of work is to produce goods and services. They understand they need to make career choices, linking these choices to personal preferences rather than to the skills demands of the workplace.

## 4

The student 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.

### At this level

Students' understandings are context dependent, although they are beginning to generalise to different contexts. They understand that various alternative resources can be used to produce goods or services and explain the reasons behind the choice of resources used by various groups. They refer to factors such as resource availability, but do not provide details of the interrelationships between these factors and resource decisions.

#### Use of resources

Students understand that there are alternative choices of resources available: for example, while pre-cut frozen vegetables decrease preparation time and cost less than fresh vegetables, unprocessed fresh vegetables provide the flavours and image a company is seeking. They understand the link between choosing to purchase particular goods or services and the use of associated resources by companies. They understand that with population increases and increases in wealth (economic growth) there is an increase in demand for goods and services. They recognise there is pressure to use resources efficiently to meet this increase in wants. They are aware that there are inequalities in access to and ownership of resources.

#### Management and enterprise

Students explain the choices people have, and some of the decisions that they make, in the management of resources in terms such as 'renewability', 'efficient' and 'ethical': for example, some people choose to buy only free-range eggs or buy furniture made from plantation timber and this impacts on management decisions about what to produce. In applying this understanding to management and enterprise decisions, students refer to the importance of businesses gathering accurate and relevant information for effective decision making: for example, market research and cost-efficient use of resources. They understand how decisions to use non-renewable resources have implications for future sustainability. Students understand the need for a range of information when making decisions, such as setting goals, identifying options, gathering facts, predicting effects and reviewing options. They explain why they make particular choices, although their explanations are often short term and may differ from their own spending practices.

#### People and work

Students understand how workplaces can be made more effective by factors such as occupational health and safety regulations, trade union activities and the use of appropriate technologies. They are aware of the relationship between effective workplaces and levels of production: for example, fewer accidents in the workplace result in fewer sick days and so more goods and services can be produced. Students are aware of the competencies necessary to be successful employees and employers and begin to develop an understanding of the importance of a personal career plan and the link to specific workplace requirements. They recognise aspects of change in the workplace: for example, duties associated with occupations in the past are changing and that this is reflected in changing job descriptions.

## 5

The student understands that access to and management of resources influence how needs and wants are satisfied.

### At this level

Students understand the link between ownership of or access to resources and wealth, and identify instances of unequal resource distribution. They understand that a range of factors affects access to and ownership of resources, and this in turn affects the ability of people to satisfy their wants. They show a growing awareness of the complexity of the relationship between the ownership and management of resources and the satisfaction of wants. They draw conclusions from particular instances and begin to challenge stereotyped viewpoints through the evaluation of different perspectives.

#### Use of resources

Students understand the link between the ownership of resources and income or wealth: for example, they can explain the reasons at a global level for the wealth of oil-rich countries and at a micro level the potential wealth of those with a tertiary education. They identify examples of unequal resource distribution between and within countries and between people, such as access to clean water in some countries, limited facilities in rural and remote Australia, and a lack of relevant skills or education among some people.

#### Management and enterprise

Students understand that management and enterprise practices are affected by social, environmental and economic factors: for example, in the former Soviet Union environmental protection was rarely factored into economic costs. They describe these factors, rather than analysing or evaluating them. They make inferences and draw conclusions from supporting evidence. They explain how unequal access to resources affects the choices available to management. They are aware that management and enterprise decisions affect an organisation's ability to satisfy wants.

Students understand that personal budgets need to be balanced and planned over time (such as monthly, weekly or annually) to help people to make informed choices about their use of financial resources. They understand that a range of influences, such as marketing strategies, taxation responsibilities or access to credit, impact on their decision making about the use of personal financial resources. They explain that their decision-making requires prioritising of potential spending and identify any trade-offs that they have to make.

#### People and work

Students generalise about how the structure of the workplace, access to appropriate technology and work practices influence people's productivity and work satisfaction: for example, specialisation in the operation of production lines. They understand the concepts and processes associated with increased productivity that are leading to changes in the workplace, such as new technologies, cost efficiencies and rationalisation. They understand how people with disabilities and the unemployed obtain access to work.

## 6

The student understands why the unequal access to and ownership of resources and the efficiency of management leads to an inequality in the satisfaction of needs and wants.

### At this level

Students' understanding of concepts and processes enables them to link factors that explain inequalities.

#### Use of resources

Students understand that there is a complexity in patterns of relative wealth and poverty: for example, that ownership and the ability to manage resources are influenced by factors outside their control, such as government decisions and the influence of multinational corporations. With the assistance of models, they understand the consequences of unequal resource distribution and form their own opinions about associated social justice issues. They can explain options that could lead to more equal distribution of resources. They are aware of the arguments for and against economic growth, including sustainability issues.

#### Management and enterprise

Students use specific economic and geographical concepts, such as economies of scale, to investigate management and enterprise practices. They apply their understanding of the relationship between resource use and economic growth, standards of living and ecological sustainability as they investigate and evaluate management and enterprise practices. They understand why management decisions regarding the most appropriate use of resources may differ according to the context: for example, in a small business the same kinds of decisions are made differently to those of a big business that has shareholders' interests in mind. Alternatively, they can explain why a large company may use plantation timber while a small company uses recycled timber.

#### People and work

Students understand that circumstances in the workplace influence the extent to which people are productive and satisfied participants: for example, access to technology and professional development may influence workers' productivity and workplace satisfaction. They understand that different perspectives, social justice issues (such as tenure, access to a safe workplace and employee-employer relationships) and work environments also affect job satisfaction. They understand the complexity of factors that make a productive and satisfied worker and understand and evaluate issues related to increasing the productivity of labour: for example, the effect of labour rationalisation on workers.

## 7

The student understands that the balance between economic growth, ecological sustainability and social justice affects the nature of resource use, management procedures and workplace practices.

### At this level

Students apply understandings about the complexity of resource allocation and management to explain social and environmental issues. They evaluate policies and practices related to resource utilisation critically and propose solutions using geographical and/or economic models.

#### Use of resources

Students understand that the changing patterns of resource use to satisfy needs and wants are consequences of pressures arising from the interrelationship of the limited nature of resources, social justice and ecological sustainability. They recognise that these patterns are affected by a commitment to the values of social justice, democratic process and ecological sustainability. In applying their understanding of concepts, processes and abstract models, students take into consideration developing arguments and/or a variety of opinions.

#### Management and enterprise

Students understand that efficient management procedures are implemented in an attempt to optimise the development of resources. They understand that when people initiate change in the workplace to improve efficiency, they should factor in implications of economic growth, management effectiveness, worker productivity and people's standards of living. They apply a detailed understanding of the concepts and processes associated with the changing workplace to propose solutions to complex issues, such as downsizing. They understand that government policies impact on management and enterprise decision making.

#### People and work

Students understand that the changing nature of the workplace includes factors such as the impact of technology, the need for constant skill development and changing work practices. They identify workplace issues and propose solutions that show an understanding of the complexity of interrelationships among economic growth, ecological sustainability and social justice.

Students understand their individual strengths and weaknesses in the context of a changing work force. They understand the need to develop detailed and realistic career plans that include a range of options that take into account both the present and that which might evolve in the future.

## 8

The student 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.

### At this level

Students understand the complexity of the interrelationships within and between concepts and processes associated with access, ownership and management of resources. They propose arguments, outline options and approaches and/or solutions to present and future complex social and environmental issues. In doing so, they are able to recognise the multidimensional nature of potential change and plan solutions around these variables.

#### Use of resources

Students understand that current global resource use patterns have implications for individuals and groups in the future. They understand that the choices people make in their proposed use of resources, will, to varying extents, be based on their attempts to achieve economic growth while at the same time reflecting a commitment to values of social justice, democratic process and ecological sustainability.

#### Management and enterprise

In applying an understanding of future management and enterprise practices, students use their understanding of the interrelationships that exist between various perspectives to pose solutions in a variety of contexts. They understand that criteria can be used to assess the effectiveness of resource management policies and practices and the strategies used to influence them. They understand that there are differing views as to how policies can best be implemented.

#### People and work

Students understand that the effectiveness of current organisation and practices in workplaces has implications for the ways individuals and groups are likely to respond in the future. By demonstrating an understanding of the complex social, economic and environmental forces affecting the changing nature of the workplace, students are able to outline options, propose solutions and/or make evaluations of future work scenarios.

