Human Society and Its Environment
Life Skills

Stage 6

Syllabus

2010

Aboriginal Studies Life Skills
Business and Economics Life Skills
Citizenship and Legal Studies Life Skills
Geography Life Skills
History Life Skills
Society and Culture Life Skills
Studies of Religion Life Skills
Human Society and Its Environment Life Skills
1 The Higher School Certificate Program of Study

The purpose of the Higher School Certificate program of study is to:

- provide a curriculum structure which encourages students to complete secondary education

- foster the intellectual, social and moral development of students, in particular developing their:
  - knowledge, skills, understanding and attitudes in the fields of study they choose
  - capacity to manage their own learning
  - desire to continue learning in formal or informal settings after school
  - capacity to work together with others
  - respect for the cultural diversity of Australian society

- provide a flexible structure within which students can prepare for:
  - further education and training
  - employment
  - full and active participation as citizens

- provide formal assessment and certification of students’ achievements

- provide a context within which schools also have the opportunity to foster students’ physical and spiritual development.
2 Rationale for Life Skills Courses in the Stage 6 Curriculum

The Government’s White Paper for the Higher School Certificate, *Securing Their Future*, included a commitment to extend the curriculum and reporting arrangements that were established for the School Certificate to HSC students with special education needs. This was in recognition of the principle that the post-compulsory years of schooling should cater for all students who choose to participate.

Stage 6 Life Skills courses were developed for the small percentage of students with special education needs for whom the regular outcomes and content of Board Developed and/or Board Endorsed courses are not appropriate. Each course stresses the application of knowledge and understanding, skills, values and attitudes to a range of environments that will be accessed by students.

The Board has developed eight Stage 6 Life Skills syllabuses. The Stage 6 Life Skills courses included in each syllabus have Board Developed status and comprise a 2-unit Preliminary course and a 2-unit HSC course.

The Stage 6 Life Skills syllabuses are as follows:
- English Life Skills
- Creative Arts Life Skills
- Human Society and Its Environment Life Skills
- Mathematics Life Skills
- Personal Development, Health and Physical Education Life Skills
- Science Life Skills
- Technology Life Skills
- Work and the Community Life Skills.

The *Stage 6 Human Society and Its Environment Life Skills Syllabus* (2010) replaces the *Stage 6 Citizenship and Society Life Skills Syllabus* (1999, amended 2007) and provides students undertaking Life Skills courses with additional curriculum options in the Human Society and Its Environment (HSIE) Learning Area. The syllabus contains eight Stage 6 Life Skills courses – a specific course in each of *Aboriginal Studies, Business and Economics, Citizenship and Legal Studies, Geography, History, Society and Culture* and *Studies of Religion*, and the option to develop a course that draws on a range of outcomes and content across the modules (*Human Society and Its Environment Life Skills*).
3 Continuum of Learning for Stage 6 Human Society and Its Environment Life Skills Students

Early Stage 1 – Stage 3
Human Society and Its Environment K–6

Stages 4 and 5
Years 7–10 (including Life Skills outcomes and content)

Aboriginal Studies Elective Commerce Elective Geography Mandatory and Elective History Mandatory and Elective Work Education Elective

Stage 6
Years 11–12

- Human Society and Its Environment Life Skills Syllabus *
  Courses within the syllabus:
  - Aboriginal Studies Life Skills
  - Business and Economics Life Skills
  - Citizenship and Legal Studies Life Skills
  - Geography Life Skills
  - History Life Skills
  - Society and Culture Life Skills
  - Studies of Religion Life Skills
  - Human Society and Its Environment Life Skills

- Work and Community Life Skills Syllabus

- Aboriginal Studies Syllabus
- Ancient History Syllabus
- Business Studies Syllabus
- Economics Syllabus
- Geography Syllabus
- HSC History Extension Syllabus
- Legal Studies Syllabus
- Modern History Syllabus
- Society and Culture Syllabus
- Studies of Religion Syllabus

*Note
- Aboriginal Studies Life Skills, Business and Economics Life Skills, Citizenship and Legal Studies Life Skills, Geography Life Skills, History Life Skills, Society and Culture Life Skills and Studies of Religion Life Skills each involve the study of outcomes and content drawn from a single (corresponding) module.
- Human Society and Its Environment Life Skills involves the study of outcomes and content drawn from any of the modules.
4 Human Society and Its Environment Life Skills in Stage 6

The Stage 6 Human Society and Its Environment Life Skills Syllabus includes the following Board Developed Courses:

- Aboriginal Studies Life Skills
- Business and Economics Life Skills
- Citizenship and Legal Studies Life Skills
- Geography Life Skills
- History Life Skills
- Society and Culture Life Skills
- Studies of Religion Life Skills
- Human Society and Its Environment Life Skills.

Each of these Life Skills courses provides students with the opportunity for an in-depth study, drawn from a single corresponding module.

Additionally, the Human Society and Its Environment Life Skills course provides students with the opportunity to study outcomes and content drawn from any of the modules. If a student undertakes the Human Society and Its Environment Life Skills course and other course(s) from the syllabus, the Human Society and Its Environment Life Skills course must not duplicate any of the outcomes and content being undertaken in the other course(s) being studied.

Each of the courses comprises a 2-unit Preliminary course and a 2-unit HSC course.

As with the study of all Board Developed courses, exclusions apply to the study of Life Skills courses such that students may not study more than one 240-hour course in the same subject. For example a student cannot include both Stage 6 Geography Life Skills and Stage 6 Geography in the pattern of study for the award of the Higher School Certificate.
5 Stage 6 Life Skills Courses: Guidelines for Schools

HSC rules and requirements

As detailed in the Board of Studies Assessment, Certification and Examination (ACE) Manual, the eligibility requirements for the Higher School Certificate are the same for all candidates. Students must:

- have gained the School Certificate or other qualification that the Board of Studies considers satisfactory
- have attended a government school, an accredited non-government school, a school outside NSW recognised by the Board or a college of TAFE
- have satisfactorily completed courses that comprise the pattern of study for the Higher School Certificate and
- have undertaken and made a serious attempt at the required forms of assessment for each course.

Patterns of study

To qualify for the Higher School Certificate, all students, including those studying Stage 6 Life Skills courses, must complete a Preliminary pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

- at least six units from Board Developed Courses
- at least two units of a Board Developed Course in English
- at least three courses of two units value or greater (either Board Developed or Board Endorsed Courses) and
- at least four subjects. *

To satisfy pattern of study requirements for the Higher School Certificate a student may count a maximum of six units from courses in Science in each study pattern.

Students with special education needs can meet the requirements of the HSC using Board Developed courses (including Life Skills courses and Industry Curriculum Framework courses/options) or a combination of Board Developed courses and Board Endorsed courses (including Content Endorsed courses).

This flexibility allows schools to develop a pattern of study that challenges each student according to his or her needs and that facilitates a successful transition from school to adult life.

Stage 6 Life Skills courses have no HSC examinations and results cannot be used in the calculation of a student’s Australian Tertiary Admission Rank (ATAR).

* Note: Each course derived from the Stage 6 Human Society and Its Environment Life Skills Syllabus is considered to be a separate subject for the purpose of the patterns of study.
Eligibility to enrol in Stage 6 Life Skills courses

Most students with special education needs will undertake regular course outcomes in Board Developed and/or Board Endorsed courses to meet the requirements of the Higher School Certificate. For a small percentage of students, in particular those with an intellectual disability, it may be determined that the regular Board Developed or Board Endorsed courses are not appropriate. For these students, it may be appropriate to develop a pattern of study that includes one or more Stage 6 Life Skills courses.

The decision to access one or more Stage 6 Life Skills courses is made collaboratively with the student, parents/carers and other significant individuals in the student’s life (eg teachers, learning support personnel and community service providers).

In general, students enrolling in Stage 6 Life Skills courses will have completed at least four courses based on Life Skills outcomes and content in Stage 5.

In special circumstances, a student who has not undertaken at least four courses based on Life Skills outcomes and content in Stage 5 may wish to enrol in Life Skills courses for Stage 6. These special circumstances might include situations where:

- a student has attempted regular courses for the School Certificate but has experienced significant difficulty
- a student transfers from interstate or overseas
- a student has a deteriorating condition.

In these and similar circumstances, schools should only enrol students in Stage 6 Life Skills courses as a result of careful planning. The planning should establish why options other than Stage 6 Life Skills courses, such as accumulation or special provisions for the HSC examinations, are not appropriate.

The collaborative curriculum planning process

When entering students for Stage 6 Life Skills courses, the principal is certifying that the student is eligible and that the decision is the result of a collaborative curriculum planning process.

Collaborative curriculum planning is the process by which a team of people meet to discuss and make decisions about curriculum options that will lead to the award of the Higher School Certificate, and the adjustments that will enable a student with special education needs to access the curriculum and associated learning experiences.

When making decisions about curriculum options it is important to consider:

- the student’s interests, strengths, goals and learning needs
- the support and/or adjustments that may be necessary for the student to access course work and demonstrate achievement of outcomes
- the transition needs of the student from school to adult life
- how the student’s overall study pattern will meet the requirements for the award of the Higher School Certificate.

Principals are responsible for the manner in which this collaborative planning process is managed in schools. Consultation with the respective support personnel in schools is important when making decisions about the most appropriate curriculum options and adjustments for students with special education needs.

Schools do not need to send planning documentation to the Board of Studies.
School planning for the implementation of Stage 6 Life Skills courses

When it has been decided that a student should undertake one or more Stage 6 Life Skills course, school planning to support the student in the learning process should:

- involve appropriate personnel in the design and implementation of the student’s overall study pattern for the Higher School Certificate
- select the Life Skills outcomes and content appropriate to the student’s needs that will form the basis of the student’s study in the Stage 6 Life Skills course(s)
- identify the most appropriate contexts for the student to demonstrate achievement of outcomes, eg school, community or workplace
- estimate the time needed for addressing outcomes and content
- identify the resources required to assist the school in meeting the needs of the student
- plan teaching strategies that are appropriate to the age and abilities of the student
- identify adjustments that may be required to enable the student to access the Life Skills outcomes and content and demonstrate achievement of outcomes
- identify strategies for monitoring the student’s progress
- include ongoing collaborative planning to assist the student’s successful transition through school to adult life.

Schools may develop integrated programs that address outcomes from selected Stage 6 Life Skills courses to meet the needs of individual students. Schools will assess the student’s achievement of Life Skills outcomes from these courses for recording on the HSC Profile of Student Achievement.

Satisfactory completion of Stage 6 Life Skills courses

A student will be considered to have completed a Stage 6 Life Skills course satisfactorily if, in the principal’s view, the student has:

- followed the course developed or endorsed by the Board
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- achieved some or all of the course outcomes.

A Stage 6 Life Skills course comprises 240 hours indicative time – Preliminary course (120 hours) and HSC course (120 hours). Indicative time is the time expected for a typical student to achieve the objectives and outcomes of the course.
6 Aim

The aim of the *Stage 6 Human Society and Its Environment Life Skills Syllabus* is to provide opportunities for students to learn about Aboriginal Studies, Business and Economics, Citizenship and Legal Studies, Geography, History, Society and Culture and Studies of Religion. Through their studies, students will develop an appreciation of diversity and informed citizenship and intercultural understanding.

Students will have the opportunity to develop knowledge, understanding and skills to investigate and to gather, interpret and communicate information.

7 Objectives

In studying one or more courses from the *Stage 6 Human Society and Its Environment Life Skills Syllabus*, students will develop knowledge, understanding, skills, values and attitudes that reflect their priorities, needs and interests. The objectives for each course will vary according to the selected outcomes and content. Teachers have the flexibility to determine the focus of a course of study and the depth to which outcomes and content are studied, based on the priorities, needs and interests of students.

**Module 1: Aboriginal Studies**

Students will:
1. develop knowledge and understanding about social justice and human rights issues and how they impact on Aboriginal peoples
2. develop knowledge and understanding about the diversity of contemporary Aboriginal cultural, political, social and economic life
3. develop knowledge and understanding about government policies, legislation and legal decisions and their impact on Aboriginal peoples
4. develop skills to investigate issues and gather and communicate information from a variety of perspectives
5. develop informed and responsible values and attitudes about social justice, intercultural understandings and empathy with Aboriginal peoples’ experiences and views

**Module 2: Business and Economics**

Students will:
1. develop knowledge and understanding about the economic behaviour of individuals
2. develop knowledge and understanding of the roles of individuals, businesses, institutions and governments in the operation and management of economies
3. develop knowledge and understanding about the function and operation of markets
4. develop knowledge and understanding about the nature, role, functions and processes of businesses
5. develop knowledge and understanding about key issues and challenges for businesses and economies
Module 3: Citizenship and Legal Studies

Students will:
1. develop knowledge and understanding about the rights, responsibilities and roles of individuals and groups in society
2. develop knowledge and understanding about the importance of the rule of law and the relationships between laws, justice and society
3. develop knowledge, understanding and skills in decision-making processes to facilitate access to and participation in society
4. develop knowledge and understanding of democratic processes and the operation and dimensions of governments in Australia
5. investigate the scope of Australian and international laws and relationships, and consider the implications for citizenship and justice

Module 4: Geography

Students will:
1. develop knowledge and understanding about the characteristics and distribution of environments
2. develop knowledge and understanding about the processes that form and transform the features and patterns of the environment
3. develop knowledge and understanding about global and local forces which impact on people, urban places and economic activity
4. develop knowledge and understanding about ecosystems and the geographical nature of challenges facing Australia and the world
5. use geographical tools and develop skills to investigate and communicate geographically

Module 5: History

Students will:
1. develop knowledge and understanding about the nature of history and historical investigations
2. develop knowledge and understanding about people, places, societies and events in the contexts of their times
3. develop knowledge and understanding about change and continuity over time
4. develop knowledge and understanding about key global issues and challenges
5. develop knowledge, understanding and skills in the process of historical inquiry and communicating historical information

Module 6: Society and Culture

Students will:
1. develop knowledge and understanding about personal, social and cultural identity
2. develop knowledge and understanding about interactions between persons, societies, cultures and environments over time
3. develop knowledge and understanding about key issues and challenges for cultures and societies in Australia and the world
4. develop knowledge, understanding and skills in social and cultural research

Module 7: Studies of Religion

Students will:
1. develop knowledge, understanding and skills about the nature of religion and belief systems in local and global contexts
2. develop knowledge, understanding and skills about the influence and expression of religion and belief systems in Australia
3 develop knowledge, understanding and skills about religious traditions and their adherents
4 develop knowledge and understanding about key issues and challenges related to the acceptance of religious diversity in Australia and the world
5 develop knowledge, understanding and skills about effective gathering and communicating of information about religion and belief systems
8 Course Structure

The Stage 6 Human Society and Its Environment Life Skills Syllabus contains eight courses. Students may undertake more than one course drawn from the Stage 6 Human Society and Its Environment Life Skills Syllabus.

The structure of each course is detailed in the table below.

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Indicative hours</th>
<th>Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal Studies Life Skills</td>
<td>2</td>
<td>120 hours Preliminary</td>
<td>Outcomes and content are selected from the Aboriginal Studies module (Module 1)</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>120 hours HSC</td>
<td></td>
</tr>
<tr>
<td>Business and Economics Life Skills</td>
<td>2</td>
<td>120 hours Preliminary</td>
<td>Outcomes and content are selected from the Business and Economics module (Module 2)</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>120 hours HSC</td>
<td></td>
</tr>
<tr>
<td>Citizenship and Legal Studies Life Skills</td>
<td>2</td>
<td>120 hours Preliminary</td>
<td>Outcomes and content are selected from the Citizenship and Legal Studies module (Module 3)</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>120 hours HSC</td>
<td></td>
</tr>
<tr>
<td>Geography Life Skills</td>
<td>2</td>
<td>120 hours Preliminary</td>
<td>Outcomes and content are selected from the Geography module (Module 4)</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>120 hours HSC</td>
<td></td>
</tr>
<tr>
<td>History Life Skills</td>
<td>2</td>
<td>120 hours Preliminary</td>
<td>Outcomes and content are selected from the History module (Module 5)</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>120 hours HSC</td>
<td></td>
</tr>
<tr>
<td>Society and Culture Life Skills</td>
<td>2</td>
<td>120 hours Preliminary</td>
<td>Outcomes and content are selected from the Society and Culture module (Module 6)</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>120 hours HSC</td>
<td></td>
</tr>
<tr>
<td>Studies of Religion Life Skills</td>
<td>2</td>
<td>120 hours Preliminary</td>
<td>Outcomes and content are selected from the Studies of Religion module (Module 7)</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>120 hours HSC</td>
<td></td>
</tr>
<tr>
<td>Human Society and Its Environment Life Skills</td>
<td>2</td>
<td>120 hours Preliminary</td>
<td>Outcomes and content are selected from any of the modules across the disciplines</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>120 hours HSC</td>
<td></td>
</tr>
</tbody>
</table>

If a student undertakes the Human Society and Its Environment Life Skills course and other courses from the syllabus, the Human Society and Its Environment Life Skills course must not duplicate any of the outcomes and content being undertaken in the other course(s) being studied.

Outcomes and content are selected for each course based on the student’s priorities, needs and interests.

The content points form the basis of the learning opportunities for students. Any examples provided with the content points are suggested learning experiences only. Teachers may use the examples provided or develop other examples to meet the particular needs of individual students.
<table>
<thead>
<tr>
<th>Course</th>
<th>Course Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aboriginal Studies Life Skills</td>
<td>This module provides opportunities for students to learn about the historical and contemporary experiences and cultures of Aboriginal peoples in Australia and the world. Students explore initiatives and actions aimed to promote the social and cultural identity of Aboriginal people. Students gather and communicate information from a variety of perspectives. Through these learning opportunities, students can develop intercultural understandings, informed and responsible values and attitudes about social justice, and empathy with Aboriginal peoples’ experiences and views.</td>
</tr>
<tr>
<td>Business and Economics Life Skills</td>
<td>This module provides opportunities for students to develop their financial literacy through the study of the economic behaviours of individuals, businesses, institutions and governments. Students learn about the role of businesses in society in designing, producing, marketing, delivering and supporting a range of goods and services.</td>
</tr>
<tr>
<td>Citizenship and Legal Studies Life Skills</td>
<td>This module provides opportunities for students to develop knowledge and understanding about the rights, responsibilities and roles of individuals and groups in society in relation to the law. Students develop an appreciation for informed citizenship and develop the skills required for participation in democratic processes.</td>
</tr>
<tr>
<td>Geography Life Skills</td>
<td>This module provides students with opportunities to develop knowledge and understanding about the characteristics and distribution of a range of environments. Students learn about the relationships between geographical processes, human activity and environments, and learn to use geographical tools and investigate and communicate geographically.</td>
</tr>
<tr>
<td>History Life Skills</td>
<td>This module provides students with opportunities to explore the past and develop an understanding of how people, groups and events have influenced past societies and the world today. Students participate in historical investigations identifying differing perspectives and interpretations of the past. Students are provided with opportunities to locate, select, organise, plan and present information within the historical context.</td>
</tr>
<tr>
<td>Society and Culture Life Skills</td>
<td>This module provides opportunities for students to develop an understanding of themselves, their own society and culture and the societies and cultures of others. Students explore the interactions between persons, societies, cultures, environments and time. Students are provided with opportunities to undertake social and cultural research individually and/or collaboratively.</td>
</tr>
<tr>
<td>Studies of Religion Life Skills</td>
<td>This module provides opportunities for students to develop an understanding of belief systems and religions, their influence on human behaviour and interactions with culture and society. Students explore the role of religious traditions in Australian and global contexts.</td>
</tr>
<tr>
<td>Human Society and Its Environment Life Skills</td>
<td>Human Society and Its Environment Life Skills provides opportunities for students to engage in a course of study based on outcomes and content selected from any of the Aboriginal Studies, Business and Economics, Citizenship and Legal Studies, Geography, History, Society and Culture and Studies of Religion modules. Teachers have the flexibility to select outcomes and content from the modules based on the priorities, interests and needs of students.</td>
</tr>
</tbody>
</table>
## 9 Objectives and Outcomes

### Module 1: Aboriginal Studies

<table>
<thead>
<tr>
<th>Objectives Students will</th>
<th>Outcomes</th>
<th>A student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. develop knowledge and understanding about social justice and human rights issues and how they impact on Aboriginal peoples</td>
<td>ALS1</td>
<td>identifies different viewpoints about the shared histories of Aboriginal and non-Aboriginal people</td>
</tr>
<tr>
<td></td>
<td>ALS2</td>
<td>investigates the impact of bias and stereotyping on Aboriginal people and cultures</td>
</tr>
<tr>
<td></td>
<td>ALS3</td>
<td>explores contemporary social justice and human rights issues for Aboriginal people that are consequences of colonisation</td>
</tr>
<tr>
<td>2. develop knowledge and understanding about the diversity of contemporary Aboriginal cultural, political, social and economic life</td>
<td>ALS4</td>
<td>explores the significance of the relationships between Country and culture for Aboriginal people</td>
</tr>
<tr>
<td></td>
<td>ALS5</td>
<td>explores the meaning of the Dreaming for Aboriginal people</td>
</tr>
<tr>
<td></td>
<td>ALS6</td>
<td>investigates the impact of colonisation on one or more aspects of Aboriginal cultural, social and economic life</td>
</tr>
<tr>
<td></td>
<td>ALS7</td>
<td>investigates contemporary expressions of Aboriginal culture, heritage and identity</td>
</tr>
<tr>
<td>3. develop knowledge and understanding about government policies, legislation and legal decisions and their impact on Aboriginal peoples</td>
<td>ALS8</td>
<td>identifies the ways in which government policies, legislation and legal decisions have impacted on the cultural, social and economic life of Aboriginal people</td>
</tr>
<tr>
<td></td>
<td>ALS9</td>
<td>investigates initiatives and actions aimed to promote the social and cultural identity of Aboriginal people in Australia and the world</td>
</tr>
<tr>
<td>4. develop skills to investigate issues and gather and communicate information from a variety of perspectives</td>
<td>ALS10</td>
<td>gathers and communicates information from a variety of sources, including Aboriginal people’s perspectives</td>
</tr>
<tr>
<td></td>
<td>ALS11</td>
<td>undertakes community consultation and communicates information effectively from Aboriginal perspectives</td>
</tr>
</tbody>
</table>

### Module 2: Business and Economics

<table>
<thead>
<tr>
<th>Objectives Students will</th>
<th>Outcomes</th>
<th>A student</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. develop knowledge and understanding about the economic behaviour of individuals</td>
<td>BELS1</td>
<td>explores consumer and financial behaviour of individuals</td>
</tr>
<tr>
<td></td>
<td>BELS2</td>
<td>identifies factors influencing the consumer and financial behaviour of individuals</td>
</tr>
<tr>
<td></td>
<td>BELS3</td>
<td>develops skills for managing personal finances</td>
</tr>
<tr>
<td></td>
<td>BELS4</td>
<td>demonstrates an understanding of financial planning and services</td>
</tr>
</tbody>
</table>
### Objectives

**Students will**

<table>
<thead>
<tr>
<th>2</th>
<th>develop knowledge and understanding of the roles of individuals, businesses, institutions and governments in the operation and management of economies</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student</td>
<td>Outcomes</td>
</tr>
<tr>
<td>BELS5</td>
<td>develops a basic understanding of the operation of economies</td>
</tr>
<tr>
<td>BELS6</td>
<td>explores relationships between individuals, businesses, financial institutions and governments in an economy</td>
</tr>
<tr>
<td>BELS7</td>
<td>explores the role of governments in the operation and management of an economy</td>
</tr>
<tr>
<td>3</td>
<td>develop knowledge and understanding about the function and operation of markets</td>
</tr>
<tr>
<td>A student</td>
<td>Outcomes</td>
</tr>
<tr>
<td>BELS8</td>
<td>explores factors that affect the demand for and supply of goods and services</td>
</tr>
<tr>
<td>BELS9</td>
<td>explores influences that impact on the demand for and supply of labour</td>
</tr>
<tr>
<td>4</td>
<td>develop knowledge and understanding about the nature, role, functions and processes of businesses</td>
</tr>
<tr>
<td>A student</td>
<td>Outcomes</td>
</tr>
<tr>
<td>BELS10</td>
<td>develops an understanding of the nature of business and its role in society</td>
</tr>
<tr>
<td>BELS11</td>
<td>explores the functions and processes of businesses</td>
</tr>
<tr>
<td>5</td>
<td>develop knowledge and understanding about key issues and challenges for businesses and economies</td>
</tr>
<tr>
<td>A student</td>
<td>Outcomes</td>
</tr>
<tr>
<td>BELS12</td>
<td>explores key issues and challenges facing businesses and economies in Australia and the world</td>
</tr>
</tbody>
</table>

### Module 3: Citizenship and Legal Studies

**Students will**

<table>
<thead>
<tr>
<th>1</th>
<th>develop knowledge and understanding about the rights, responsibilities and roles of individuals and groups in society</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student</td>
<td>Outcomes</td>
</tr>
<tr>
<td>CLS1</td>
<td>explores the meaning and significance of being a member of a group</td>
</tr>
<tr>
<td>CLS2</td>
<td>demonstrates an understanding of the rights, roles and responsibilities associated with citizenship</td>
</tr>
<tr>
<td>2</td>
<td>develop knowledge and understanding about the importance of the rule of law and the relationships between laws, justice and society</td>
</tr>
<tr>
<td>A student</td>
<td>Outcomes</td>
</tr>
<tr>
<td>CLS3</td>
<td>demonstrates an understanding of the reasons for rules and laws in society</td>
</tr>
<tr>
<td>CLS4</td>
<td>demonstrates knowledge of rights and responsibilities in relation to the law</td>
</tr>
<tr>
<td>CLS5</td>
<td>explores relationships between the law, justice and society</td>
</tr>
<tr>
<td>3</td>
<td>develop knowledge, understanding and skills in decision-making processes to facilitate access to and participation in society</td>
</tr>
<tr>
<td>A student</td>
<td>Outcomes</td>
</tr>
<tr>
<td>CLS6</td>
<td>investigates opportunities to participate in and contribute to society</td>
</tr>
<tr>
<td>CLS7</td>
<td>applies a decision-making process for a variety of purposes</td>
</tr>
</tbody>
</table>
### Module 4: Geography

<table>
<thead>
<tr>
<th>Objectives Students will</th>
<th>A student</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 develop knowledge and understanding about the characteristics and distribution of environments</td>
<td>GLS1</td>
<td>explores the features of a range of environments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GLS2</td>
</tr>
<tr>
<td>2 develop knowledge and understanding about the processes that form and transform the features and patterns of the environment</td>
<td>GLS3</td>
<td>explores the relationships between geographical processes and physical environments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GLS4</td>
</tr>
<tr>
<td>3 develop knowledge and understanding about global and local forces which impact on people, urban places and economic activity</td>
<td>GLS5</td>
<td>identifies factors that influence where people live and work</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GLS6</td>
</tr>
<tr>
<td></td>
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<td>GLS7</td>
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<tr>
<td></td>
<td></td>
<td>GLS8</td>
</tr>
<tr>
<td>4 develop knowledge and understanding about ecosystems and the geographical nature of challenges facing Australia and the world</td>
<td>GLS9</td>
<td>researches an ecosystem at risk</td>
</tr>
<tr>
<td></td>
<td></td>
<td>GLS10</td>
</tr>
<tr>
<td>Objectives</td>
<td>A student</td>
<td>Outcomes</td>
</tr>
<tr>
<td>------------</td>
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</tr>
<tr>
<td>Students will</td>
<td>GLS11 uses geographical tools and skills</td>
<td>GLS12 uses strategies to gather, investigate and communicate geographically</td>
</tr>
</tbody>
</table>