# Society and Environment > Culture







Culture		FOUNDATION	LEVEL 1	LEVEL 2	LEVEL 3
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.		<b>C F</b> <b>The student:</b> Recognises similarities and differences between people, responds to different forms of cultural expression and identifies self and significant others.	<b>C 1</b> <b>The student:</b> Understands that different cultures express and satisfy needs in diverse ways and that common and unique characteristics exist among all people.	<b>C 2</b> <b>The student:</b> Understands that belonging to cultural groups involves certain roles, responsibilities and forms of cultural expression and that these vary among groups.	<b>C 3</b> <b>The student:</b> 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.
<b>Beliefs and culture</b>	Students understand that people's beliefs shape their cultural practices, ideas and symbols over time.	<b>C F.1</b> Responds to different forms of cultural expression.	<b>C 1.1</b> Understands that there are different cultures and forms of cultural expression.	<b>C 2.1</b> Understands that people belong to cultural groups that have particular forms of cultural expression.	<b>C 3.1</b> Understands that cultural groups have traditional and non-traditional aspects.
<b>Cohesion and diversity</b>	Students understand that cultural groups are characterised by varying degrees of cohesion and diversity as they seek to survive and retain a sense of community.	<b>C F.2</b> Recognises similarities and differences among people.	<b>C 1.2</b> Understands that people meet their common needs in diverse ways.	<b>C 2.2</b> Understands that similarities and differences exist in the cultural expressions of groups and communities.	<b>C 3.2</b> Understands that different groups in communities function to meet various needs.
<b>Personal, group and cultural identity</b>	Students understand that cultures structure relationships among individuals and groups that help to shape their distinctive identities.	<b>C F.3</b> Identifies self and significant others.	<b>C 1.3</b> Understands that common and unique characteristics exist among individuals.	<b>C 2.3</b> Understands that different roles and responsibilities are attached to people as individuals or as members of groups.	<b>C 3.3</b> Understands that membership of different groups influences the identity of individuals.

LEVEL 4	LEVEL 5	LEVEL 6	LEVEL 7	LEVEL 8
<p><b>C 4</b> <b>The student:</b> 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.</p>	<p><b>C 5</b> <b>The student:</b> 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.</p>	<p><b>C 6</b> <b>The student:</b> 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.</p>	<p><b>C 7</b> <b>The student:</b> 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.</p>	<p><b>C 8</b> <b>The student:</b> 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.</p>
<p><b>C 4.1</b> Understands that beliefs and traditions influence the nature of cultures.</p>	<p><b>C 5.1</b> Understands that cultural beliefs and traditions can change over time.</p>	<p><b>C 6.1</b> Understands that contemporary cultures reflect change and continuity in beliefs and traditions.</p>	<p><b>C 7.1</b> Understands that change or continuity in cultural beliefs and traditions influences the interaction between cultures.</p>	<p><b>C 8.1</b> Understands that the empathy that exists between different cultures' beliefs and traditions influences the quality and nature of their interaction.</p>
<p><b>C 4.2</b> Understands that groups in communities have a social organisation that reflects particular beliefs.</p>	<p><b>C 5.2</b> Understands that over time cultural groups may adopt changes to their belief systems and social organisation in order to continue.</p>	<p><b>C 6.2</b> Understands that contemporary cultures reflect the degree to which they have maintained cohesion and allowed diversity over time.</p>	<p><b>C 7.2</b> Understands that global trends and issues impact on the maintenance of cohesion and diversity in cultures.</p>	<p><b>C 8.2</b> Understands that cultures adjust the ways in which they maintain cohesion and allow diversity in order to improve the quality of life and retain a sense of community.</p>
<p><b>C 4.3</b> Understands that cultures exert an influence on people's identities and their roles, rights and responsibilities as members of cultural groups.</p>	<p><b>C 5.3</b> Understands that factors such as gender, race and socioeconomic status may influence personal, group and cultural identity.</p>	<p><b>C 6.3</b> Understands that core values of a society influence personal, group and cultural identity.</p>	<p><b>C 7.3</b> Understands that access to human rights impacts on personal, group and cultural identities.</p>	<p><b>C 8.3</b> Understands that resolution of moral and ethical issues enhances personal, group and cultural identities.</p>



## F

The student recognises similarities and differences between people, responds to different forms of cultural expression and identifies self and significant others.

### Beliefs and culture

Students respond to different forms of cultural expression, such as attending to cultural stories, music and songs and communicating their responses to these experiences in individual ways: for example, they hit a switch to hear a song again, turn their face away from something they do not enjoy seeing or indicate preferences through structured choice making procedures, such as selecting a particular picture for their collage. They observe and participate in activities involving customs for special occasions: for example, they show excitement at birthday activities.

### Cohesion and diversity

Students recognise similarities and differences among people: for example, they identify that some people wear glasses, some students use wheelchairs, that all people need food. They use similar characteristics to identify groups: for example, they sort magazine pictures into men or women, babies and adults. They recognise they are part of a particular group according to these similarities and differences: for example, they may recognise that they are students from their school because they wear the same uniform as others, that they are part of their class group and use a particular classroom.

### Personal, group and cultural identity

Students identify self and significant others. They identify themselves as individuals: for example, they smile at their own image in a mirror or photo or shake their musical instrument when it is their turn. They identify family members or carers, teachers and class peers: for example, they go to a parent at home time, smile at a friend, point to, select or respond to questions to identify particular people. They begin to identify with familiar groups: for example, they may stand with a group of students with the same school uniform or sit with their family members at a school picnic. They also begin to identify some significant people in the community such as a police officer or bus driver.

## 1

The student understands that different cultures express and satisfy needs in diverse ways and that common and unique characteristics exist among all people.

### At this level

Students understand that there are people living in groups who act in a variety of ways. The characteristics of culture that students identify are usually seen as discrete and separate.

#### Beliefs and culture

Students develop an awareness of their attitudes, feelings and beliefs to different things, ideas or events. They understand that the formation and function of cultural groups is intended to meet the various needs of people, such as those related to welfare, security and a sense of belonging. They recognise that there are different groups and forms of group expressions: for example, different family groups celebrate birthdays in various ways. From an awareness of different or familiar cultural groups, they understand that common and unique characteristics exist among individuals, such as means of communication, physical appearance and emotional responses. They identify particular forms of cultural expression, such as playing certain musical instruments, speaking different languages and eating different foods.

#### Cohesion and diversity

Students understand that there are similarities and differences between people, including family groups, places of origin, food, houses and ways of celebrating special family occasions, although these are understood as discrete and separate cultural items. They understand that stories can describe aspects of different groups, such as Dreaming stories, which represent an aspect of Aboriginal culture.

#### Personal, group and cultural identity

Students understand that individuals have their own unique and common characteristics. They identify that different cultural practices meet different needs: for example, they recognise that different cultural groups express affection in different ways, such as hugging, kissing, clapping or exchanging gifts. As they develop understandings about group identity, they realise that roles and relationships vary: for example, they can identify that within families who does the household chores may vary, and relationships between parents and children may vary.

## 2

The student understands that belonging to cultural groups involves certain roles, responsibilities and forms of cultural expression and that these vary among groups.

### At this level

Students are developing an understanding of cultural concepts that remains largely personal and fragmented. They are aware that differences exist between people and that there are differences between groups of people. They have had experiences that enable them to connect different cultural groups with different forms of cultural expression.

#### Beliefs and culture

Students are aware, through directed activities, that in personal terms their attitudes, feelings and sensitivities towards events or ideas are part of their belief systems. They understand that people belong to cultural groups (family, class, sporting team, Guides or Scouts) that have particular forms of cultural expression: for example, they can describe shared routines and traditions important to their families or tell that their sporting team wears a uniform that has its unique colours and chants its own theme song. They understand that, as member of groups, they take on the beliefs and attitudes of the groups. They are aware from their experiences that cultural practices vary.

#### Cohesion and diversity

Students understand that there are different groups such as families, social groups, religious groups and recreational groups and that symbols, rituals and places reflect the identities of different groups. They understand that people form groups that meet common needs in a variety of ways. They also understand that there are similarities as well as differences in cultural expressions and affirmations of belief, such as celebrations, rituals and ceremonies.

Through this emerging perspective on culture, students are able to interpret, in a literal and context-specific manner, similarities and differences in the cultural expressions of groups and communities and the different roles and responsibilities attached to people as individuals or as members of groups: for example, they are able to identify some similarities and differences in religious expression and the different roles and responsibilities individuals take on in associated celebrations and traditions.

#### Personal, group and cultural identity

Students understand culture from a personal perspective. They understand that different roles and responsibilities are attached to people as individuals or as members of groups: for example, at school roles vary when working with classmates or when playing in organised team games.

They have an emerging understanding of the diversity of customs and traditions that contribute to a sense of belonging or group identity. These include customs and traditions, commemorations such as ANZAC Day, rituals such as school assemblies, traditions such as making Christmas decorations, and customs such as those that require respect for others.

## 3

The student 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.

### At this level

Students are beginning to link the concepts of cultural similarities and differences and make inferences about different cultural groups. Their perspective is relatively simplistic, with a tendency to rely on their own world-view when analysing and drawing conclusions.

#### Beliefs and culture

Students understand that cultural groups have traditional and non-traditional aspects that form part of their belief systems. They are beginning to understand how belonging to groups can influence individuals' beliefs and values, such as what it means to be an Australian, although their understandings are expressed as assertions: for example, Australians like the outdoors. They understand that there may be a range of views. They understand some of the various aspects that form the basis of cultural groups: for example, they understand Aboriginal cultural groups have a strong link with the land because they were the original inhabitants and relied on it for survival and that this view is reflected in current land claims.