**Module 5: History**

<table>
<thead>
<tr>
<th>Objectives</th>
<th>A student</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will</td>
<td>HLS1 investigates personal connections to history</td>
<td>HLS2 demonstrates an understanding of the concepts of time and chronology</td>
</tr>
<tr>
<td></td>
<td>HLS3 demonstrates an understanding of the nature of history and historical investigations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HLS4 investigates key features of ancient societies</td>
<td>HLS5 investigates key features of societies or periods in the modern world</td>
</tr>
<tr>
<td></td>
<td>HLS6 explores the role and contribution of key individuals, groups and events within their time</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HLS7 explores factors contributing to change and continuity in the ancient world</td>
<td>HLS8 explores features and issues reflecting change and continuity in the modern world</td>
</tr>
<tr>
<td></td>
<td>HLS9 explores key issues and challenges impacting on the modern world</td>
<td></td>
</tr>
<tr>
<td></td>
<td>HLS10 identifies differing perspectives and interpretations of the past</td>
<td>HLS11 uses a variety of strategies to locate, select and organise information</td>
</tr>
<tr>
<td></td>
<td>HLS12 undertakes historical investigations and presents the findings using historical terms and concepts</td>
<td></td>
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</tbody>
</table>
## Module 6: Society and Culture

<table>
<thead>
<tr>
<th>Objectives Students will</th>
<th>Outcomes</th>
</tr>
</thead>
</table>
| 1 develop knowledge and understanding about personal, social and cultural identity | SCLS1 explores a variety of cultures in Australia  
SCLS2 engages in and responds to a variety of cultural experiences  
SCLS3 explores factors that contribute to personal and group identity  
SCLS4 investigates the interrelationships between personal identity, group identity and social and cultural backgrounds |
| 2 develop knowledge and understanding about interactions between persons, societies, cultures and environments over time | SCLS5 identifies similarities and differences between cultures and societies  
SCLS6 explores relationships within and between social and cultural groups  
SCLS7 investigates continuity and change within and between cultures and societies over time |
| 3 develop knowledge and understanding about key issues and challenges for cultures and societies in Australia and the world | SCLS8 explores key issues and challenges related to cultures and societies |
| 4 develop knowledge, understanding and skills in social and cultural research | SCLS9 uses a research process to investigate an area of interest related to societies and cultures |

## Module 7: Studies of Religion

<table>
<thead>
<tr>
<th>Objectives Students will</th>
<th>Outcomes</th>
</tr>
</thead>
</table>
| 1 develop knowledge, understanding and skills about the nature of religion and belief systems in local and global contexts | SRLS1 recognises the nature of religion and belief systems  
SRLS2 identifies characteristics of religious belief systems |
| 2 develop knowledge, understanding and skills about the influence and expression of religion and belief systems in Australia | SRLS3 explores the relationships between religion and belief systems and personal behaviour  
SRLS4 explores the practices within religion and belief systems  
SRLS5 explores the influence of religion and belief systems on individuals and society in Australia |
<table>
<thead>
<tr>
<th>Objectives</th>
<th>Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will</td>
<td>A student</td>
</tr>
<tr>
<td>3 develop knowledge, understanding and skills about religious traditions and their adherents</td>
<td>SRLS6 investigates aspects of a variety of religious traditions</td>
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<td></td>
<td>SRLS7 investigates interactions between religious traditions and culture and society</td>
</tr>
<tr>
<td>4 develop knowledge and understanding about key issues and challenges related to the acceptance of religious diversity in Australia and the world</td>
<td>SRLS8 explores key issues and challenges related to religions and belief systems</td>
</tr>
<tr>
<td>5 develop knowledge, understanding and skills about effective gathering and communicating of information about religion and belief systems</td>
<td>SRLS9 uses strategies to gather, investigate and communicate information about religion and belief systems</td>
</tr>
</tbody>
</table>
10 Modules

Module 1: Aboriginal Studies

Module description
This module provides opportunities for students to learn about the historical and contemporary experiences and cultures of Aboriginal peoples in Australia and the world. Students explore initiatives and actions aimed to promote the social and cultural identity of Aboriginal people. Students gather and communicate information from a variety of perspectives.

Through these learning opportunities, students can develop intercultural understandings, informed and responsible values and attitudes about social justice, and empathy with Aboriginal peoples’ experiences and views.

Note: During the Stage 6 Life Skills course students and teachers must undertake consultation with the local Aboriginal community/ies or, where there is no identifiable local community, Aboriginal organisations which represent the local community.

To identify the local Aboriginal community/ies, consideration should be given to:
- the traditional people who occupy/occupied the area in the school’s locality
- the Aboriginal people who are members of the local community/ies
- Aboriginal students at the school and their families
- Aboriginal organisations which are present in or which represent the school’s local area.

OBJECTIVE 1
Students will develop knowledge and understanding about social justice and human rights issues and how they impact on Aboriginal peoples.

OBJECTIVE 4
Students will develop skills to investigate issues and gather and communicate information from a variety of perspectives.

Outcomes
ALS1 identifies different viewpoints about the shared histories of Aboriginal and non-Aboriginal people
ALS2 investigates the impact of bias and stereotyping on Aboriginal people and cultures
ALS3 explores contemporary social justice and human rights issues for Aboriginal people that are consequences of colonisation
ALS10 gathers and communicates information from a variety of sources, including Aboriginal people’s perspectives
ALS11 undertakes community consultation and communicates information effectively from Aboriginal perspectives

23
Content

Students:
- recognise that Aboriginal people lived in Australia long before other people arrived
- identify the traditional Aboriginal people(s) who occupy or occupied the area in the local community
- identify local Aboriginal place names and stories about Country
- explore the culture(s) and language(s) of the traditional Aboriginal people(s) who occupy or occupied the area in the local community
- explore aspects of Aboriginal culture prior to colonisation, such as:
  - identity
  - autonomy
  - significance of land and Country
  - kinship
  - social systems
  - languages
  - ceremonies and celebrations
- explore the impact of early colonisation on Aboriginal people, such as:
  - population decline
  - dispersal of people
  - health problems
  - dispossession
  - changes to social systems
  - loss of Indigenous languages
  - devaluing of belief systems
- use primary and/or secondary sources to investigate the different viewpoints of Aboriginal and non-Aboriginal people to colonisation
- use primary and/or secondary sources to identify the bias and stereotyping of Aboriginal people from an historical and contemporary perspective
- recognise some of the effects of racism on Aboriginal people
- use primary and/or secondary sources to explore contemporary examples of racism and stereotyping of Aboriginal people in contexts, such as:
  - education
  - the community
  - the media
- identify historical examples of discriminatory practices against Aboriginal people in social, educational, economic and political contexts, such as:
  - denial of right to vote
  - restricted access to facilities and services
  - inequity in work opportunities and recognition
- explore the impact of discriminatory practices on Aboriginal people
- identify ways in which Aboriginal and non-Aboriginal people have contributed to a greater understanding of how Aboriginal people and their culture have been affected by past injustices
- explore the basic features which constitute human rights, such as:
  - access to education and health
  - freedom of expression
  - freedom of belief
- identify one or more social justice and/or human rights issues that are contemporary consequences of colonisation for Aboriginal people. These might be in relation to:
  - health

24
– education
– housing
– employment
– criminal justice

• undertake a comparative study of contemporary life opportunities for Aboriginal and non-Aboriginal Australian youths in areas, such as:
  – education
  – health
  – employment
  – housing.
OBJECTIVE 2
Students will develop knowledge and understanding about the diversity of contemporary Aboriginal cultural, political, social and economic life.

OBJECTIVE 4
Students will develop skills to investigate issues and gather and communicate information from a variety of perspectives.

Outcomes
ALS4 explores the significance of the relationships between Country and culture for Aboriginal people
ALS5 explores the meaning of the Dreaming for Aboriginal people
ALS6 investigates the impact of colonisation on one or more aspects of Aboriginal cultural, social and economic life
ALS7 investigates contemporary expressions of Aboriginal culture, heritage and identity
ALS10 gathers and communicates information from a variety of sources, including Aboriginal people’s perspectives
ALS11 undertakes community consultation and communicates information effectively from Aboriginal perspectives

Content
Students:
- explore the importance of Country to traditional and contemporary Aboriginal identity and culture:
  - kinship
  - custodial relationships (ie with particular landscapes)
  - spirituality
  - living things (including totems)
- explore the ongoing importance of the Dreaming to contemporary Aboriginal people in relation to:
  - culture
  - family
  - survival
  - continuity of heritage
  - identity
- experience ways in which the Dreaming is expressed through:
  - storytelling
  - painting
  - rock art
  - dance
  - drama
  - music
  - ceremonial life
  - oral history
  - languages
- investigate the nature of traditional and contemporary Aboriginal social systems:
  - knowledge
  - traditional lore
  - customary law
  - ownership of culture, history and knowledge
• investigate the impact of enforced changes on aspects of Aboriginal life, such as:
  – cultural
  – social
  – economic
  – spiritual

• explore and experience the ways that Aboriginal people express their culture, heritage and identity in contemporary Australia through:
  – visual arts
  – performing arts
  – oral and written communication
  – film and television
  – science and medicine
  – textiles and design

• participate in appropriate experiences to share in the culture of local Aboriginal people

• explore the diversity of Aboriginal cultures by comparing the culture of two or more Aboriginal communities in different parts of Australia in terms of:
  – relationship to land and Country
  – history
  – languages
  – social systems.
OBJECTIVE 3
Students will develop knowledge and understanding about government policies, legislation and legal decisions and their impact on Aboriginal peoples.

OBJECTIVE 4
Students will develop skills to investigate issues and gather and communicate information from a variety of perspectives.

Outcomes
ALS8 identifies the ways in which government policies, legislation and legal decisions have impacted on the cultural, social and economic life of Aboriginal people
ALS9 investigates initiatives and actions aimed to promote the social and cultural identity of Aboriginal people in Australia and the world
ALS10 gathers and communicates information from a variety of sources, including Aboriginal people’s perspectives
ALS11 undertakes community consultation and communicates information effectively from Aboriginal perspectives

Content
Students:
• investigate the impact of government policies over time on family, kin and culture, such as:
  – separation of children from kin
  – separation from traditional culture
  – maintenance of negative stereotypes
• explore the role of legislation and policies in recognising the legal rights of Aboriginal people, such as:
  – 1967 referendum
  – Land Rights
  – Native Title
• research one or more significant people who have contributed to promoting the independence of Aboriginal people, such as:
  – Charles Perkins
  – Mum Shirl
  – Eddie Mabo
  – Kath Walker
  – Bronwyn Bancroft
• identify key events in the move towards Reconciliation
• explore initiatives that Aboriginal communities are implementing to promote traditional social systems and structures
• explore youth initiatives that are seeking to re-engage young people with their culture and traditions
• explore ways in which Aboriginal people share aspects of their culture, traditions and beliefs with non-Aboriginal people:
  – education
  – the arts
  – travel
  – the media
• identify some of the challenges for Aboriginal people in promoting their social and cultural identity across a range of geographical locations in Australia
identify the responsibilities shared by Aboriginal and non-Aboriginal Australians in enhancing life opportunities for Aboriginal young people in areas such as:
  – education (participation and outcomes)
  – health (preventative health, health and living conditions, substance abuse)
  – crime and justice (over-representation in detention, deaths in custody)

identify the role of individuals, groups and/or institutions in meeting life opportunity challenges in specific areas, such as:
  – Fred Hollows
  – Noel Pearson
  – Charles Perkins
  – Yothu Yindi
  – Mandawuy Yunupingu
  – Aboriginal language/medical/legal centres
  – state/territory and federal governments

investigate strategies for enhancing life opportunities for Indigenous young people in one or more countries

compare the initiatives and actions being undertaken to address social justice and human rights issues in an Australian Indigenous community and an international Indigenous community in relation one or more of the following:
  – health
  – education
  – housing
  – employment
  – criminal justice.
Module 2: Business and Economics

Module description
This module provides opportunities for students to develop their financial literacy through the study of the economic behaviours of individuals, businesses, institutions and governments. Students learn about the role of businesses in society in designing, producing, marketing, delivering and supporting a range of goods and services.

OBJECTIVE 1
Students will develop knowledge and understanding about the economic behaviour of individuals.

Outcomes
BELS1 explores consumer and financial behaviour of individuals
BELS2 identifies factors influencing the consumer and financial behaviour of individuals
BELS3 develops skills for managing personal finances
BELS4 demonstrates an understanding of financial planning and services

Content
Students:
• develop an understanding of money as a means of purchasing goods and services
• recognise that people require income in order to have money to spend or save
• identify possible sources of income such as:
  – allowances
  – wages/salary
  – social welfare
  – interest
  – gifts
  – rent (from investment property)
  – dividends from shares
• identify ways income may be received, such as:
  – cash (eg allowances/gifts)
  – direct deposit to a financial institution (eg wages, social welfare payments)
  – cheque (eg rebates, gifts)
• develop an understanding of the concepts of spending and saving
• explore factors influencing an individual’s decision to spend and/or save
• identify options for placing/holding personal funds, such as:
  – on their person
  – at home
  – in a bank/financial institution
• explore factors influencing the placement/holding of personal funds in terms of:
  – safety
  – access/availability
• identify steps in a budgeting process, for example:
  – set a time frame (eg weekly, fortnightly, monthly)
  – estimate income (eg from allowances, pension, gifts)
  – estimate expenses (including fixed, ongoing and future expenses)
  – determine if the budget is balanced or there is a shortfall or surplus (by comparing total income and total expenses)
  – consider options to manage the shortfall (eg cut spending, borrowing) or surplus (eg saving, spending, investing)
– develop and record a plan
– review and make changes

• develop and manage a personal budget
• develop a budget to achieve a personal goal (such as to purchase goods and/or services, travel), for example:
  – identify the personal goal
  – gather information
  – identify options/alternatives
  – consider each of the options/alternatives
  – identify support/adjustments required
  – make a decision by choosing the most appropriate option
  – act on/plan for/implement the decision
  – review/evaluate the decision

• develop an understanding of responsible financial planning:
  – budgeting
  – saving, investing, borrowing
  – monitoring, record keeping

• explore options for managing personal finances, such as:
  – using e-commerce (eg internet banking, online budget planners)
  – access to or support from people who can assist with financial difficulties, planning and/or management

• recognise that individuals often want to spend more than the funds they have available (economic problem)
• explore spending decisions and opportunity cost:
  – ‘If I spend money on … I won’t have money for …’
• develop a household budget for a simulated situation
• explore financial implications of moving away from home:
  – rent
  – major costs (establishment, one-off)
  – household budget
  – insurance

• explore reasons for borrowing money/obtaining credit
• identify credit options and criteria for obtaining credit
• identify lending sources such as:
  – individuals
  – financial institutions
  – governments
  – community organisations

• investigate the implications of borrowing/obtaining credit from a range of sources, such as:
  – security
  – capacity to repay
  – terms and conditions
  – interest rate
  – credit rating
  – risks

• explore factors influencing saving and/or investment decisions, such as:
  – available funds
  – plans for the future
  – terms and conditions
– rate of return
– security/risk
• identify options for saving and/or investment, such as:
  – interest earning accounts and/or managed funds from financial institutions
  – property
  – shares
  – superannuation
• compare and contrast a range of options for investment
• identify factors influencing consumer spending, such as:
  – preferences/tastes (eg Australian made, environmental considerations, brand)
  – income/available funds
  – price
  – availability
  – price of substitutes
  – price of complements
  – payment options
  – product quality, value for money, reliability
  – advertising
• investigate factors and implications associated with different methods of payment/purchasing such as:
  – cash
  – EFTPOS
  – credit
  – e-commerce
  – direct debit
  – cheques
  – money orders
  – gift vouchers
  – travellers cheques
• identify sources of consumer information, such as:
  – internet
  – catalogues
  – websites dedicated to consumer choice
  – government agencies
• use consumer information to compare goods and/or services in terms of:
  – brand
  – price
  – value for money/quality
  – terms and conditions of contract (eg mobile phone contract)
• explore responsible consumer behaviours such as:
  – adhering to a budget
  – managing credit
• explore options for the purchase of goods and services in terms of:
  – location (eg locally, larger shopping region, interstate, globally)
  – types of outlets (eg retail, factory outlet, specialist/generalist)
  – types of businesses/agencies (eg small business, franchise, contractor, departments, community organisations)
  – internet (e-commerce)
• compare options for the purchase of goods and services.
OBJECTIVE 2
Students will develop knowledge and understanding of the roles of individuals, businesses, institutions and governments in the operation and management of economies.

Outcomes
BELS5 develops a basic understanding of the operation of economies
BELS6 explores relationships between individuals, businesses, financial institutions and governments in an economy
BELS7 explores the role of governments in the operation and management of an economy

Content
Students:
• recognise that the operation of an economy involves the:
  – production of goods and/or services (by firms/businesses, governments)
  – distribution of goods and/or services (where the goods and services are directed/available)
  – exchange of goods and/or services (where money is exchanged for goods and/or services)
  – provision of income to business
  – provision of employment by business/government
  – flow of money
  – taxation
• identify where a range of goods are produced. Goods might include:
  – food
  – clothes
  – technology
  – movies
• sort a range of goods according to whether they are produced in Australia and/or overseas
• identify or record on a map the production locations of a range of goods
• recognise the impact of goods and/or services being produced in Australia by an Australian-owned business in the Australian economy, such as:
  – money staying in Australia
  – money coming into Australia from exports
  – employment for Australians
• select one or more goods and/or services produced in a local area and investigate their relationship to the economy, for example:
  – identify a business which produces goods and/or services
  – identify the resources used to produce/provide the goods and services (natural, labour, capital, entrepreneurial)
  – identify the sources (locations) from where the resources are drawn
  – identify the number of people employed by the business
  – identify how the goods/services are distributed (eg direct to consumer, through retail, internet, etc)
  – identify consumers of the goods/services (demographics)
• explore some of the factors that influence economic behaviours, such as:
  – employment/labour
  – availability of supplies/resources
  – income
  – taxation
  – interest rates
  – legislation and/or government policies (eg industrial relations, welfare)
  – consumer demand/market demand
identify unrest, war, terrorism

- identify decisions made by businesses that are influenced by economic factors, such as:
  - pricing of goods and services
  - level of production
  - resources (eg human, natural, capital)
  - industrial relations (eg hours of trading, number of hours worked)

- investigate a local business (eg hardware store, bakery, service station) to identify ways that economic factors affect decisions such as:
  - pricing of goods and services
  - level of production
  - resources (eg human, natural, capital)
  - industrial relations (eg hours of trading, number of hours worked)

- identify how economic factors influence individual decision-making in relation to:
  - spending
  - saving
  - work
  - education
  - retirement
  - voting preference

- identify some of the policies/strategies that governments can use to influence the economic decision-making of individuals and businesses, such as:
  - government spending/investments/incentives
  - taxation
  - welfare
  - industrial relations (eg minimum wage)
  - migration (eg to address labour needs and skills shortages)
  - education and training

- identify sources of revenue and finance for governments, such as:
  - taxation (individual and business)
  - fee for service and/or sale of goods
  - investments
  - sale of assets/resources
  - borrowing

- identify the broad areas of expenditure in a government’s budget, such as:
  - health
  - education
  - welfare
  - roads and transport
  - defence
  - foreign aid
  - loan repayments

- explore patterns of imports and exports in the Australian economy.
OBJECTIVE 3
Students will develop knowledge and understanding about the function and operation of markets.

Outcomes
BELS8 explores factors that affect the demand for and supply of goods and services
BELS9 explores influences that impact on the demand for and supply of labour

Content
Students:
- develop an understanding that businesses use the level of demand (in the market) for goods and services to determine:
  - level of production
  - price of goods and services
- investigate factors that affect the demand for goods and services, such as:
  - preferences/tastes (eg Australian made, environmental considerations, brand)
  - income/available funds
  - price
  - price of substitutes
  - price of complements
  - population
  - payment options
  - expected future prices (ie price rise, future sale)
- identify how businesses and governments use market research to gather information about the demand for goods and services
- investigate factors affecting the level of supply in a selected business, such as:
  - price/cost of production
  - volume of output
  - number of suppliers
  - technology
  - availability of labour
- explore the relationship between demand and supply
- develop an understanding of ‘the workforce’ as a potential source of labour
- recognise that the people in the workforce can be engaged in work in a variety of ways, such as:
  - permanent
  - temporary (contract)
  - casual
  - full-time/part time
  - paid/unpaid
- identify factors affecting the supply of labour, such as:
  - pay/remuneration
  - working conditions
  - skills, qualifications, experience
  - education/training levels
  - occupational and geographic mobility
  - migration
  - participation rate (ie choice to work)
- explore trends related to the labour market, such as:
  - part-time work
  - casualisation
  - outsourcing
– independent contracts
– subcontracting

• identify factors affecting the demand for workers, such as:
  – technology
  – resource booms
  – ageing population

• explore wage outcomes for people on the basis of:
  – occupation
  – education/training
  – age
  – gender
  – cultural background

• explore the role of the following institutions and their relationships with the labour market:
  – unions
  – employer associations
  – industrial relations bodies.
OBJECTIVE 4
Students will develop knowledge and understanding about the nature, role, functions and processes of businesses.

Outcomes
BELS10 develops an understanding of the nature of business and its role in society
BELS11 explores the functions and processes of businesses

Content
Students:
• recognise the nature and role of business in:
  – producing goods and services
  – generating income
  – making and increasing profits
  – providing employment
  – providing consumer choice
  – improving quality of life
  – innovation
• investigate the diversity of businesses in the local area in terms of:
  – goods and services
  – employment
  – consumer choice
• identify types of business:
  – size (small–medium enterprises, large)
  – local, national, global
  – industry (eg primary, secondary, tertiary, quaternary, quinary)
• explore factors that influence the business environment, such as:
  – external (eg economic, geographic, social, legal, political, technological, markets)
  – internal (eg products, location, resources, management, business culture)
  – stakeholders (eg employees, lenders, shareholders, owners, government, creditors, suppliers, competitors)
• explore stages of the business life cycle:
  – establishment
  – growth
  – maturity
  – post-maturity
• explore considerations in establishing a business, such as:
  – establishment options (new, existing, franchise)
  – location of business
  – demand/market
  – establishment and operational expenses
  – personnel
  – finance
  – legal
• explore critical issues in the success or failure of a business, such as:
  – business plan
  – management – staffing and teams
  – identifying and maintaining competitive advantage
  – avoiding over-extension of financing and other resources
  – using technology
- economic conditions
- explore aspects of a business planning process, such as:
  - sources of ideas
  - vision, goals and/or objectives (eg what to produce, how to produce, how much to produce)
  - organising resources
  - forecasting/budgeting
  - monitoring and evaluation
  - taking corrective action
- explore the role of management in coordinating key functions and resources including:
  - operations
  - marketing
  - finance
  - human resources
- identify some of the skills of management, such as:
  - interpersonal/communication
  - strategic thinking
  - vision
  - flexibility and adaptability to change
  - problem-solving and decision-making
  - ethical and personal standards
  - identifying and reconciling conflicting interests
- use a case study to investigate the business functions and processes of a small–medium enterprise (SME), such as:
  - operations (inputs, transformation processes, outputs)
  - marketing (market research, target markets, marketing strategies, implementation, monitoring and controlling)
  - finance (planning, budgeting, recording, monitoring)
  - human resources (acquisition – recruitment and employment, training and development, maintenance – performance management, separation)
- explore some of the influences on operational management, such as:
  - government policies
  - legal regulation
  - environmental sustainability
  - ethical and social responsibility
  - globalisation (eg global sourcing)
- explore the importance of quality management:
  - control
  - assurance
  - improvement
- explore the importance of marketing to the success of a business
- identify some steps in the process of market research, such as:
  - determining what information to collect
  - collecting data (eg surveys, tastings, interviews)
  - analysing data
- explore marketing strategies for selected goods and/or services, such as:
  - branding
  - packaging
  - pricing
  - promotion
  - place/distribution
- e-marketing
- global marketing

- investigate consumer laws and ethical considerations related to marketing, such as:
  - truth and accuracy in advertising
  - price discrimination (i.e., identical products sold at different prices)
  - implied conditions
  - warranties
  - good taste
  - products that may be damaging to health
  - engaging in fair competition

- explore the role, processes and strategies of financial management in the context of a business
- explore the role of human resource management to business performance
- explore the importance of human resource management to the relationships between stakeholders (e.g., employers, employees, employer associations, unions, governments, organisations)
- explore a range of human resource management strategies in relation to:
  - recruitment
  - training and development
  - performance management
  - resolution of workplace disputes
- identify some of the laws that apply to business environments, such as:
  - minimum employment standards
  - minimum wage rates
  - awards
  - enterprise agreements
  - employment contracts
  - OHS
  - workers compensation
  - anti-discrimination and EEO
- research the effectiveness of human resource management in a selected business using one or more indicators such as:
  - worker satisfaction
  - staff turnover
  - absenteeism
  - accidents
  - level of disputation
- design a business plan and use it to establish a simulated business at school.
OBJECTIVE 5
Students will develop knowledge and understanding about key issues and challenges for businesses and economies.

Outcome
BELS12 explores key issues and challenges facing businesses and economies in Australia and the world.

Content
Students:
- explore one or more key issues/challenges such as:
  - unemployment (economic and social)
  - economic growth and development
  - inflation
  - human rights
  - inequitable distribution of income
  - ecologically sustainable development (goods and services)
  - level of credit/borrowing
  - impact of globalisation
  - power and influence of large global businesses
  - lack of regulation
- explore strategies to address one or more key issues/challenges, such as:
  - aid to support foreign program/development
- compare and contrast how different countries deal with issues/challenges such as:
  - child labour/exploitation
  - lack of educational opportunities due to family income
  - economic development/growth
- compare Australia’s economy to one other economy in relation to:
  - growth
  - employment/unemployment
  - quality of life
  - role of government in health care, education, welfare.
Module 3: Citizenship and Legal Studies

Module description
This module provides opportunities for students to develop knowledge and understanding about the rights, responsibilities and roles of individuals and groups in society in relation to the law. Students develop an appreciation for informed citizenship and develop the skills required for participation in democratic processes.

OBJECTIVE 1
Students will develop knowledge and understanding about the rights, responsibilities and roles of individuals and groups in society.

Outcomes
CLS1 explores the meaning and significance of being a member of a group
CLS2 demonstrates an understanding of the rights, roles and responsibilities associated with citizenship

Content
Students:
• identify groups to which they belong, such as:
  – family
  – friends
  – neighbourhood
  – school
  – clubs
  – community
  – recreation/sport
  – social/faith/cultural
  – work
• identify their role in groups to which they belong
• discuss the meaning and significance of membership of one or more groups, such as:
  – similar interests/common purpose
  – sense of pride/belonging
  – relationships and connections
  – individual and group contributions
  – rights and responsibilities
  – teamwork
  – special events
• explore the meaning and interdependence of rights and responsibilities
• recognise the rights of an individual member of a family or group to:
  – have basic needs met
  – be nurtured and kept safe
  – interact with others and develop relationships
  – have access to the same opportunities and benefits as others
  – be involved in family or group cultural activities
• recognise the range of roles and responsibilities taken by family or group members in supporting the common good, such as:
  – sharing housework/household responsibilities
  – fulfilling commitments/responsibilities
  – contributing to healthy and supportive relationships
working together as a family group

- identify ways in which individual members of a family or group can contribute to group cohesion, such as:
  - respecting the rights of others within the family or group
  - respecting the roles of people within the family or group
  - resolving conflicts/problems

- explore the rights associated with membership of clubs or organisations, such as:
  - access to facilities (e.g., use of gym/pool)
  - access to benefits (e.g., meal at the club, outings, reward schemes)
  - participation in decision-making processes (e.g., election of office bearers, feedback, decisions related to the services offered)

- explore the responsibilities associated with membership of clubs or organisations, such as:
  - agreeing to the constitution
  - abiding by rules, policies, procedures and code of conduct
  - payment of membership fees
  - responsible behaviour when accessing facilities

- explore possible challenges and consequences associated with group membership, such as:
  - differing values
  - individual decision making versus peer pressure
  - legal/illegal activities

- identify ways of becoming an Australian citizen:
  - by birth
  - by naturalisation (application requirements, oath of allegiance)

- identify the rights and responsibilities associated with Australian citizenship, such as:
  - voting
  - residency
  - jury duty
  - defence
  - access to the services provided by government agencies (e.g., Medicare, consular support)

- contribute as an active and informed citizen in one or more contexts, such as:
  - at school
  - at work
  - in the community
  - globally

- explore values, attitudes and aspirations shared by Australians

- explore and participate in initiatives aimed to reduce inequality, such as:
  - initiatives at local, state, national and global levels
  - as a member of a community service organisation.
OBJECTIVE 2
Students will develop knowledge and understanding about the importance of the rule of law and the relationships between laws, justice and society.