#### Cohesion and diversity

Students understand that modern Australia contains a mixture of diverse cultural heritages. They identify elements from the past that may or may not be present today in these cultural groups, although students' explanations as to why these elements are present tend to be based on assertions. They identify elements that represent cohesion over time, such as Christmas ceremonies and/or Dreaming stories. They also identify and make generalisations about the elements that are traditional and those that have changed and reflect contemporary culture.

#### Personal, group and cultural identity

Students understand that individuals belong to a range of groups that vary in traditional and non-traditional aspects. They also recognise that, at times, varying needs such as special friendships, common needs or security will lead to the formation of new groups, such as skateboarders. They identify the material and non-material aspects of these groups, such as friendship, symbolic clothing and jewellery, or group behaviour. They understand that there are different perspectives on these groups and that these perspectives may change over time. They make simple generalisations about these groups, but have a tendency not to sustain their views on how personal group and cultural identity are affected.



## 4

The student 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.

### At this level

Students have an understanding about culture that is largely context dependent, although they are beginning to generalise beyond the specific to a range of contexts. Their perspective tends to be stereotyped. They have an awareness of the complexity of a range of different cultures and groups.

#### Beliefs and culture

Students make generalisations based on their analysis of the beliefs and traditions that influence the nature of cultures: for example, beliefs related to Australians as sporting, outdoors-oriented people may lead students to generalise that all Australians can be identified in this way. They recognise and understand different forms of expression, such as rituals, rites of passage and social norms, that are valued highly by individuals within cultural groups.

#### Cohesion and diversity

Students understand that there is a range of cultural groups in Australia and that they reflect a diversity of beliefs and social organisations. They analyse the beliefs that influence the nature of culture and are able to link them to the social organisation formed as a result: that is, they identify cause-and-effect relationships between beliefs and cultural practices in specific contexts, such as the beliefs of aged people, and link them to their cultural activities. They understand some of the issues and problems that emerge from different ways of living.

#### Personal, group and cultural identity

Students generalise about how the links between beliefs and social organisation influence people's identities and their roles, rights and responsibilities as members of cultural groups and how this affects personal and group identity. They recognise that different groups have different perspectives that are based on historical experiences, cultural events and beliefs and traditions and that these impact on group identity.

## 5

The student 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.

### At this level

Students understand a range of cultural concepts and practices and are able to make inferences about cultural groups supported by evidence. They show growing awareness of the complexity of relationships within and between cultural groups and draw conclusions from particular instances. They are beginning to challenge stereotyped perspectives.

#### Beliefs and culture

Students understand that there are belief systems or world-views that differ from their own. They understand that the social organisation of a group reflects beliefs and traditions within the group. They are aware of the complexity of relationships (involving rituals, symbols, key people, gender and social status) within groups and make inferences supported by evidence about these relationships. On the basis of evidence, they make generalisations about different cultures, groups and belief systems and how they have functioned over time.

#### Cohesion and diversity

Students understand the influence of beliefs and traditions on cultures and how this can change over time. They can refer to cultures in past times and identify the belief systems that have contributed to cultures throughout history. They understand that a range of factors such as government legislation reinforces cohesion and diversity: for example, that Commonwealth legislation such as the Immigration Restriction Act 1901 (known as the 'White Australia Policy') and the Native Title Act 1993 (known as the 'Mabo Case') have reinforced both cohesion and diversity.

Through an analysis of the ways in which cultures may adopt changes to their beliefs and social organisation, they are able to make generalisations about their survival: for example, changes to beliefs and social organisation in the former Soviet Union can be analysed by students and generalisations drawn about the extent to which various cultures have been able to re-establish their cultural identities in Russia.

#### Personal, group and cultural identity

Students understand how changes to beliefs about gender, race and socioeconomic status can lead to changes in personal, group and cultural identity: for example, changes to beliefs about the role of women in society can be analysed by students and generalisations drawn about their impact on people's identities in Australian and other societies.

Students understand the complexity of cultural influences (both material and non-material) such as religion, gender, family, rites of passage, conflict, media and music that over time have affected people's behaviour. They understand how these have impacted on individual and group identity. They understand that, over time, changes occur in interpretations of people and events that affect cultural identity.

## 6

The student 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.

### At this level

Students use their understandings of cultural change over time to come to a view of contemporary society. This understanding reflects their generalisations about the degree to which continuities and changes in cultural beliefs and traditions have impacted on contemporary cultures.

#### Beliefs and culture

Students understand that core values underlie contemporary culture and that they have an impact on individual, group and cultural identity: for example, they understand that some elements of Christian beliefs and traditions in Australia have remained constant while others have changed as a result of immigration, media influences, retail market forces and an increasing emphasis on materialism. They can analyse whether, as a result, the adherence to core Christian moral values has been weakened in Australian society, with it becoming less cohesive and more diverse.

#### Cohesion and diversity

Students understand that contemporary cultures reflect the degree to which they have maintained cohesion and allowed diversity over time: for example, they understand how family and kinship ties maintain links between individuals despite geographic mobility. Their understandings about belief and culture reflect their generalisations about the degree to which past continuities and changes in cultural beliefs and traditions (such as the role of women in the workplace, home and church) have impacted on contemporary culture. They understand that there is a complex interrelationship of cultural concepts and practices and a range of perspectives, that these have impacted on the cohesion and diversity of groups, and that this is reflected in contemporary society.

#### Personal, group and cultural identity

Students understand the way in which the social construction of identity (such as gender) in different cultures affects different groups and how it has changed over time, with varying effects on cohesion and diversity. They understand the cultural aspects that construct identities, such as the influence of media, power relationships in a range of contexts, material and non-material aspects and changing attitudes over time.

## 7

The student 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.

### At this level

Students can apply their detailed understandings of cultural concepts and practices to drawing conclusions and proposing solutions to complex issues. They begin to develop abstract models of the interrelationships within and between cultural groups. Their solutions demonstrate an understanding that there is a complexity of the issues involved.

#### Beliefs and culture

Students understand that global interaction between cultures influences the beliefs, values and degrees of cohesion and diversity found in various cultures. This provides students with a more sophisticated understanding of factors that influence the dynamic nature of cultures: for example, the movement toward European union is influencing cultures in that region, and global communication has spread elements of American culture throughout the world.

#### Cohesion and diversity

Students understand the impact of a range of worldwide trends and issues that impact on the maintenance and cohesion and diversity in cultures: for example, the changing roles of women in different cultures and religions, the consequences for a culture of scientific and medical research, the increasing complexity of economic aid and development between countries. They understand that changes from global trends can be predicted: for example, the trend toward continuing immigration, shifts in global economic circumstances, environmental change and further developments in communications technology will all impact on the cohesion and diversity of different groups.

#### Personal, group and cultural identity

Students understand that access to human rights impacts on personal, group and cultural identities. They understand that within this cultural change process, roles and interrelationships of international organisations that maintain principles of social justice (Amnesty, Red Cross, UNICEF) and ecological sustainability (World Wildlife Fund) have become more complex. They understand that, violations of human rights and how countries advocate the observance of these rights in countries with which they interact, impact on group and cultural identities and in turn affect the cohesion and diversity of the groups involved. They understand that, as a result of a range of influences, cultures change, in turn affecting individual, group and cultural identity: for example, in youth culture the influence of the media and travel has seen some Australian children wear baseball caps, sing rap songs and play basketball or baseball.

## 8

The student 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.

### At this level

Students demonstrate their understanding that effective change is complex through their application of cultural concepts and practices to the solution of problems. They plan solutions around the multidimensional nature of the variables involved, reflecting an understanding of the intricacy of current issues and an ability to predict those that may arise in the future. They understand that conclusions are tentative, reflecting the range of cultural perspectives, the ever-changing nature of cultural interactions and the desire to preserve cultural cohesion and the range of forces competing for change.

#### Beliefs and culture

Students understand that the empathy that exists between different cultures' beliefs and traditions influences the quality and nature of their interactions. They understand that the forces for change, together with empathy between cultural groups, can lead to movements for cultural revival: for example, the reconciliation process in Australia emphasises the need for better understanding between Aboriginal people and other groups. Similarly, students understand that debates about moral and ethical issues such as Right to Life have become international and can challenge strong cultural beliefs and traditions. They can suggest ways in which these issues could be resolved.

They understand the dynamic nature of cultures and the fact that within our shrinking global village some cultures can be overwhelmed. They realise the value of different cultures and the need for them to survive.

#### Cohesion and diversity

Students understand that cultures adjust the ways in which they maintain cohesion and allow diversity in order to improve the quality of life and retain a sense of community. They understand the complexity of forces that impact on the cohesion of a group, such as moral stances, movements toward maintenance of national identity, religious beliefs and government policies that protect minorities, and their interrelationship with the range of forces for change (changing view of morality, acceptance of health or education measures, communication, population mobility, government policies that demand assimilation). In addition, they understand that motives and power of individuals and groups impact on the way groups respond to change.

#### Personal, group and cultural identity

Students understand that the resolution of moral and ethical issues enhances personal, group and cultural identities. They understand that moral and ethical issues face all groups in society and that the way groups respond will depend on rational values and beliefs, together with the need to protect group identity. They understand that issues can be political, social and/or economic. They understand that some issues have always faced groups (how to treat those that transgress the groups norms) while some are new (life/death decisions based on access to technology). The resolution of these issues can have short- and long-term effects on the group identity.