Outcomes
CLS3 demonstrates an understanding of the reasons for rules and laws in society
CLS4 demonstrates knowledge of rights and responsibilities in relation to the law
CLS5 explores relationships between the law, justice and society

Content
Students:
• identify expectations and rules for behaviour/conduct in a range of contexts including:
  – home
  – school
  – community
• consider reasons for the established expectations and rules in a range of contexts
• recognise laws as a system of rules for a community which are enforced by a legal system
• identify laws which apply in specific contexts, such as:
  – school attendance
  – road use and travel
  – purchase and/or consumption of various goods (alcohol, cigarettes, drugs, weapons)
  – animal welfare
  – use of public space
  – OHS in the school, community and workplace
• explore the role of laws in society to:
  – set guidelines for socially acceptable behaviour
  – provide processes to settle disputes lawfully and peacefully
  – address changing social attitudes
  – protect members of society
  – promote a just society
  – prevent discrimination
• investigate laws and rights which apply to one or more of the following:
  – consumers (eg product safety, truth in advertising)
  – family and relationships (eg care and protection of children, marriage, divorce)
  – workplace (eg OHS, harassment)
  – housing (eg tenancy, mortgages, building codes)
  – the community (eg right to assembly and freedom of speech)
  – technological change (eg cyber-bullying)
  – Indigenous peoples (eg customary laws, including Native Title)
  – global environment (eg trade laws, human rights, environmental laws)
  – world order (eg humanitarian laws, international criminal law)
• recognise circumstances where legal assistance may be required, such as:
  – discrimination
  – bullying and harassment
  – accidents
  – crime
• investigate types of crime
• outline the criminal process
  – reporting
  – investigation
- arrest and charge
- bail
- plea/hearing
- appeals

- identify people whose role it is to enforce rules and laws and/or to provide legal assistance or support, such as:
  - parents/carers/guardians
  - teachers
  - police
  - lawyers
  - security personnel
  - court officers
  - customs officers

- explore legal processes which contribute to a just society, such as:
  - mediation
  - resolution of disputes
  - fair trial
  - avenues for redress
  - complaints and appeals

- identify the nature of disadvantage for one or more specific groups such as:
  - Aboriginal and Torres Strait Islander peoples
  - people with disabilities
  - migrants
  - people who are socioeconomically disadvantaged
  - women

- recognise the law as a means to address disadvantage and inequality for one or more specific groups

- undertake a case study to explore how the legal system can be used to address discrimination

- identify those who act on behalf of others to make decisions in particular circumstances, such as:
  - guardians
  - people who have power of attorney
  - Office of the Public Guardian
  - Guardianship Board
  - Mental Health Tribunal

- demonstrate an understanding of the legal system in Australia

- research how laws are made and changed in Australia through:
  - parliament
  - judicial system (courts)

- take responsibility for personal legal matters and manage legal issues, for example:
  - keep up-to-date documents
  - abide by the law
  - complete a sample mobile phone agreement
  - complete a sample tenancy agreement
  - complete a sample will

- observe and discuss a court case or virtual court case.
OBJECTIVE 3
Students will develop knowledge, understanding and skills in decision-making processes to facilitate access to and participation in society.

Outcomes
CLS6 investigates opportunities to participate in and contribute to society
CLS7 applies a decision-making process for a variety of purposes

Content
Students:
- identify opportunities for participation in the community, such as:
  - recreation, leisure, cultural activities
  - celebrations and events
  - volunteer work
  - membership of clubs or organisations
- indicate preferences and choices related to participation in the community
- engage in preferred community activities or events
- identify contexts in which young adults make decisions, such as:
  - relationships
  - work/career
  - study
  - living arrangements
  - managing finances/money
  - leisure/recreation
  - health
  - travel
- identify steps in a decision-making process towards achieving a personal goal, for example:
  - identify the personal goal
  - gather information
  - identify options/alternatives
  - consider each of the options/alternatives
  - identify support/adjustments required
  - make a decision by choosing the most appropriate option
  - act on/plan for/implement the decision
  - review/evaluate the decision
- apply a decision-making process to achieve a personal goal in a simulated or actual situation
- explore the role of representative groups in decision-making for a range of contexts such as:
  - school (eg SRC, sports committee, social justice committee)
  - community (eg residents’ group, community garden)
  - work (eg unions, OHS committee)
  - residence (eg strata committee)
- explore considerations that may influence decision-making processes in a group context, such as:
  - procedures
  - constitution
  - voting
  - consensus
  - roles
  - representation
- contribute to a decision-making process in a group context.
OBJECTIVE 4
Students will develop knowledge and understanding of democratic processes and the operation and dimensions of governments in Australia.

Outcomes
CLS8 demonstrates an understanding of the purposes and roles of governments in Australia
CLS9 investigates services provided by governments in Australia
CLS10 demonstrates an understanding of democratic processes

Content
Students:
- understand the range and purposes of governments in Australia
- identify the roles and functions of government agencies/departments at local, state and/or federal levels, such as:
  - local (e.g., parks, libraries and facilities, community health, waste management, community transport)
  - state (e.g., housing, police, RTA, TAFE NSW, post-school programs)
  - federal (e.g., Centrelink, Medicare, social security, employment support)
- use appropriate government agencies for specific purposes, for example:
  - apply for a Proof of Identity card
  - apply for an individual Medicare card
  - enrol to vote
  - enrol in a course for further education
- demonstrate an understanding of Australia’s federal system of government, such as:
  - the division of power among federal, state and local levels of government
  - the distinction between the legislative, executive and judicial powers of government
- describe the role and nature of political parties in Australia, such as:
  - policies and platforms of Australian political parties
  - the role of major and minor parties
- demonstrate an understanding of the role of elected representatives to:
  - represent constituents for a set period of time
  - make decisions on behalf of constituents
- explain the role of parliament in Australia to:
  - represent the people
  - make laws
  - provide a forum for public debate of issues
- discuss the role of the Constitution and its relationship to the government and the legal system in Australia:
  - basis of Australian Federation
  - defines the relationship between the Commonwealth and the states/territories
  - structure and law-making powers of the Commonwealth Houses of Parliament and the High Court
- view a parliamentary session
- demonstrate an understanding of how government is formed and how key roles (e.g., Prime Minister, ministers) are determined
- identify opportunities to participate in democratic processes such as:
  - petitions
  - writing to a local member of parliament
  - protests/demonstrations
  - voting in elections and referendums
– membership of representative groups
– consultation
– submissions

- explain the key features of democracy in Australia, including:
  – free and fair elections
  – state and federal parliaments
  – political parties
  – the Constitution
  – freedom of speech and assembly
  – compulsory voting for citizens over the age of 18

- describe responsibilities in relation to voting in government elections or referendums, such as:
  – compulsory enrolment and voting for citizens over the age of 18
  – notify Australian Electoral Commission (AEC) of change of address

- identify their current state and federal electorate

- complete a sample electoral enrolment form

- outline an approximate timeline for future state and federal elections in which they will participate as voters

- explore features of the Australian electoral system, such as:
  – compulsory voting, casting votes, counting votes
  – preferential and proportional systems

- identify key issues for voters in an upcoming or previous election

- participate in a simulated process to elect a preferred political party.
OBJECTIVE 5
Students will investigate the scope of Australian and international laws and relationships, and consider the implications for citizenship and justice.

Outcomes
CLS11 recognises the diversity of legal and justice systems across the world
CLS12 explores key issues and challenges related to citizenship and the law

Content
Students:
- identify legal issues that may affect tourists or travellers, such as:
  - visas and passports
  - drug and alcohol laws
  - dress codes
  - political situations
  - freedom of speech/assembly
  - rights and roles of women
- compare and contrast the rights and responsibilities of Australian citizens and citizens of other countries
- identify relationships between Australia and:
  - the Asia-Pacific region
  - Commonwealth countries
  - the United Nations
- identify legal agreements with other countries, such as:
  - treaties and laws
  - protocols
  - conventions
  - extradition arrangements
- explore the concept of human rights
- investigate key issues and challenges related to the law and justice facing Australia and/or the world, such as:
  - resettlement of refugees
  - immigration
  - human rights
  - global warming
  - natural disasters
  - acceptance of diversity
  - political stability
  - world order
- identify and discuss ways that Australia and other countries are addressing key issues and challenges, such as:
  - education and communication
  - cooperation between people, groups, districts, states and countries (eg response to natural disasters)
  - international organisations such as the United Nations
  - international treaties and laws
  - embargoes and sanctions
- research Australia’s role in other countries’ paths to democracy.
Module 4: Geography

Module description
This module provides students with opportunities to develop knowledge and understanding about the characteristics and distribution of a range of environments. Students learn about the relationships between geographical processes, human activity and environments, and learn to use geographical tools and investigate and communicate geographically.

OBJECTIVE 1
Students will develop knowledge and understanding about the characteristics and distribution of environments.

OBJECTIVE 5
Students will use geographical tools and develop skills to investigate and communicate geographically.

Outcomes
GLS1 explores the features of a range of environments
GLS2 investigates the spatial relationships in a range of environments
GLS11 uses geographical tools and skills
GLS12 uses strategies to gather, investigate and communicate geographical information

Content
Students:
- recognise the physical elements of environments:
  - air
  - energy (solar)
  - flora and fauna
  - soil/rock
  - water
- recognise the human elements of environments:
  - settlements
  - agriculture
  - industry/commerce
  - political
  - sociocultural
- locate and communicate about physical features in an environment, such as:
  - rivers, lakes, creeks (water)
  - flora and fauna
  - mountains, rock formations, soil type (soil/rock)
- locate and communicate about human features in an environment, such as:
  - cities/towns
  - infrastructure
  - roads
  - shopping centres
  - buildings
  - cultural features
- describe the local area using geographical language in relation to:
  - place
  - space
- networks
- linkages

• identify the location of one or more of the following physical environments in Australia and/or the world:
  - coasts
  - coral reefs
  - deserts
  - grasslands
  - polar lands
  - rainforests
  - tundras
  - wetlands

• explore the variety of physical features particular to the identified physical environment(s), such as:
  - vegetation in rainforests
  - drainage patterns in wetlands/coasts
  - longitudinal sand dunes in deserts

• identify spatial dimensions in a selected environment:
  - location
  - size
  - shape
  - altitude
  - latitude/longitude

• explain possible reasons for the location of physical features in a selected environment

• explore the relationships between location and climate in a selected physical environment, such as:
  - coastal location and rainfall, humidity, temperature
  - inland location and rainfall, humidity, temperature
  - latitude and rainfall, humidity, temperature
  - altitude and temperature

• compare the same type of physical environments in two different locations.
OBJECTIVE 2
Students will develop knowledge and understanding about the processes that form and transform the features and patterns of the environment.

OBJECTIVE 5
Students will use geographical tools and develop skills to investigate and communicate geographically.

Outcomes
GLS3 explores the relationships between geographical processes and physical environments
GLS4 explores the interrelationships between people’s activities and physical environments
GLS11 uses geographical tools and skills
GLS12 uses strategies to gather, investigate and communicate geographical information

Content
Students:
• develop a basic understanding of the components of the biophysical environment:
  – atmosphere (the earth’s air)
  – biosphere (the earth’s plants and animals)
  – hydrosphere (the earth’s water – solid, liquid and gaseous)
  – lithosphere (surface of the earth’s crust, hot semi-solid rock that lies underneath the crust, hot liquid rock near centre, solid iron core)
• identify and locate examples of physical features belonging to each component of the biophysical environment, such as:
  – wind, humidity (atmosphere)
  – ground cover, trees, plants (biosphere)
  – river systems, glaciers, ice sheets, oceans (hydrosphere)
  – mountain ranges, rock formations, volcanoes (lithosphere)
• recognise some interactions that occur between the components of the biophysical environment, such as:
  – the heat of the atmosphere may change water in the hydrosphere from solid to liquid
  – a volcano (initiated in the lithosphere) releases gases into the atmosphere
  – shallow soil in the lithosphere will lead to plants with shallow root systems
• investigate living things that inhabit the biosphere in one or more physical environments, such as:
  – polar bears in polar lands
  – desert plants
• identify factors that impact on patterns of flora and fauna, such as:
  – climate (temperature, humidity, rainfall, wind)
  – soil type and quality
  – topography (slope and aspect)
  – interrelationship of flora and fauna
• describe the unique characteristics of Australian fauna and flora that are a result of physical features of the environment, such as:
  – where they are found
  – adaptations to their environment
  – strategies animals use to survive in their environment
• investigate the impact of introduced species of flora (eg blackberry, privet, bitou bush, lantana) and/or fauna (eg cane toads, fire ants, foxes, rabbits) on native species. Consider impacts such as:
  – cross-pollination
- invasion
- succession
- insect-carried diseases

- measure and record data related to components of a biophysical environment, such as:
  - temperature
  - humidity
  - wind speed
  - water depth
  - temperature at a range of water depths
  - water pH
  - soil pH
  - number of plant and animal species
  - types of plants
  - types of animals

- discuss relationships between recorded data and a selected physical environment

- identify aspects of the physical environment that impact on human activity, such as:
  - location
  - climate
  - topography
  - natural resources

- recognise some of the human and physical processes that form and transform the earth, such as:
  - human (land clearing, fire, burning of fossil fuels, pollution)
  - physical (erosion, earthquakes, cyclones, drought, fire, precipitation, solar radiation, salinity, floods)

- research the causes and impacts of one or more natural hazards (eg drought, bushfire, floods, earthquakes, cyclones)

- identify strategies that humans undertake to prepare for and manage natural hazards

- research an issue related to the impact of human activity on at least two components of the biophysical environment, such as:
  - global warming
  - ozone depletion
  - biodiversity
  - land clearing
  - urban run-off
  - flood
  - drought
  - soil erosion
  - soil contamination
  - salinisation

- collect and record information to investigate how the impacts of human activity on the physical environment have changed over time, such as:
  - the number of threatened species
  - the percentage of forest/bushland
  - levels of water pollution
  - size of protected areas

- investigate strategies used to manage issues created by human activity, such as:
  - waste management
  - tree planting
  - composting/worm farms
  - recovery plans (eg for frog populations)
• propose strategies to reduce the impact of human activity in a selected environment
• explore strategies for the protection of land and natural resources, such as:
  – heritage sites
  – national parks
  – wildlife sanctuaries
  – marine parks.
OBJECTIVE 3
Students will develop knowledge and understanding about global and local forces which impact on people, urban places and economic activity.