# **Society and Environment >** Time, Continuity and Change





Time, Continuity and Change		FOUNDATION	LEVEL 1	LEVEL 2	LEVEL 3
Students understand that people's actions and values are shaped by their understanding and interpretation of the past.		<b>TCC F</b> <b>The student:</b> Recognises stages of life and participates in significant events in own life.	<b>TCC 1</b> <b>The student:</b> Understands that the past, present and future are associated with particular events and that life stories can be different.	<b>TCC 2</b> <b>The student:</b> 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.	<b>TCC 3</b> <b>The student:</b> Understands that the stories of people, important people and events are woven into the narrative history of particular time periods.
Understanding the past	Students understand that over time, societies and communities have lasting and changing aspects of events, people and ideas.	<b>TCC F.1</b> Acknowledges past events in own life.	<b>TCC 1.1</b> Understands that there are significant activities and events in their own life.	<b>TCC 2.1</b> Understands that there are similarities and differences in the activities and events in people's lives and that these past activities and events can be sequenced.	<b>TCC 3.1</b> Understands that there have been significant events, people and ideas in communities and societies at particular times in the past.
Continuity and change	Students understand that continuity and change result from social, political, cultural, environmental and economic forces.	<b>TCC F.2</b> Recognises stages of life.	<b>TCC 1.2</b> Understands that change can occur in different periods in people's lives.	<b>TCC 2.2</b> Understands that, over time, some aspects of people's lives change and some stay the same.	<b>TCC 3.2</b> Understands that at particular times there are various factors which result in change.
Interpretations and perspectives	Students understand that there are many versions of history based on varied sociocultural perspectives over time, which inform and may influence people's actions.	<b>TCC F.3</b> Participates in events of personal significance.	<b>TCC 1.3</b> Understands that people's life stories differ.	<b>TCC 2.3</b> Understands that people's life stories determine how they view the past.	<b>TCC 3.3</b> Understands that different perspectives on people, events and ideas at a particular time can be gained from historical accounts.



LEVEL 4	LEVEL 5	LEVEL 6	LEVEL 7	LEVEL 8
<p><b>TCC 4</b>  <b>The student:</b>  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.</p>	<p><b>TCC 5</b>  <b>The student:</b>  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.</p>	<p><b>TCC 6</b>  <b>The student:</b>  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.</p>	<p><b>TCC 7</b>  <b>The student:</b>  Understands that a change in people's perspectives of the past may lead to a reappraisal of present opinions/actions on contemporary issues.</p>	<p><b>TCC 8</b>  <b>The student:</b>  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.</p>
<p><b>TCC 4.1</b>  Understands that there is a sequence and order to the significant events, people and ideas of the past and these can be related within particular time periods.</p>	<p><b>TCC 5.1</b>  Understands that, when comparing the significant events, people and ideas in one time period with those of another, changing and lasting aspects are evident in communities and societies.</p>	<p><b>TCC 6.1</b>  Understands that present-day communities and societies have been shaped by the changing and lasting aspects of significant events, people and ideas from the past.</p>	<p><b>TCC 7.1</b>  Understands that prevailing trends and movements over time contribute to changes in societies and environments.</p>	<p><b>TCC 8.1</b>  Understands that the consequences of change shape the values of societies and environments and influences people's motives and beliefs.</p>
<p><b>TCC 4.2</b>  Understands that change at a particular time reflects the beliefs of individuals and groups within societies at that time.</p>	<p><b>TCC 5.2</b>  Understands that the beliefs and way of life of people are a consequence of changes and continuity in other times.</p>	<p><b>TCC 6.2</b>  Understands that change in societies and environments occurs in many forms and at varying rates.</p>	<p><b>TCC 7.2</b>  Understands that the motives of individuals, groups and societies determine the nature and extent of change and continuity over time.</p>	<p><b>TCC 8.2</b>  Understands that values shape people's actions now and in the future, and determine the nature and extent of change or continuity in societies and environments.</p>
<p><b>TCC 4.3</b>  Understands that people develop a perspective on a particular issue or event according to their beliefs and heritage.</p>	<p><b>TCC 5.3</b>  Understands that differences in people's beliefs and values contribute to varying interpretations of the past.</p>	<p><b>TCC 6.3</b>  Understands that, over time, changes occur in interpretations of people and events of the past.</p>	<p><b>TCC 7.3</b>  Understands that people's perspectives and actions on issues are based on their version of history.</p>	<p><b>TCC 8.3</b>  Understands that different individuals, groups and societies interpret and reinterpret history constantly in different ways.</p>



# F

The student recognises stages of life and participates in significant events in own life.

### Understanding the past

Students acknowledge past events in own life but do not relate these to any understanding of the passage of time: for example, they initiate the repetition of an activity they enjoyed, such as bringing bathers to the teacher again to go swimming. They sequence an event, such as putting pictorial symbols for swimming, showering and dressing in order to show what they did or they provide simple retellings of past events that may or may not be chronologically accurate.

### Continuity and change

Students recognise stages of life. They refer to the broad stages of life in general terms: for example, they vocalise or gesture to indicate a baby, choose pictures of children or refer to known people by their stage of life, such as 'Johnny is a baby', 'Grandma is old'. They begin to recognise the stages of life: for example, they may order pictures of a baby, a teenager and a grandmother.

### Interpretations and perspectives

Students participate in events of personal significance such as birthdays, Easter or Ramadan. They show their interpretation of these events through facial expressions and emotions, such as smiling or becoming excited when presented with a birthday cake. They communicate events to others in a variety of ways, including pointing, selecting, answering questions and initiating conversations.

## 1

The student understands that the past, present and future are associated with particular events and that life stories can be different.

### At this level

Students understand that there is a past and can demonstrate this by recounting stories about themselves and their families. They understand the passage of time as being in the past or the present and sequence events and people in very broad terms, such as 'yesterday', 'long ago' or 'now'. They form their own perspectives as they find out about different events. They tend to see events and people as being separate and unrelated.

#### Understanding the past

Students' awareness of time is based largely on the events that occur in their own lives. They can discuss some things that occurred in their past and what is occurring now and describe aspects of these events in terms of what happened, what is happening or what might happen. The extent to which they can sequence these events is based on these descriptions. It is therefore possible for students to place events in order with only partial accuracy, especially if similar events occur at different periods in people's lives: for example, going to school is something people can do when they are children, teenagers or adults. They understand the 'future' in terms of specific events such as their next birthday.

#### Continuity and change

While students are likely to understand basic changes, the changes are seen to have occurred in isolation from other events or people. They are aware that society changes: for example, transport has changed from horse and cart to car. Their explanations for change tend to be simplistic: for example, they might respond to the question 'What happens to people as they get older?' with 'They get older'. They are aware that certain things do not change significantly over time, such as the celebration of festivals or rites of passage.

#### Interpretations and perspectives

From listening to stories, viewing photographs and observing mementos, students understand that their own life stories and those of others can be different. This simplistic understanding is the basis from which they are able to appreciate their own interpretations and perspectives on the past, present and possible future.

# 2

The student 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.

### At this level

Students understand that some things change and some things stay the same. Their perspective of the past remains personal and fragmented. They have a tendency to see events and people as largely unrelated, although students are aware of a chronological sequence of events.

#### Understanding the past

Students tend to align the events in people's lives to the passage of time, associating past events in their lives to a particular age or time: for example, 'When I was three I learnt to ride my bike', or 'We celebrate Australia Day on 26 January each year'. Students therefore not only describe what has occurred in the past, but they are also able to indicate the time when it occurred and put things into a sequence accordingly.

#### Continuity and change

Students relate aspects of change and continuity to their own lives and the local community. Through this process, they are able to identify aspects that have been valued and preserved from the past. This identification indicates the extent of their interpretation of history: for example, 'People should celebrate Australia Day because people do so every year on 26 January'. This understanding of the passage of time is fundamental to students, as it provides the basis for explaining the similarities and differences in the activities and events in people's lives, and the aspects that change or stay the same: for example, they can identify similarities and differences that exist between their past and the pasts of their parents or grandparents.

#### Interpretations and perspectives

Students realise how events that have occurred in their life stories can determine how they view the past, such as how they viewed their first day of school or the birth of a sibling. They come to understand that when people tell stories of the same event, each does so from her or his own perspective: for example, when an older or younger sibling describes a family outing from a personal perspective.

## 3

The student understands that the stories of people, important people and events are woven into the narrative history of particular time periods.

### At this level

Students understand, within the context of historical narratives, what happened (events, people and ideas) and that there are reasons why it happened. They tend to focus on one or two events or people within the time period. Their explanations are particular to them and their life experiences and their supporting arguments usually require more evidence. They are able to make comparisons between events. They are aware of the impact of short-term effects on events and people.

#### Understanding the past

Students begin to integrate the effects that people, events and ideas have on each other, both in the past and present. They understand why some people and events are considered significant or important, and acknowledge ideas from the past: for example, they can compare why some people and events were considered more important in the movement toward the federation of the Australian colonies. They are able to describe the impact of these people and events on the history of their times: for example, they know about significant people, events and cultural differences experienced during the establishment of the Swan River colony. They also understand that there are different ideas and that these impact on different groups of people: for example, the European idea of 'Terra Nullius' and its impact on the way in which Aboriginal people were treated by European settlers.