OBJECTIVE 5
Students will use geographical tools and develop skills to investigate and communicate geographically.

Outcomes
GLS5 identifies factors that influence where people live and work
GLS6 uses knowledge of an environment to plan and undertake travel
GLS7 investigates economic activity in a range of places
GLS8 explores the nature of development and change at a range of scales
GLS11 uses geographical tools and skills
GLS12 uses strategies to gather, investigate and communicate geographical information

Content
Students:
- explore patterns of human activity in the local community, including land used for:
  - settlement
  - recreation
  - industry/commerce
  - transport
  - agriculture
- undertake fieldwork to identify why people choose to live in their local community, such as:
  - proximity to physical features
  - access to work
  - access to services
  - transport
  - sociocultural (eg close to family, places of prayer/worship, schools)
- use spatial terms to describe the relative location of places at and within a range of scales, such as:
  - the park is next to the lake
  - the houses are located along the coast
  - the centre of town is 1km from my house
  - the city is north of my town
- explore the existing relationships across a range of scales (local, regional, national, global), such as:
  - flow of goods and services
  - economic
  - travel
  - cultural
- investigate the modes of transport used to travel within and between locations across a range of scales
- discuss reasons for the available modes of transport in a selected location, such as:
  - ferry access to harbour and rivers
  - road or train infrastructure due to topography
  - air travel to cover distance/save time
- identify landmarks that assist in identifying location in a local environment, such as:
  - bus stop
  - train station
- petrol station
- traffic lights
- bridge
- school

- plan travel from one location to another to achieve a particular purpose, for example:
  - identify purpose
  - gather geographical and other information
  - document the plan
  - identify assistance required
  - discuss responsibilities
  - undertake risk assessment/management
  - identify strategies to respond to unplanned circumstances

- undertake travel using the developed plan
- review and discuss the effectiveness of the plan
- research the location of places where people in the local community work
- research one or more economic activities in the local community, for example:
  - collect data about the production of goods and services
  - collect data about the number of people employed
  - record the number of enterprises undertaking an economic activity (such as shopping centres (retail), travel agencies (tourism), accountants (financial services))

- investigate changes to economic activity over time in the local community
- explore factors affecting economic activity, such as:
  - natural resources/physical features
  - labour/cost of labour
  - capital (including infrastructure)
  - technology
  - flow of goods
  - transport
  - industrialisation
  - globalisation

- research the nature of patterns, linkages/relationships of one economic activity, for example:
  - what is produced and/or sold?
  - where is the economic activity located?
  - what natural resources are used?
  - how many people are employed?
  - what are the links (eg people, goods and services)?
  - what is the impact on the environment (eg pollution, resource depletion, cultural integration)?
    - what are the patterns of change?

- research the future directions of one economic activity
- undertake a case study of a local enterprise:
  - nature of the enterprise
  - locational factors
  - ecological dimensions (constraints, climate, human impact)
  - internal and external links (people, good and services)
  - effect of global changes

- describe patterns of settlement in Australia
- explain reasons for the pattern of settlement in Australia
- develop an understanding of urbanisation:
- settlement patterns
- physical environments
- provision of services
- economic activity
- growth and development

- identify the pattern of urban places (e.g., cities/towns, suburbs, regional centres) in one or more areas of NSW or Australia

- investigate why people move to urban places, for example:
  - job/economic opportunities
  - social and cultural connections (family, friends)
  - access to services (education, health, social and cultural)
  - reduce time and expense of commuting
  - diversity of opportunities
  - convenience
  - declining opportunities in rural places

- explore the concept of cities as:
  - densely populated urban areas
  - places of concentrated development and economic activity
  - places of cultural production

- research the urban dynamics of an Australian city, such as:
  - social structure
  - spatial patterns of wealth
  - spatial patterns of ethnicity
  - changing economic character/activity
  - nature and location of residential, commercial and industrial areas
  - culture (e.g., architecture, streetscape, noise, colour, street life, energy, vitality and lifestyle)
  - growth and development
  - future trends
  - ecological sustainability

- use measures to compare the level of urbanisation in a number of countries, such as:
  - urban population (%)
  - population in largest city (number of people)

- investigate the distribution of the world’s population

- identify factors that affect the pattern of population distribution on a global scale, such as:
  - physical features
  - employment
  - economic activity (including history)
  - technology
  - culture
  - services

- explore factors affecting population movement on a global scale, such as:
  - employment/industry
  - technology
  - persecution
  - political instability
  - war
  - climate

- explore patterns of development on a global scale, by using measures such as:
  - birth rate
  - population growth
– urban population
– exports

• compare and contrast growth and development in Australia with a developing country:
  – access to food, shelter, support, health care, education, transport
  – availability of natural resources
  – population
  – cultural integration
  – sustainability
  – economic
  – rate of growth and development

• undertake a case study to investigate the nature and characteristics of world cities

• undertake a case study to investigate the nature and characteristics of mega cities

• investigate the impact of living in a mega city:
  – housing
  – infrastructure (eg schools, transport)
  – employment
  – leisure/recreation (eg green spaces)
  – congestion
  – food availability
  – water and power supplies
  – pollution
  – sanitation
  – social and health issues

• investigate possible responses to challenges of living in mega cities

• recognise the role of technology in globalisation

• investigate the impact of globalisation at a range of scales, such as:
  – cultural integration
  – popular culture
  – economic activity.
OBJECTIVE 4
Students will develop knowledge and understanding about ecosystems and the geographical nature of challenges facing Australia and the world.

OBJECTIVE 5
Students will use geographical tools and develop skills to investigate and communicate geographically.

Outcomes
GLS9 researches an ecosystem at risk
GLS10 explores key geographical issues and challenges facing Australia and the world
GLS11 uses geographical tools and skills
GLS12 uses strategies to gather, investigate and communicate geographical information

Content
Students:
- develop a basic understanding of some interactions that operate in a selected ecosystem
- identify ecosystems at a local scale that are at risk and require specific care, conservation and protection, such as:
  - local creek
  - beach
  - wetland
- investigate opportunities for the care, management and preservation of local ecosystems by:
  - individuals (eg using resources carefully, disposing of rubbish and waste appropriately/recycling, composting)
  - groups (eg cleaning up local areas, tree planting, community action and programs)
  - government (eg conservation programs, programs to control invading species)
- plan and implement a strategy to care for and conserve Australian flora and fauna in a local environment, for example:
  - native gardening/bush regeneration
  - eucalypt planting for a koala population
- investigate how changes to climate affect an ecosystem
- undertake an audit to identify ways to reduce energy consumption at home and/or at school
- explore the role of organisations concerned with the care of Australian flora and/or fauna, such as:
  - Landcare, Greencorps, bush regeneration groups
  - WIRES, Native Animal Network Association (NANA), National Parks and Wildlife Services, Australian Wildlife Conservancy
- identify geographical issues facing Australia, such as:
  - air quality
  - decreasing biodiversity
  - coastal management
  - land and water management
  - spatial inequality
  - urban growth and decline
  - waste management
- investigate perspectives on one or more key geographical issues relevant to Australia, such as:
  - whaling/fishing
  - mining
  - ownership and use of river systems
– forestry
• explore the geographical nature of one or more key issues/challenges facing Australia and the world, such as:
  – uses of technology
  – ecological and environmental issues
  – climate change
  – conflicts and crises between nations
  – population
  – social problems such as poverty, unemployment, health status, child labour
  – effects of globalisation
  – cultural and religious diversity
  – ownership and use of natural resources
• investigate actions being undertaken at a range of scales to address a selected key challenge
• develop and implement a strategy to address a selected key challenge at one or more scales (eg local, regional, national, global).
Module 5: History

Module description
This module provides students with opportunities to explore the past and develop an understanding of how people, groups and events have influenced past societies and the world today. Students participate in historical investigations identifying differing perspectives and interpretations of the past. Students are provided with opportunities to locate, select, organise, plan and present information within the historical context.

Investigating the Past

OBJECTIVE 1
Students will develop knowledge and understanding about the nature of history and historical investigations.

OBJECTIVE 5
Students will develop knowledge, understanding and skills in the process of historical inquiry and communicating historical information.

Outcomes
HLS1 investigates personal connections to history
HLS2 demonstrates an understanding of the concepts of time and chronology
HLS3 demonstrates an understanding of the nature of history and historical investigations
HLS10 identifies differing perspectives and interpretations of the past
HLS11 uses a variety of strategies to locate, select and organise information
HLS12 undertakes historical investigations and presents the findings using historical terms and concepts

Content
Students:
- use the language of time in a range of contexts, such as:
  - past, present, future, a long time ago
  - decade, century, millennium
  - BC/AD, BCE/CE
- identify how time is measured (eg minutes, hours, days, months, years, decades, centuries, millennia, BC/AD, BCE/CE)
- locate, select and organise a range of sources that are records of their personal history, such as:
  - photographs, personal objects
  - videos
  - written materials (eg letters, cards)
  - reports, certificates
- construct and present a timeline of significant events in their lives using selected evidence
- recognise that history involves the study of human actions in the recorded past
- recognise that historical sources used to investigate the past can include:
  - written materials
  - non-written materials (eg drawings, artefacts)
- recognise the difference between primary and secondary sources in the context of investigating the past
recognise that sources can be used to answer questions about the past, such as:
- how people lived
- why people may have lived that way
- how and why life circumstances changed
explore a range of sources appropriate to an historical investigation by identifying:
- what it is
- who made it/wrote it
- when it was made/written
- where it was found
- how it was used
- author's point of view
- reliability
collect and use sources to explore the life experiences (eg school, work, hobbies, memorable moments, achievements) of one or more significant people in their life at a particular point in time
use the collected sources to compare their own life experiences with those of the identified significant person or persons
participate in historical investigations of significant sites in the local community, such as:
- heritage sites
- sites of cultural or spiritual significance (eg memorials, museums, schools, private and public buildings, cemeteries, virtual sites)
use historical questions to investigate the experiences of a variety of people from the local community, such as:
- Aboriginal people
- senior citizens
- war veterans
- migrants
compare the accounts of local history given by a variety of people (above)
recognise that people can have differing experiences of the same period in time
recognise that people have different perspectives about the past
use sources to identify differing perspectives about a selected local or national event or issue
role-play different interpretations of particular events to explore bias and perspective
identify steps in the process of historical investigations:
- identify historical questions
- locate, select and organise information from historical sources
- understand and analyse the sources
- use the sources to identify different perspectives
- plan, present and communicate findings
explore some of the methods used by historians and archaeologists to investigate the past, such as analysing:
- written records/materials (eg maps, diaries, newspapers, site reports)
- oral history
- films and video
- excavation of historical sites
- artefacts
identify some of the ways historians and archaeologists record history, such as:
- written accounts
- photographs
- collecting artefacts and detailing the location where the artefacts were found
- drawings
- investigate how historical evidence may be lost (e.g., war, looting, natural disasters) and later rediscovered (e.g., chance, fieldwork, settlement changes)
- explore a recorded historical investigation through a teacher-selected case study
- explore the role of changing technologies in investigating, preserving and reconstructing the past
- explore challenges in the process of undertaking an historical investigation, such as:
  - supporting and contradictory evidence
  - validity and reliability of sources
  - problems of authenticity (fakes and forgeries)
  - role of archaeology
  - selectivity of evidence (emphasis on and omission of evidence)
  - accuracy in recording findings
  - using technology to preserve historical findings.
Ancient History

OBJECTIVE 2
Students will develop knowledge and understanding about people, places, societies and events in the contexts of their times.

OBJECTIVE 3
Students will develop knowledge and understanding about change and continuity over time.

OBJECTIVE 5
Students will develop knowledge, understanding and skills in the process of historical inquiry and communicating historical information.

Outcomes
HLS4 investigates key features of ancient societies
HLS6 explores the role and contribution of key individuals, groups and events within their time
HLS7 explores factors contributing to change and continuity in the ancient world
HLS10 identifies differing perspectives and interpretations of the past
HLS11 uses a variety of strategies to locate, select and organise information
HLS12 undertakes historical investigations and presents the findings using historical terms and concepts

Content

Ancient Societies
*The selected outcomes and content should be addressed in the context of one or more ancient societies being studied by the class. Examples could include:*

- Egypt
- Near East
- Greece
- Rome
- Asia

Students:
- explore features of the society such as:
  - aspects of everyday life (eg leisure activities, food and dining, clothing, health, bathing, water supply and sanitation)
  - social structure (eg men, women, freedmen, slaves)
  - cultural life (eg art, writing and literature, architecture)
  - geographical environment (eg geographical setting, features, resources and location of significant sites)
  - politics
  - the economy (eg trade, commerce, industry, occupations)
  - public and private buildings
  - religion
- explore features of the society and how they reflect continuity and change over time, such as:
  - geographical (eg geographical setting, natural features and resources, neighbours, significant sites)
  - social and political (eg roles of leaders, governance, role and status of women, role of the army, migration)
– economic (eg crafts and industry, technology, agriculture, animal husbandry, transport, economic exchange including trade)
– religious (eg gods, goddesses, kings, beliefs and practices, death and burial customs, religious sites)
– cultural life (eg art and architecture, writing and literature, myths and legends)
– everyday life (eg daily life, food and clothing, occupation, housing and furniture)

• explore one or more myths and legends associated with the society
• explore the legacy of the society for our world cultural heritage in the areas of:
  – art
  – artefacts
  – music
  – architecture
  – dance
  – drama
  – science and medicine

**Personalities**

• study a personality from an ancient society in relation to:
  – historical context
  – background and rise to prominence
  – career
  – significance

*The personality could include one or more of the following or another personality being studied by the class:*

• Hatshepsut (Egypt)
• Xerxes (Near East)
• Alexander the Great (Greece)
• Agrippina the Younger (Rome)
Modern History

OBJECTIVE 2
Students will develop knowledge and understanding about people, places, societies and events in the contexts of their times.