#### Continuity and change

From an analysis of the knowledge gained, students are able to give simple explanations for the changes that resulted from these events: for example, they can explain that there were effects of colonisation on the Aboriginal people, the European settlers and the environment, both in the past and now. They identify different forces that have provided continuity to our heritage: for example, events such as the landing at Gallipoli that is now celebrated as ANZAC Day or place names that reflect both our British and Aboriginal heritage.

#### Interpretations and perspectives

Students can identify that there are different perspectives of people, events and ideas: for example, those of European settlers and Aboriginal people on the establishment of the Swan River colony. They describe these different perspectives in terms of their impact on the everyday life of each group. They understand that some people are considered more important or significant than others and that the perspectives of individuals, groups and/or communities often determine who is considered to be important. By analysing historical events from the different perspectives, students understand that it is possible to empathise (see and understand people, events and ideas from the perspective of participants).

## 4

The student 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.

### At this level

Students are beginning to link cause and effect in their explanations and can supply appropriate supporting evidence. They generalise beyond the specific and may make comparisons between contexts. Their perspective tends to be stereotyped as they continue to develop an understanding of the complexity of the interrelationships and interconnectedness among people and events. They recognise that there are different accounts of historical events and may explain why there are different perspectives.

#### Understanding the past

Students link the significant people, events and ideas within a particular time period sequentially: for example, they can describe the gold rush period of the 1850s in eastern Australia by linking significant people (such as Edward Hargreaves and Peter Lalor), places (Ballarat, Bendigo), events (various discoveries, immigration, Eureka Stockade) and ideas (mining technology, lifestyles and miners rights). They understand also that there are similarities and differences between the goldfields of Ballarat (1850s) and those of Coolgardie/Kalgoorlie in the 1890s.

#### Continuity and change

Through this understanding, students make connections between different people's beliefs and their behaviours and actions. They draw conclusions that explain the changes that occurred in particular time periods and link these to other time periods: for example, they can link the impact of the arrival of nineteenth century or post-1945 immigrants in Australia to immigration and refugees in society today. They see that the pace of change can vary and that groups and individuals may view change of continuity differently.

#### Interpretations and perspectives

Students understand that versions of the past are shaped by the interests and values of the author or maker of the historical narrative and can identify some of the influences shaping versions through evidence. They can explain, using examples, why there are different views about events or people by referring to the different experiences or beliefs of particular groups. Students understand that people's interpretations of the past reflect their different beliefs and values: for example, the values of the Bulletin magazine in the late nineteenth century. They examine how changes in these perspectives over time help to explain perspectives apparent in society today.

## 5

The student 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.

### At this level

Students have an awareness of the complexity of relationships between different people, events and/or time periods. They show an understanding of the different reasons why events have happened and their depth of understanding enables them to make inferences and draw conclusions supported by evidence.

#### Understanding the past

Students understand that past experiences impact on ideas, beliefs, values and traditions held by people and institutions at a particular time. Their understanding is characterised by an ability to compare, contrast and explain causal relationships between different time periods: for example, students can compare, contrast and explain issues of human rights, social justice and conservation over time. They use evidence to draw conclusions about how the ideas of these times can be found in perspectives reflected in Australia today.

#### Continuity and change

Students understand that there are forces (political, economic, cultural) that exist within and outside societies that can promote change and/or continuity. They understand that some forces can be more powerful than others and their impact on society may be negative for some and yet positive for others. They are aware that there is always some degree of resistance or acceptance to change and continuity based on the beliefs, values and motives of groups or individuals: for example, the Samurai in Meiji Japan or views on conscription during wartime. They also understand that the changes and continuities of one time can affect the beliefs and values of another: for example, they make inferences about how the rise of democratic ideas and processes in Victoria and NSW in the 1850s was repeated in Western Australia in the 1890s.

#### Interpretations and perspectives

Students understand that there are various influences at a particular time that can lead to the formation of perspectives, versions and interpretations about the past. In drawing conclusions, students are aware of the complexity generated by varying interpretations and perspectives. They begin to challenge stereotypes and show empathy for the experiences of others: for example, they understand that in Aboriginal history, the reasons given for the removal of Aboriginal children from their parents by authorities (the 'stolen generation') have both time and cultural perspectives. They recognise that these perspectives influence the beliefs, values and perspectives of Australian people about reconciliation.



## 6

The student 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.

### At this level

Students understand that past events can have long and short-term impacts and that the past influences ideas, beliefs, values and/or traditions in varying ways and to varying degrees. They are able to generalise, draw conclusions and evaluate present-day issues through the application of a well-developed understanding of time, people and events and interpretation and perspectives.

#### Understanding the past

Students have a holistic view of the past and know that it influences the present. Their understanding of current values, motives and actions results from their awareness of the interconnections between a myriad of people, events and ideas throughout history: for example, they understand that the current roles of women in Australian society can be linked to social, economic and political changes and continuities from the past.

#### Continuity and change

Students understand that cultural and social, political and economic structures change as a result of internal and external forces as well as the passage of time. Students recognise that change occurs at varying rates in different periods of time and in different places: for example, they can compare technological change in Australia in the 1990s with that in Papua New Guinea. They understand and follow threads of continuity over time, such as a belief in equality under the law for citizens of Australia.

#### Interpretations and perspectives

Students understand that past experiences lead to changes, and, as beliefs, values, traditions and attitudes change, so do perspectives and interpretations of the past change with the passing of time. They understand the tentative nature of interpretations of the past and that people's interpretation of the past will be different at different times: for example, they understand how views of John F. Kennedy and his presidency in the period immediately after his assassination and during the Cold War differ from those of many present-day historical analyses.

# 7

The student understands that a change in people's perspectives of the past may lead to a reappraisal of present opinions/actions on contemporary issues.

### At this level

Students understand that a range of forces can lead to trends or movements that impact on current beliefs, values and/or traditions in varying ways and to varying degrees. Students are able to apply an understanding of the concepts and processes underlying historical change, continuity and varying perspectives on the past to reappraise societal and personal views on specific issues.

#### Understanding the past

Students understand the complexity of the interrelationship between past events, forces, cultures, societal structures, motives and their consequences. They can recognise trends, themes and movements over time. Students apply their understanding of time and the impact of the combination of forces to draw conclusions about and understand present-day events: for example, they can draw conclusions about the power of trade unions in the Australian Labor Party.

#### Continuity and change

Students understand that ideas, beliefs, values and traditions can be the motivating forces for action, reaction and resistance. They understand that change in any one area of society (political, social, economic) as a result of different forces impacts on other areas. They question evidence to develop alternative narratives. Students understand underlying motivations for historical change and/or continuity. By analysing a wide range of primary and secondary source material, they are able to determine both implicit and explicit economic, social, political and environmental conditions that lead to change and/or continuity within a time period: for example, at the time of the 1991 Gulf War, some people argued that it was about the protection of democracy in the Middle East, while others suggested that it had more to do with the protection of oil reserves for the western nations.

#### Interpretations and perspectives

Students understand that there is a relationship among beliefs, values, tradition and heritage and the role of perspective in formulating different versions and interpretations of the past. They understand that with the passing of time and changes in social contexts, different perspectives evolve. They also understand the development of new interpretations and the role of social memory in creating new versions of history. Students use this knowledge of a range of perspectives to reappraise current practices and beliefs, such as the effect of the White Australia Policy or today's attitudes to the war in Vietnam.

# 8

The student 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.

### At this level

Students understand the intricate nature of change and continuity and the way in which a range of forces from local and global events can impact on a society. They understand the complex nature of the interrelationships that determine the extent of change and continuity in a society in the context of their time. They use this understanding to reappraise societal and personal views on specific issues, articulating recognition of the multidimensional nature of change over differing time periods, perspectives and interpretations. They understand that their access to and use of evidence means that their explanations are tentative and formed in the context of beliefs and values.

#### Understanding the past

Students understand the effect of the past on the present and within the context of a time period that beliefs and values underpin motivations and actions. They apply their detailed understandings to predict possible trends and changes in values and actions in the future logically and creatively.

#### Continuity and change

Students understand that structures are created by societies and that some are maintained over time while others make changes to survive. They understand that change is continuous and derives from the beliefs and values held by people that are reflected in the political, economic and social decisions at particular times. They draw conclusions, ask further questions and reappraise views: for example, through a study of the development of democracy in Australia, students are able to suggest possible amendments to our political and legal systems.

#### Interpretations and perspectives

Students understand that history is reinterpreted constantly in the light of new evidence; that conclusions are therefore tentative; and that people need to be flexible in their interpretations because new evidence may become available through such channels as declassified official papers or investigative journalism: for example, Australia's involvement in Vietnam or East Timor. They use their knowledge of the various influences that shape interpretations and perspectives of specific issues in the past and present: for example, they are able to explain the reasons behind and pose solutions for the apparently-intractable attitudes of various groups to the present global economic system.

# **Society and Environment >** Natural and Social Systems





Natural and Social Systems		FOUNDATION	LEVEL 1	LEVEL 2	LEVEL 3
Students understand that systems provide order to the dynamic natural and social relationships occurring in the world.		NSS F <b>The student:</b> Responds to elements in the natural and social world to meet immediate needs.	NSS 1 <b>The student:</b> Understands that the natural and social world contains elements.	NSS 2 <b>The student:</b> Understands that in natural and social communities there are connections between parts or elements of the system.	NSS 3 <b>The student:</b> Understands that, in natural and social systems, relationships occur to provide order to the interactions found within them.
Natural systems	Students understand that the interdependence of elements of the natural system and the dependence and impact of people on natural systems influences the nature of communities.	NSS F.1 Attends and responds to the natural environment.	NSS 1.1 Understands that natural systems consist of elements including people.	NSS 2.1 Understands that elements of natural systems form communities in which each element depends on another.	NSS 3.1 Understands that elements of natural systems link to form cycles of which people are a part.
Political and legal systems	Students understand that power and decision-making structures determine the interrelated nature of political and legal systems.	NSS F.2 Responds to simple rules that influence them.	NSS 1.2 Understands that people's daily lives are influenced by rules.	NSS 2.2 Understands that groups and communities interact according to rules and their consequences.	NSS 3.2 Understands that there is a relationship among law making, law enforcement and the role of government.
Economic systems	Students understand that structures for production, exchange and consumption determine the nature of economic systems.	NSS F.3 Indicates immediate needs.	NSS 1.3 Understands that people endeavour to satisfy their needs and wants from the world around them.	NSS 2.3 Understands that groups and communities obtain goods and services to meet their needs and wants.	NSS 3.3 Understands that flows exist in the production, distribution and exchange of goods or services.

LEVEL 4	LEVEL 5	LEVEL 6	LEVEL 7	LEVEL 8
<p>NSS 4</p> <p><b>The student:</b></p> <p>Understands that modifications to natural and social systems occur as they respond to changes.</p>	<p>NSS 5</p> <p><b>The student:</b></p> <p>Understands how and why changes occur in natural and social systems.</p>	<p>NSS 6</p> <p><b>The student:</b></p> <p>Understands the effect change can have on interrelationships within and between systems over time.</p>	<p>NSS 7</p> <p><b>The student:</b></p> <p>Understands decisions on environmental, political and legal issues are influenced by and impact on natural and social systems.</p>	<p>NSS 8</p> <p><b>The student:</b></p> <p>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.</p>
<p>NSS 4.1</p> <p>Understands that different elements respond and attempt to adapt to changes in natural systems.</p>	<p>NSS 5.1</p> <p>Understands how and why features of natural systems are a result of varying adaptations to their environment.</p>	<p>NSS 6.1</p> <p>Understands that people affect, and are affected by, the changes in natural systems.</p>	<p>NSS 7.1</p> <p>Understands that preservation of natural systems is influenced by people's commitment to values of ecological sustainability.</p>	<p>NSS 8.1</p> <p>Understands that decisions related to preservation of natural systems have consequences for ecological sustainability in the future.</p>
<p>NSS 4.2</p> <p>Understands that people in different contexts make decisions that political and legal systems respond to by making changes.</p>	<p>NSS 5.2</p> <p>Understands how and why changes occur in political and legal systems to ensure people's rights and responsibilities.</p>	<p>NSS 6.2</p> <p>Understands that people affect, and are affected by, a range of variables involved in the interaction of political and legal systems.</p>	<p>NSS 7.2</p> <p>Understands that the nature and direction of reform of political and legal systems is influenced by the commitment of people to democratic processes and social justice.</p>	<p>NSS 8.2</p> <p>Understands that reforms to political and legal systems have consequences for democratic processes and social justice in the future.</p>
<p>NSS 4.3</p> <p>Understands that people respond to change by making decisions about the production, distribution and exchange of goods and services.</p>	<p>NSS 5.3</p> <p>Understands how and why changes in economic systems occur to ensure people's needs and wants are satisfied.</p>	<p>NSS 6.3</p> <p>Understands people affect, and are affected by, changes to interrelationships and elements in economic systems.</p>	<p>NSS 7.3</p> <p>Understands that reform of economic systems is influenced by the commitment of people to social justice and ecological sustainability.</p>	<p>NSS 8.3</p> <p>Understands that reforms to economic systems have consequences for social justice and ecological sustainability in the future.</p>





# F

The student responds to elements in the natural and social world to meet immediate needs.

### **Natural systems**

Students attend and respond to the natural environment through guided exploration or by searching out sensory stimuli: for example, they feel the bark of a tree, splash water and play with sand. They react in response to their environment: for example, they use facial expressions or pull away from a sensory stimulus.

### **Political and legal systems**

Students respond to simple rules that influence them: for example, they take turns when playing games, wait in line at the canteen or sit down when eating lunch.

### **Economic systems**

Students recognise and communicate immediate needs: for example, when hungry they vocalise or gesture for food; when they want an object, they reach and grasp for the object, vocalise or gesture for assistance if required. They may not know how to or be able to satisfy these needs and will require assistance from others to do so: for example, they might recognise that they feel hot and be able to express this sensation, but not take off their jumpers unless told to do so.

## 1

The student understands that the natural and social world contains elements.

### At this level

Students have an understanding of the elements of systems that are familiar to or of interest to themselves. They perceive them in isolation and not as part of a system and have yet to develop an understanding of processes, as this involves perceiving the interrelationship between elements.

#### Natural systems

Students identify that there are elements in their world that affect them: for example, they explore the natural world and understand that trees, rocks, soil, water and weather are natural things they can identify. They identify that weather conditions do change, although the link to the seasons will only be made with teacher guidance.

#### Political and legal systems

Students understand that rules exist but not why they are made: for example, they know there is a rule not to run on school pathways but they do not connect the rule to themselves and their actions. If caught running on a school path and asked the rule, they may respond by saying the rule but not recognise how it applies to their game. They have an understanding that rules should be obeyed.

#### Economic systems

Students understand that people have wants and that these can be satisfied from sources in their immediate environment. They understand that resources can be combined to make goods and/or services and these may satisfy their needs: for example, that canteen staff or parents make sandwiches for their school lunch.

## 2

The student understands that in natural and social communities there are connections between parts or elements of the system.

### At this level

Students become aware of some connections between elements. Their perspective shows a literal understanding that is largely fragmented and personal.

#### Natural systems

Students make simple one-way links between elements in natural systems: for example, they use a tree because it provides shade; they observe birds in the tree feeding; and they find leaves on the ground providing shelter for insects. Students make these connections but do not recognise them as parts of a natural cycle.

They are aware that links between elements can be broken or that changes happen: for example, if a tree is chopped down, there will no longer be shade; or a bushfire can destroy the habitats of animals.

#### Political and legal systems

Students connect rules to consequences: for example, they can describe what happens if individuals break rules, such as ignoring road safety rules or not having a hat to use at recess time at school ('no hat, no play' rule). They are aware that these rules are made by significant others, such as parents, guardians or their teachers. They devise simple rules and change them to meet their needs, interpreting the rules from a personal perspective.

#### Economic systems

Students understand how their wants can be met: for example, they make literal connections between the need to drink and finding a tap or shop for water, and having a toothache and visiting a dentist.

Students understand that as a family grows it needs to buy more food and clothes. They understand the literal relationship between producers, suppliers and consumers in familiar contexts: for example, students in farming areas understand that a dairy farmer produces the milk, a company packages the milk for the shops and buyers/consumers purchase the milk.

# 3

The student understands that, in natural and social systems, relationships occur to provide order to the interactions found within them.

## At this level

Students explain how relationships between elements attempt to provide order and sequence within natural and social systems. These relationships are usually in the form of cycles in natural systems, reciprocal rights and responsibilities in political and legal systems and production and distribution flows in economic systems. Students can provide some reasons for changes in these systems.

### Natural systems

Students explain how simple relationships between elements act to establish equilibrium in natural systems: for example, they describe the relationships in a food chain and the cyclic flow of nutrients in natural systems. In exploring specific contexts, students are aware that these flows and cycles are dynamic: for example, they can make generalisations about natural and social interrelationships, such as logging and its effects on a rainforest ecosystem or drought and the supply of water to both natural and social systems.

### Political and legal systems

Students are aware of the linkages between rights and responsibilities for members of a specific community. They understand this in a range of local contexts, such as following class rules and the rules of the social groups to which they belong. They also are aware that rules vary, depending on the context, such as classroom or playground.

Students understand that there is a relationship among law making, law enforcement and the role of government. They understand that laws and responsibilities are developed in a range of wider contexts, such as local, State and Federal governments. They understand that these change over time: for example, the introduction of the 40 km/hr speed limit outside schools during certain hours. They are aware of the structure of the political system of Australia and the methods by which representative democracy operates.

### Economic systems

Students can trace the stages involved in the production (inputs, processes and outputs) and exchange of commodities, such as food. They understand that these goods and services are exchanged (purchased) in a market of some sort. They are aware that producers and consumers within a system can be influenced by broader factors, such as government regulations, including those that govern occupational health and safety. They understand that changes can be made to production because of factors such as fashion or technology.