OBJECTIVE 3
Students will develop knowledge and understanding about change and continuity over time.

OBJECTIVE 5
Students will develop knowledge, understanding and skills in the process of historical inquiry and communicating historical information.

Outcomes
HLS5 investigates key features of societies or periods in the modern world
HLS6 explores the role and contribution of key individuals, groups and events within their time
HLS8 explores features and issues reflecting change and continuity in the modern world
HLS10 identifies differing perspectives and interpretations of the past
HLS11 uses a variety of strategies to locate, select and organise information
HLS12 undertakes historical investigations and presents the findings using historical terms and concepts

Content

Historical Periods
The selected outcomes and content should be addressed in the context of one or more selected periods of national or international history being studied by the class. Examples include:

- Europe
- North America
- Australia
- Asia
- The Pacific
- Africa
- The Middle East
- Central/South America

Students:
- explore events from the selected period in relation to:
  - factors contributing to the events
  - main features of the events (eg political, social, economic, technological)
  - impact of the events on the history of the individual nation, region or world as a whole
- explore features and issues of the period and how they reflect continuity and change over time, such as:
  - geographical (eg borders, imperialism, alliances/conflicts with neighbours, preservation of significant places and sites)
  - social and political (eg roles of leaders/significant people, role of groups such as peace-keeping groups and trade groups), political ideologies and political parties, nationalism, foreign policy, alliances, social classes, education, belief systems, role and status of women, migration, multiculturalism, racism and human rights)
  - economic (eg industrialisation, technology, transport, trade, globalisation, growth/decline)
  - religious (eg belief systems, sacred places and sites, practices)
– cultural life (eg art, architecture, writing and literature, film)
– everyday life (eg food and clothing, occupation, housing, technology)

• investigate key features and issues in one or more studies of peace and conflict in the modern world, such as:
  – origins of conflict
  – major events and issues in the development of the conflict
  – role of key individuals, groups and/or organisations
  – methods/strategies used in attempts to resolve the conflict
  – success of attempts to resolve the conflicts

Personalities

• study one or more individuals from the selected period in relation to their:
  – historical context
  – personal background and the values and attitudes that influenced their actions
  – rise to prominence
  – significant events and achievements
  – contribution to the society and time in which they lived and the legacy of their contribution

The personality could include one or more of the following or another personality being studied by the class:

• Adolf Hitler, Anne Frank, Emmeline Pankhurst, Queen Elizabeth II, Winston Churchill (Europe)
• Amelia Earhart, Dwight Eisenhower, Eleanor Roosevelt, John F. Kennedy, Lyndon B. Johnson, Richard Nixon, William Randolph Hearst (North America)
• Augusto Pinochet, Che Guevara, Salvador Allende (Central/South America)
• Charles Perkins, Eddie Mabo, Robert (Bob) Hawke, Robert Menzies (Australia)
• Emperor Hirohito, Ferdinand Marcos, Ho Chi Minh, Indira Gandhi, Mao Zedong, Sun Yat-sen (Asia)
• Nelson Mandela (Africa)
• Saddam Hussein, Shah of Iran (Middle East)

World War I – a case study

• use sources to study aspects of World War I, such as:
  – trench warfare and life in the trenches
  – social and economic impact on the home fronts in Australia, Britain and Germany
  – life on the home front for women and children in Australia and Britain
  – propaganda
  – events leading to the armistice in 1918
  – role of key people
Contemporary History

OBJECTIVE 4
Students will develop knowledge and understanding about key global issues and challenges.

OBJECTIVE 5
Students will develop knowledge, understanding and skills in the process of historical inquiry and communicating historical information.

Outcomes
HLS9 explores key issues and challenges impacting on the modern world
HLS10 identifies differing perspectives and interpretations of the past
HLS11 uses a variety of strategies to locate, select and organise information
HLS12 undertakes historical investigations and presents the findings using historical terms and concepts

Content
Students:
• identify one or more key issues and challenges impacting on the modern world (recent past and present), such as:
  – terrorism
  – trafficking (eg human, drugs, arms)
  – nuclear threat
  – religious fundamentalism
  – globalisation and culture
  – emerging nations (eg India, China)
• investigate one or more key issues and challenges in relation to:
  – origins
  – impact on Australia and/or the world
  – some of the events
  – perspectives or interpretations
  – strategies being implemented to address the key issue/challenge.
Module 6: Society and Culture

Module description

This module provides opportunities for students to develop an understanding of themselves, their own society and culture and the societies and cultures of others. Students explore the interactions between persons, societies, cultures, environments and time. Students are provided with opportunities to undertake social and cultural research individually and/or collaboratively.

OBJECTIVE 1
Students will develop knowledge and understanding about personal, social and cultural identity.

OBJECTIVE 4
Students will develop knowledge, understanding and skills in social and cultural research.

Outcomes
SCLS1 explores a variety of cultures in Australia
SCLS2 engages in and responds to a variety of cultural experiences
SCLS3 explores factors that contribute to personal and group identity
SCLS4 investigates the interrelationships between personal identity, group identity and social and cultural backgrounds
SCLS9 uses a research process to investigate an area of interest related to societies and cultures

Content
Students:
- explore aspects of their own cultural background, such as:
  - family life
  - language
  - beliefs/religion
  - family narrative
  - traditions, practices, customs
  - celebrations (including rites of passage)
- develop an understanding that culture can be demonstrated through:
  - food
  - dress
  - body decorations
  - customs
  - beliefs
  - values
  - laws
  - technology
  - the arts
  - architecture
  - artefacts
- experience aspects of one or more cultures in their local community, such as:
  - food
  - celebrations/festivals
  - music
  - theatre
  - dance
  - fine arts
– oral traditions/literature/narrative

• recognise that people from different backgrounds may vary in what they believe and how they behave. This may include differences in:
  – values
  – family roles (including gender roles)
  – communication (verbal and non-verbal)
  – customs (eg rites of passage)

• identify a range of cultures in their community

• interview a person about another culture (eg through family, migration, travel)

• recognise that a multicultural society provides opportunities for sharing experiences and developing intercultural understanding

• demonstrate an understanding of the importance and significance of specific events and celebrations in Australian society, such as:
  – Australia Day
  – Anzac Day
  – NAIDOC celebrations
  – National Reconciliation Week
  – Harmony Day
  – religious days/celebrations
  – New Years Day

• participate in specific events and celebrations for a range of purposes, such as:
  – cultural
  – educational
  – social
  – religious
  – environmental

• explore personal identity in relation to:
  – people who are important to them
  – where they live
  – groups and organisations to which they belong (eg family, peers, friendships, social and cultural groups)
  – how they spend their time/what they do
  – culture/subcultures
  – beliefs (religious and non-religious)
  – values

• identify what makes each individual similar to and/or different from others, such as:
  – age
  – appearance
  – likes/dislikes
  – life at home (eg family roles, language, customs, food)

• explore how an individual’s identity is influenced by:
  – family
  – peers
  – school, work
  – leisure
  – culture
  – media
  – beliefs
  – social class
  – location
• identify how behaviour may vary in different social and cultural contexts, such as:
  – home language/school language
  – communication with family/peers/people of different genders/people in authority/work
  – dress for work/dress for celebration or special event

• explore the competing influences/expectations that may arise from belonging to more than one social and cultural group (eg family versus peer influence)

• explore how personal identity develops/changes over time:
  – socialisation
  – life stages
  – social context (eg leisure/work)

• identify rites of passage that mark the move from childhood to adulthood in Australia and how they are celebrated, such as:
  – age milestones
  – leaving school
  – voting

• explore factors that may impact on a person’s identity and sense of self on leaving school, such as:
  – increasing independence
  – changing friendships and networks
  – changing rights and responsibilities
  – changing leisure and recreation opportunities
  – rights in relation to the law
  – work

• investigate how rites of passage are marked/celebrated in different cultures/societies, such as:
  – initiation rites, rituals and ceremonies (eg baptism)
  – puberty
  – coming of age (eg graduation, Bar Mitzvah, getting a driver’s licence)
  – marriage
  – death

• explore the nature of work and leisure in Australia, such as:
  – types of work (paid, unpaid)
  – types of leisure (active, passive)
  – importance of leisure to social relationships and culture (eg time spent with friends, community connections)
  – impact of work and leisure on society
  – impact of society on work and leisure
  – impact of technology
  – changing patterns of work and leisure over time
  – future directions in work and leisure

• use a research process to investigate an area of interest related to society and/or culture:
  – identify a question, problem or topic
  – make a plan by dividing the question, problem or topic into small parts
  – identify information/data that might be appropriate to the question, problem or topic
  – collect data/information (eg using interview, questionnaires, observation)
  – organise and interpret the data
  – communicate the research findings.
OBJECTIVE 2
Students will develop knowledge and understanding about interactions between persons, societies, cultures and environments over time.

OBJECTIVE 4
Students will develop knowledge, understanding and skills in social and cultural research.

Outcomes
SCLS5 identifies similarities and differences between cultures and societies
SCLS6 explores relationships within and between social and cultural groups
SCLS7 investigates continuity and change within and between cultures and societies over time
SCLS9 uses a research process to investigate an area of interest related to societies and cultures

Content
Students:
- identify aspects of culture that are similar/different to a peer from a different culture, such as:
  - language at home
  - food/meals
  - place of birth
  - customs/traditions
  - beliefs/religion
  - celebrations/ceremonies
  - family and roles of family members
- explore shared customs in Australian society, such as:
  - greeting behaviours
  - verbal/non-verbal communication
  - expected/appropriate social behaviours
  - language (eg slang/colloquial)
  - celebration of special days
- explore the impact of cultural diversity on one or more community/ies, such as:
  - shared experiences
  - appreciation of difference
  - intercultural understanding
  - shared customs
  - understanding of culturally appropriate communication
  - changes to diet/food
  - changes to physical features (eg buildings, places of worship)
  - patterns of language use (eg at home, at school, in the community)
  - music or movie preferences
  - economic activity
- consider ways that cultural groups maintain their cultural heritage, such as:
  - communication and language
  - customs
  - contact with home country and/or place of birth
- compare aspects of culture and society in Australia with one or more overseas country/ies. Aspects could include:
  - family
  - social organisation and structure (eg family, kinship system)
  - roles and status (gender, class)
  - religion/belief systems
  - nature of communication (verbal and non-verbal communication)
– conflict and cooperation
– influence of power and authority

• investigate changes that have occurred to the cultural make-up of Australia over time:
  – Indigenous Australians
  – migration/refugees

• investigate factors that have impacted on the cultural make-up of Australia over time:
  – government policy
  – economic activity/work
  – conflict/persecution in homeland
  – globalisation

• explore the traditional cultures and beliefs of Indigenous Australians, such as:
  – relationship with the land
  – the Dreamtime and belief systems
  – oral tradition
  – languages
  – kinship system
  – customs

• investigate the impact of new cultures and beliefs on Indigenous Australians

• consider how Indigenous Australians maintain and promote their traditional culture

• investigate potential sources of change in society, such as:
  – physical change (eg environmental factors, geographical features and borders)
  – population movement and growth
  – cultural innovation (eg invention, discovery, spread)
  – technology (access to information, economic activity)
  – human action (as a result of perspectives on issue or group)
  – power and authority (influence of significant people, foreign powers, constitutional change, government policy, eg forced adoption of values)

• research the nature of continuity and change in a selected country
  – people (eg population, Indigenous peoples, number of nationalities)
  – society (eg education, work, leisure, social welfare/health, social organisation, gender roles, government/authority, laws)
  – culture (eg beliefs, values, family life/lifestyles)
  – environment (eg borders, land use, economic activity)
  – time (eg past, future change)

• identify significant people in Australian society and the reason for their significance in areas such as:
  – politics
  – entertainment
  – sport
  – the arts
  – science

• explore how increasing access to information and technology has impacted on culture, such as:
  – popular culture
  – globalisation
  – Westernisation
  – industrialisation

• investigate popular culture for their peer group, such as:
  – music
  – comics/magazines
  – internet/technology
- fashion
- films/radio/television
- sport
- games/mobile phones

- investigate factors that have influenced the popularity of a popular culture product, such as:
  - advertising/marketing/business
  - peer pressure
  - people of high status/visibility (eg celebrities)
  - technology

- investigate the spread of one or more commercial products in popular culture in terms of:
  - location
  - age
  - class
  - gender/sexuality
  - ethnicity

- use a research process to investigate an area of interest related to society and/or culture:
  - identify a question, problem or topic
  - make a plan by dividing the question, problem or topic into small parts
  - identify information/data that might be appropriate to the question, problem or topic
  - collect data/information (eg using interview, questionnaires, observation)
  - organise and interpret the data
  - communicate the research findings.
OBJECTIVE 3
Students will develop knowledge and understanding about key issues and challenges for cultures and societies in Australia and the world.

OBJECTIVE 4
Students will develop knowledge, understanding and skills in social and cultural research.

Outcomes
SCLS8 explores key issues and challenges related to cultures and societies
SCLS9 uses a research process to investigate an area of interest related to societies and cultures

Content
Students:
- identify key issues and challenges related to cultures and societies
  - globalisation of culture
  - perspectives on culture/non-acceptance of other cultures
  - inequality of outcomes for groups in Australia (health, housing, education, employment, justice system)
  - imposition or forced acceptance of culture
  - maintaining cultural heritage
  - conflict and war
  - conflict related to religious perspectives/sacred places
- explore strategies to address one or more key issue or challenge
- describe and discuss ways in which social, cultural and religious harmony can be promoted and preserved, such as:
  - learning about others, tolerance of others, respect for other people’s point of view
  - appreciation of the contribution of others
- explore government initiatives in Australia designed to promote intercultural understanding/cultural harmony
- explore the nature of inequality for groups in Australia such as people:
  - from different racial or ethnic groups
  - who follow different belief systems and cultural practices
  - with a disability
  - living in urban or rural environments
  - of different ages/genders
- use a research process to investigate an area of interest related to society and/or culture
  - identify a question, problem or topic
  - make a plan by dividing the question, problem or topic into small parts
  - identify information/data that might be appropriate to the question, problem or topic
  - collect data/information (eg using interview, questionnaires, observation)
  - organise and interpret the data
  - communicate the research findings.
Module 7: Studies of Religion

Module description

This module provides opportunities for students to develop an understanding of belief systems and religions, their influence on human behaviour and interactions with culture and society. Students explore the role of religious traditions in Australian and global contexts.