## 4

The student understands that modifications to natural and social systems occur as they respond to changes.

### At this level

Students can link cause and effect and generalise beyond the specific. Their generalisations are largely context dependent. They have a growing awareness of the interrelationships within each system.

#### Natural systems

Students understand that the relationships within natural and social systems are responding constantly to changes in the environment in order to maintain balance. They understand that, in natural systems, animals and plants adapt to change in order to survive: for example, animals shed fur in response to seasonal change, tree growth rings show responses to climatic change over time and regeneration in a jarrah forest after a bushfire is a response to catastrophic change.

In addition, students understand causes and effects that underlie the impact of natural and social systems on each other: for example, the removal of trees for agriculture has led, in some places, to a rise in the water table and greater salinity of the land.

#### Political and legal systems

Students understand that people in different contexts make decisions that political and legal systems respond to by making changes. They understand that rules and laws are being made or reviewed constantly to maintain order and control in communities: for example, they understand the decision-making processes that occur at the local, State and Federal levels of Australian government. They understand that these processes can be influenced by social action, such as street marches, petitions or leaflet drops, and that these are legitimate means for the expression of community unrest or dissent.

#### Economic systems

Within the context of economic systems, students understand that the production, exchange and consumption of goods and services adapt to demand and supply: for example, they understand that the prices of CDs or DVDs are higher than those for other music media because they are contemporary and therefore in greater demand.

## 5

The student understands how and why changes occur in natural and social systems.

### At this level

Students use their understanding of concepts and processes to draw inferences about how and why changes occur in systems. They understand that changes can have either or both short-term and long-term impacts. They make generalisations with a growing awareness of the complexity of interrelationships within systems and are aware that there are relationships between systems.

#### Natural systems

Students understand that natural systems have, over time, changed in response to the adaptations occurring within them. They use this understanding to explain the apparent diversity in systems around the world: for example, they can explain the diversity of ecosystems by referring to differences in the contributing factors, such as climate, soil and topography.

Students understand that although equilibrium of systems has been reached in the past, constant changes affect this equilibrium, such as those in climate that turned the Sahara area from forest to desert. They understand that often these short-term changes are caused by human intervention and natural systems are unable to adapt in enough time to achieve an ecological equilibrium.

#### Political and legal systems

Students explain the diversity of political and legal systems by referring to the structures and processes that have evolved in each: for example, they understand how and why political and legal systems respond to changes created by differing power struggles in societies. They understand the role of the citizen in legal and political systems and the different ways in which both affect people. They understand that the rights and responsibilities of citizens can be protected by such means as constitutions and/or bills of rights.

#### Economic systems

Students understand the components of the Australian economy and how they adjust to meet changing priorities in order to ensure people's wants are satisfied: for example, how and why in the Australian economy changes occur in the relationships between the government and financial sectors. They understand that this may be through taxation, welfare payments and credit to help consumers satisfy their wants. Students understand how and why public companies respond to the often-conflicting needs of both shareholders and customers in an effort to satisfy the wants of both groups.

## 6

The student understands the effect change can have on interrelationships within and between systems over time.

### At this level

Students understand how systems operate, adapt to change, affect and are affected by people and impact on each other. They understand that change affects relationships within a natural or social system, between systems and within systems on different scales (local, national and global). They understand how political, legal and economic systems are affected by changes between the systems.

#### Natural systems

Through an analysis of flows and cycles, students come to understand that people affect and are affected by their interrelationship with natural and social systems: for example, they understand how the actions of people at Chernobyl in 1986 had a significant impact on natural systems, not only of the area surrounding the nuclear power plant, but also on those of Europe, Asia and, to a lesser extent, the world. Students understand that the complex long-term consequences of disasters of this kind include the destruction of habitats, genetic changes to flora and fauna and changes to social systems in the immediate area and the wider world. They understand how political, legal and economic structures are linked in decision-making processes when evaluating current land use issues.

#### Political and legal systems

Students understand and use models and theories to draw conclusions about how political and legal systems are able to adapt to change. They understand the functions and structures of political and legal systems and how changes can affect people: for example, they can examine the process by which rules become institutionalised or how a legislature composed of both upper and lower houses provides constitutional checks and balances.

#### Economic systems

Students understand, using detailed analysis and evidence, why non-economic influences (for example, political and environmental) cause change in the economic system over time. They understand and use models and theories to examine economic institutions and structures: for example, they explain how the goals of an economic system (that is, full employment, low inflation, economic growth and sustainability) can be achieved and examine the effects upon society of its success or failure. Through this examination, students are able to generalise, draw conclusions and evaluate the complexity of the issues.

# 7

The student understands decisions on environmental, political and legal issues are influenced by and impact on natural and social systems.

## At this level

Students apply their detailed understanding of concepts, processes and abstract models to form conclusions, justify approaches and propose solutions to complex issues that reflect a commitment to the values of ecological sustainability, democratic processes and social justice. They understand that reforms can be reflected in adaptations, which happen continuously, or through reactions to major events that precipitate rapid change.

### Natural systems

Students understand the complexity of interrelationships between and within flows and cycles in natural systems and are able to reason, justify, generalise and draw conclusions and propose solutions that support sustainability. They understand the effect of human interaction on the concepts of nutrient cycles, flows of energy and the capacity of the ecosystem to adapt. They understand how a solution based upon sound economic, social and environmental theories can be developed: for example, the sustainable use of natural resources. They draw conclusions related to the actions of specific groups and evaluate these in terms of broader consequences: for example, they understand why, in attempting to improve their standard of living, some groups clear native forests, with serious impacts on natural systems.

### Political and legal systems

Students understand the dynamics of political and legal change, demonstrating a commitment to economic and social justice in the solutions they propose. By applying a detailed understanding of the operations of political and legal systems, students are able to draw conclusions and propose solutions to complex contemporary issues, such as the concept of 'one person one vote' or legislation based on the principle of 'three strikes' before imprisonment. They understand the complexity of past political and legal decisions and their impact on contemporary issues: for example, the effect of the *Western Australia Aborigines Act 1905* and its impact on society today.

### Economic systems

Students also understand the reasons for the particular political, legal and economic systems that characterise developing nations. They bring a global perspective to this issue and evaluate the actions of nations in order to present personal perspectives according to the extent to which they reflect the values of social justice, democratic processes and ecological sustainability. Students understand and apply models and theories to evaluate arguments connected with complex economic issues such as trade liberalisation. They are aware of the need to balance economic, social and economic factors in developing these arguments.



# 8

The student 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.

### At this level

Students understand that the complexity of the interrelationships between natural and social systems reflect the underpinning values of society at the time. They understand the changing nature of the issues and how further research and the development of technology impact on possible solutions. They understand the need for proposing alternatives and how variables impacting on an issue need to be treated in both independent and interrelated ways. The solutions that they propose reflect the need for sustainable action that is underpinned by the values of ecological sustainability, democratic processes and social justice.

### Natural systems

Students understand that the interactions of people with natural systems have consequences for social justice, democratic process and ecological sustainability now and in the future: for example, they can extrapolate from current trends and analyse environmental issues critically to suggest implications for the future. They understand the values positions underlying current environmental issues and describe preferred plans for the future based on sustainable practices.

### Political and legal systems

Students understand that political and legal reforms have consequences for democratic processes and social justice. They identify ways in which citizens can influence the operation of these systems and evaluate potential courses of action from both social justice and democratic perspectives. They evaluate the consequences for individuals, groups and the environment of reforms achieved through legislation or international agreements.

### Economic systems

Students apply their understandings of the complexity of interrelationships within and between concepts and processes to the reform of economic systems and relate the consequences to their understandings of social justice, ecological sustainability and democratic processes: for example, they consider how unjust economic structures can be challenged and changed to promote ethical trading relations.

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.

Democratic process

The student values and participates in the political process:

- respects and is articulate about the political process
- respects and is committed to democracy as a system of decision making and formal government
- cooperates in group activities

The student values and participates in community life:

- contributes to community life in a way that is consistent with good citizenship
- accepts social responsibility

The student respects legitimate and just authority structures and the role of the law:

- respects the need for authority and the rule of law
- respects the right to urge change to the law by appropriate and peaceful means

Social justice

The student values and cares for other people:

- is sensitive to and concerned about other people
- treats people with dignity and respect

The student upholds the equality of all people whilst appreciating and respecting their differences:

- respects people's basic rights
- treats all people equally
- values the diversity of cultural expression

The student works cooperatively to resolve conflict peacefully:

- works cooperatively to resolve conflict in a manner that enhances the dignity and worth of all people
- addresses prejudice and discriminatory behaviour in peaceful ways

Ecological sustainability

The student values and respects environments/habitats:

- is sensitive to and concerned about the living and non-living environment
- recognises the values of biodiversity and balance in nature and the integrity of all living things
- protects the environment and living things
- minimises their impact on the environment

The student values and appreciates the need to conserve resources and preserve environments/habitats:

- upholds the values of ecological sustainability and uses resources in a sustainable way
- appreciates the need to conserve resources
- works to preserves natural habitats/species

The student recognises the need to enhance environments:

- works to rehabilitate and regenerate degraded environments
- works towards enhancement of their environment

EMERGING PHASE

Students are relatively self-centred. Typically, they demonstrate actions within settings, which are familiar to them, such as the playground, grounds, or within their friendship group; and their behaviours are typically guided by their teachers.

Typically, this will be evident when a student:

- participates willingly in group activities and group decision making
- accepts responsibilities for group roles and tasks assigned
- appreciates the benefits of contributing to the group
- begins to take initiative by undertaking small tasks for the group without always being directed to do so
- appreciates that rules exist in a variety of situations
- follows the rules of the classroom
- respects people in positions of responsibility
- shows concern for and sensitivity to others in their friendship group
- with some direction, takes action to care for others
- shows respect for others in their friendship group/class, in terms of their personality, temperament or background
- treats others in their group/class equally and fairly
- explores and tries different ways of negotiating personal differences
- attempts to resolve differences in the group with the guidance of the teacher
- shows some understanding of the feelings of others who have been discriminated against
- shows an interest in and respect for the environments in the school (e.g. home, school)
- with direction participates in environmentally-friendly routines
- helps to manage the environment in the classroom, school or community
- with direction, takes action to conserve and protect the environment in a sustainable way
- takes action, with guidance, to minimise environmental damage
- with help, takes steps to enhance the environment

	DEVELOPING PHASE
<p>demonstrate their behaviours and actions as in the classroom, school and wider community. Behaviours and actions are often context-specific.</p>	<p>Students are looking beyond themselves and their immediate surroundings. Typically, they demonstrate their behaviours and actions in an increasing range of contexts (including less-familiar settings and an increasing variety of groups) and an increasingly independent manner, although they sometimes seek the guidance of teachers in more complex situations.</p>
Typically, this will be evident when a student:	
<p>participates in decision-making and group decision-making by the teacher</p> <p>contributes to the benefit of the class</p>	<ul style="list-style-type: none"> <li>cooperates in group activities and group decision-making as a way of completing tasks and activities, with limited guidance from the teacher</li> <li>articulates the value of and need for everyone to be included in decision-making in the class</li> <li>articulates the value of and need for participation in school and wider community activities for the common good</li> <li>seeks opportunities to participate in activities and carry out tasks for the benefit of the class, school and wider community</li> <li>appreciates and articulates the need for rules and laws</li> <li>abides by the classroom and school rules and laws of the wider community</li> <li>takes responsibility for their behaviour</li> <li>participates in formulating rules for the classroom and the playground</li> </ul>
<p>works with their friendship group and family</p> <p>shows respect for others including those of different opinion, temperament or background</p> <p>uses a range of strategies to successfully negotiate personal differences in the friendship groups with guidance of the teacher</p> <p>identifies and attempts to address prejudice in the school setting and local community</p>	<ul style="list-style-type: none"> <li>shows concern for and sensitivity to people beyond their friendship group and family</li> <li>initiates action to care for others</li> <li>shows respect for others of different opinion, temperament or background beyond their immediate friendship group/class</li> <li>actively includes others from different cultures in activities and games</li> <li>treats others in the school equally and fairly</li> <li>uses a range of strategies to successfully negotiate personal differences in a variety of contexts</li> <li>explores different ways and attempts to resolve conflict in the group</li> <li>intervenes appropriately in situations in which another is being discriminated against</li> <li>identifies and attempts to address prejudice in the school setting and local community</li> </ul>
<p>shows concern for the environment beyond the classroom, school and home</p> <p>initiates action (with some guidance) to care for the environment in the wider community</p> <p>articulates respect and concern for the environment</p> <p>initiates action/devises strategies to conserve the school's resources</p> <p>with guidance, helps to conserve/preserve resources in the wider community</p> <p>articulates values pertaining to ecological sustainability</p> <p>takes some independent action to minimise negative environmental disturbance</p> <p>articulates concern</p> <p>takes steps to rehabilitate/regenerate degraded areas in the school and wider community</p>	<ul style="list-style-type: none"> <li>shows concern for the environment beyond the classroom, school and home</li> <li>initiates action (with some guidance) to care for the environment in the wider community</li> <li>articulates respect and concern for the environment</li> <li>initiates action/devises strategies to conserve the school's resources</li> <li>with guidance, helps to conserve/preserve resources in the wider community</li> <li>articulates values pertaining to ecological sustainability</li> <li>takes some independent action to minimise negative environmental disturbance</li> <li>articulates concern</li> <li>takes steps to rehabilitate/regenerate degraded areas in the school and wider community</li> </ul>

## WELL-DEVELOPED PHASE

Students have a more global perspective, are more empathetic and are developing a social conscience. Typically, they demonstrate their behaviours and actions in a variety of contexts, including in unfamiliar (and sometimes non-supportive) environments; they work independently; and actively seek opportunities to put their values into action.

Typically, this will be evident when a student:

- articulates the value of and need for participatory decision making
  - designs strategies to ensure that participatory decision making occurs in the class and in the school
  - actively seeks opportunities to represent the school in outside forums
  - designs and implements strategies to ensure that views expressed on behalf of peers are representative
- 
- appreciates the benefits of participating in community life
  - actively seeks and/or creates opportunities to participate fully in the life of the school and the wider community
  - critically reflects on the possible outcomes for others of his or her own actions and contributions to the school and the wider community
- 
- appreciates the need for the rule of law and just authority
  - abides by the rules of the school and the wider community, although sometimes may disagree with particular rules or laws
  - respects authority, although may sometimes challenge it
  - may seek appropriate ways to have rules or laws challenged
- 
- shows and articulates concern and sensitivity towards all people
  - actively seeks opportunities to take positive action to ensure that all people are cared for and feel valued
  - critically reflects on possible consequences of own behaviour and actions when interacting with others
- 
- shows respect for and an appreciation of others of different opinion, temperament or background within the school and beyond
  - treats all people equally and fairly
  - actively seeks opportunities to learn more about people of different backgrounds
  - actively seeks opportunities to address inequality
- 
- devises and uses a range of strategies to successfully negotiate personal differences in a variety of contexts
  - actively seeks to resolve conflict so that the outcome is a win-win situation for all involved
  - actively seeks opportunities to address discrimination and prejudice in the school setting and in the local and world community
- 
- shows an appreciation and concern for all environments
  - actively seeks opportunities to interact with and care for environments
  - critically reflects on the consequences of own behaviour in the environment
- 
- articulates principles of ecological sustainability, in a wider environment and in a variety of circumstances
  - actively seeks opportunities to help conserve resources and protect the environment
  - formulates, guides and critically reviews environmental action
- 
- takes independent action to minimise environmental disturbance in a wider context and in different circumstances
  - addresses environmental degradation issues
  - devises strategies to rehabilitate/regenerate degraded environments



# **Society and Environment >**

## Active Citizenship



## **MONITORING THE ACTIVE CITIZENSHIP OUTCOME**

### **The Monitoring Framework**

This monitoring framework for the Active Citizenship learning area outcome attempts to capture the phases through which students typically pass as they develop and mature as active citizens. It is a diagnostic tool, designed to assist teachers to monitor students' progress on the outcome by observing the extent to which their behaviours, practices and actions are in accordance with the underlying principles and values associated with democratic process, social justice and ecological sustainability. As a result of this monitoring process, teachers will be able to design appropriate strategies that should enable students to develop further as active citizens.

### **Phases of development**

The ways that students typically develop and mature as active citizens are described in terms of phases of development:

- **Emerging phase**

Students are relatively self-centred. Typically, they demonstrate their behaviours and actions within settings which are familiar to them, such as in the classroom, school grounds or within their friendship group; and their behaviours and actions are often guided by their teachers.

- **Developing phase**

Students are looking beyond themselves and their immediate surroundings. Typically, they demonstrate their behaviours and actions in an increasing range of contexts (including less-familiar settings and an increasing variety of groups) and an increasingly independent manner, although they sometimes seek the guidance of teachers in more complex situations.

- **Well-developed phase**

Students have a more global perspective, are more empathetic and are developing a social conscience. Typically, they demonstrate their behaviours and actions in a variety of contexts, including in unfamiliar (and sometimes non-supportive) environments; they work independently; and actively seek opportunities to put their values into action.

### **How this will operate in the classroom**

Teachers must provide opportunities and an appropriate learning environment for students to demonstrate behaviours and actions consistent with the underlying principles of democratic process, social justice and ecological sustainability. These opportunities must ensure that students can demonstrate these behaviours and actions consistently over a period of time and in a variety of contexts. Students' development as active citizens is more likely to be fostered where learning is inquiry based and student centred; where open discussion and participatory decision making are encouraged; and where open-ended tasks are used to facilitate teachers' observations and monitoring of students' behaviours and actions.

### **Making a decision about students' progress**

Teachers make an 'on balance' judgement about students' overall progress in the Active Citizenship outcome based on their observations of students' behaviours and actions in the key values of democratic process, social justice and ecological sustainability. This judgement is shaped by the frequency with which students demonstrate these behaviours and actions.







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