OBJECTIVE 1
Students will develop knowledge, understanding and skills about the nature of religion and belief systems in local and global contexts.

OBJECTIVE 5
Students will develop knowledge, understanding and skills about effective gathering and communicating of information about religion and belief systems.

Outcomes
SRLS1 recognises the nature of religion and belief systems
SRLS2 identifies characteristics of religious belief systems
SRLS9 uses strategies to gather, investigate and communicate information about religion and belief systems

Content
Students:
- identify some of their own beliefs
- explore the origins/basis of their beliefs
- compare their beliefs to those of their peers
- explore the nature of belief systems as:
  - set of beliefs, attitudes, practices
  - worldview (set of ideas attempting to explain the world)
- explore the nature of religious belief systems as having:
  - a supernatural dimension
  - a belief in a divine being or powers beyond the human and/or dwelling within the individual
- recognise one or more types of belief systems in Australia and/or the world, such as:
  - religious traditions (eg Buddhism, Christianity, Hinduism, Islam, Judaism)
  - non-religious traditions (eg humanism, agnosticism, atheism)
  - ethical traditions (eg Confucianism)
  - economic worldviews (eg capitalism, socialism, consumerism)
  - traditions relating to a civic society (eg democracy, totalitarianism)
  - traditions relating to gender (eg feminism, ‘men’s movement’)
  - traditions relating to the environment (eg environmentalism)
- recognise characteristics of religion as having:
  - beliefs and believers
  - sacred texts and writings
  - ethics and codes of practice
  - rituals and ceremonies
  - sacred places/places of worship
- research one or more belief system(s) in relation to:
  - history
  - ethics/basic teachings
– extent of following/global distribution
– important places/scripts/symbols
– nature of power and authority
– role of tradition and cultural heritage
– gender roles
– continuity and change
– impact of belief system for individuals and society
– relationship to peace and conflict
– the literature, art, music or other expressions of the belief system/religion
– future directions

• investigate aspects of the lives of significant individuals in the development of one or more religious tradition(s), such as:
  – where and when they lived
  – their teachings
  – their writings.
OBJECTIVE 2
Students will develop knowledge, understanding and skills about the influence and expression of religion and belief systems in Australia.

OBJECTIVE 5
Students will develop knowledge, understanding and skills about effective gathering and communicating of information about religion and belief systems.

Outcomes
SRLS3 explores the relationships between religion and belief systems and personal behaviour
SRLS4 explores the practices within religion and belief systems
SRLS5 explores the influence of religion and belief systems on individuals and society in Australia
SRLS9 uses strategies to gather, investigate and communicate information about religion and belief systems

Content
Students:
- explore how belief systems influence:
  - behaviour
  - individual and group practices
  - relationships with other people
  - relationships with the environment
- explore the significance, meaning and influence of religion and belief systems to:
  - individuals
  - society and culture (e.g., social cohesion, meaning and purpose, celebrations)
- record events of religious and/or spiritual significance to class members on a calendar
- recognise the need to respect traditional religious and cultural customs and practices where appropriate, for example:
  - abiding by dress and eating requirements
  - attending religious celebrations
- investigate the role/impact of a religion or belief system on Australian culture
- explore the nature of the Dreaming in relation to:
  - origins of the universe
  - sacred sites
  - stories and oral traditions
  - symbolism and art
- explore the significance of the Dreaming to the life of Aboriginal peoples
- investigate the relationships between the Dreaming, land and Country and identity
- explore the relationships between the Dreaming and Aboriginal spirituality in terms of:
  - kinship
  - ceremonial life
  - obligations to the land and people
- research the impact of dispossession on Aboriginal spiritualities
- investigate the arrival of and establishment of one religious tradition in Australia pre 1945
- explore the contribution of one religious tradition in Australia pre 1945 to:
  - education
  - rural and outback communities
  - public morality
- investigate changing patterns of religious adherence from 1945 to the present in Australia
• explore the current religious landscape in Australia
• explore the impact of changes to the cultural make-up of Australia and people’s religious affiliation
• investigate the reasons for growth in new religious expressions and spiritualities in Australia.
OBJECTIVE 3
Students will develop knowledge, understanding and skills about religious traditions and their adherents.

OBJECTIVE 5
Students will develop knowledge, understanding and skills about effective gathering and communicating of information about religion and belief systems.

Outcomes
SRLS6 investigates aspects of a variety of religious traditions
SRLS7 investigates interactions between religious traditions and culture and society
SRLS9 uses strategies to gather, investigate and communicate information about religion and belief systems

Content
Students:
- research aspects of at least two religious traditions (Buddhism, Christianity, Hinduism, Islam, Judaism), such as:
  - origins
  - principal beliefs
  - sacred texts and writings
  - ethical teachings
  - personal devotion/expression of faith/observance
  - significant people and ideas
  - significant practices of adherents
- research the global distribution of the selected religious traditions
- explore the significance of a religious tradition to a selected society
- explore the variations in practice of a particular religious tradition in different countries
- explore the teachings about peace in a religious tradition:
  - inner peace
  - world peace
- explore similarities and differences within and between religious traditions for:
  - individuals
  - groups.
OBJECTIVE 4
Students will develop knowledge and understanding about key issues and challenges related to the acceptance of religious diversity in Australia and the world.

OBJECTIVE 5
Students will develop knowledge, understanding and skills about effective gathering and communicating of information about religion and belief systems.

Outcomes
SLS8 explores key issues and challenges related to religions and belief systems
SLS9 uses strategies to gather, investigate and communicate information about religion and belief systems

Content
Students:
• identify key issues and challenges in relation to belief systems and/or religions in a range of contexts, such as:
  – intolerance and discrimination
  – conflict related to religious perspectives/sacred places
  – impact of new knowledge (eg scientific knowledge)
• explore strategies to address one or more key issues or challenges in relation to belief systems and/or religions, such as:
  – education
  – laws
  – communication
• explore government initiatives in Australia designed to promote intercultural understanding and cultural and religious harmony
• describe and discuss ways in which social, cultural and religious harmony can be promoted and preserved in Australia and the world, such as:
  – learning about others
  – tolerance of others
  – respect for other people’s point of view
  – appreciation of the contribution of others.
11 Employability Skills

The employability skills build on and replace the Mayer key competencies (developed in 1992) which attempted to describe generic competencies for effective participation in work.

The Business Council of Australia (BCA) and the Australian Chamber of Commerce and Industry (ACCI), in consultation with other peak employer bodies, produced the *Employability Skills for the Future* report which was officially released in May 2002. The report indicated that business and industry required a broader range of skills than those in the Mayer Key Competencies Framework and recommended the following eight employability skills:

- communication
- teamwork
- problem-solving
- initiative and enterprise
- planning and organising
- self-management
- learning
- technology.

These employability skills are developed through the objectives, modules, outcomes and content of each of the Stage 6 Human Society and Its Environment Life Skills courses, in ways which address individual student needs. The development of employability skills may also contribute to effective participation in other post-school environments, such as further education and community living.
12 Assessment and Reporting

12.1 Assessment

Assessment involves collecting evidence and reflecting on the student’s achievement in relation to the Life Skills outcomes selected for a particular course.

The content points listed with each outcome not only form the basis of the learning opportunities for students, but also provide opportunities for teachers to make judgements about student achievement in relation to outcomes.

Assessment should take account of the individual ways in which students demonstrate achievement in relation to outcomes. To cater for such individuality, a range of assessment strategies should be used. Such assessment strategies may include:

- observation of engagement in learning experiences, such as:
  - fieldwork
  - investigations
  - group work
  - discussions
  - case studies
  - observation of a physical response
- responses using augmentative and alternative communication (AAC) systems
- responses using assistive technology
- videos and photographs
- interviews and role-plays
- class debates
- information reports
- visual displays
- exhibitions
- oral/written reports
- presentations, including oral, PowerPoint, multimedia
- completed design projects
- recording of activities and learning in a portfolio, book, diary or journal.

Evidence of achievement in relation to outcomes can be based on ongoing observations during teaching and learning or from assessment tasks specifically designed to assess individual student achievement at particular points.

Students may demonstrate the achievement of outcomes across a range of situations or environments, including the school, home, community and workplace. Assessment should reflect the student’s ability to generalise the knowledge, skills, and values and attitudes to a range of environments. Stage 6 Life Skills courses have no HSC examinations and results cannot be used in the calculation of a student’s ATAR.

Students entered for Stage 6 Life Skills courses may achieve the designated outcomes independently or with support. The following information is designed to assist teachers in determining whether outcomes have been ‘achieved independently’ or ‘achieved with support’.
An outcome should be considered as ‘achieved independently’ if there is evidence that a student can demonstrate the achievement of an outcome either:

- without adjustments
  or
- with the adjustments that enable the student to access course work and/or demonstrate achievement during assessment opportunities. These adjustments will have been determined through the collaborative curriculum planning process.

Examples of such adjustments might include:
- the positioning of a student in a classroom
- additional time to communicate
- use of assistive technology
- provision of accessible/alternative formats, eg large print or Braille
- provision of a reader or writer.

Some students will only be able to demonstrate achievement if they are provided with additional support. This type of adjustment is provided when a student requires assistance to demonstrate the achievement of an outcome. In such cases an outcome should be considered as ‘achieved with support’.

Examples of additional support include:
- verbal prompts
- visual prompts
- physical assistance
- provision of partial responses.

Provision has been made in the Profile of Student Achievement for teachers to record where an outcome has been achieved independently or with support.
12.2 Reporting

Life Skills courses are reported on the Higher School Certificate Record of Achievement without a mark and with the notation *Refer to the Profile of Student Achievement*.

The Profile of Student Achievement is a permanent record of all Life Skills outcomes achieved by the student during Stage 6 and will be issued by the school before he or she leaves school.

Schools use the profile to report on student achievement of the syllabus outcomes identified in the planning process, indicating whether the student has achieved the designated outcomes independently or with support.

Before the student leaves school, the Profile of Student Achievement is verified by the school principal as a true and accurate record of the Life Skills outcomes demonstrated by the student.

More detailed information on reporting using the Profile of Student Achievement can be found on the Board’s website.
# Glossary

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artefacts</td>
<td>Objects made and used by human beings.</td>
</tr>
<tr>
<td>Atmosphere</td>
<td>A body of air (gases) surrounding the earth’s surface.</td>
</tr>
<tr>
<td>Belief system</td>
<td>A shared system of beliefs and values that systematically define a way of perceiving the social, cultural, physical and psychological world.</td>
</tr>
<tr>
<td>Biosphere</td>
<td>The realm of earth that includes all plant and animal life forms.</td>
</tr>
<tr>
<td>Biophysical environment</td>
<td>The interrelationship between the physical environment and life forms within the environment.</td>
</tr>
<tr>
<td>Chronology</td>
<td>Places, events and dates arranged in historical time order.</td>
</tr>
<tr>
<td>Citizenship</td>
<td>Membership of a nation-state that entails certain rights and responsibilities. Informed and active citizenship involves individuals and groups influencing decision-making at local, state, federal and global scales, and actively participating in community activities and public affairs.</td>
</tr>
<tr>
<td>Colonisation</td>
<td>A process by which a different system of government is established by one nation over another group of peoples. It involves the colonial power asserting and enforcing its sovereignty, or right to govern according to its own laws, rather than by the laws of the colonised.</td>
</tr>
<tr>
<td>Conservation</td>
<td>To protect from loss or harm; preserve.</td>
</tr>
<tr>
<td>Constitution</td>
<td>The fundamental rules that establish how a country is governed, typically establishing the role and powers of parliament, the executive and the judiciary.</td>
</tr>
<tr>
<td>Contemporary</td>
<td>Within the time frame from the 1960s to the present.</td>
</tr>
<tr>
<td>Community</td>
<td>An identifiable group interacting on the basis of shared space and/or social organisation.</td>
</tr>
<tr>
<td>Complements</td>
<td>In terms of demand, a complement is one of two goods that are consumed together such that an increase in the price of one good leads to a decrease in demand for the other.</td>
</tr>
<tr>
<td>Country</td>
<td>Aboriginal communities’ cultural associations with their Country may include or relate to languages, cultural practices, knowledge, songs, stories, art, paths, landforms, flora, fauna and minerals. These cultural associations may include custodial relationships with particular landscapes such as land, sea, sky and rivers as well as the intangible places associated with the Dreaming. Custodial relationships are extremely important in determining who may have the capacity to authentically speak for their Country (NSW DECC).</td>
</tr>
<tr>
<td>Culture</td>
<td>The body of beliefs, attitudes, skills and tools with which members of a community structure their lives and interact with their environment.</td>
</tr>
<tr>
<td>Term</td>
<td>Definition/Description</td>
</tr>
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</tr>
<tr>
<td>Customary law</td>
<td>Laws based on traditions and customs. Aboriginal people had a complex system of ‘laws’ that represented accepted practices, responsibilities and interactions. As there were no formal codified laws and formal courts under traditional law, problems regarding traditional law were handled by elders – the most knowledgeable people in the community.</td>
</tr>
<tr>
<td>Democracy</td>
<td>Society based on the idea of equality where the government is run by the people or their freely elected representatives.</td>
</tr>
<tr>
<td>Democratic processes</td>
<td>The processes through which individuals and groups participate in decision-making about governance, rights and values.</td>
</tr>
<tr>
<td>Discrimination</td>
<td>Treating a person or group differently, often in a negative manner, usually as a result of prejudice. Discrimination may also be positive, designed to redress perceived injustice.</td>
</tr>
<tr>
<td>Dispossession</td>
<td>People being taken away or forced from their land, their economic base, their way of life and cultures. Dispossession was experienced by many Aboriginal peoples.</td>
</tr>
<tr>
<td>Dreaming (the)</td>
<td>The Dreaming has different meanings for different Aboriginal groups. The Dreaming can be seen as the embodiment of Aboriginal creation which gives meaning to everything; the essence of Aboriginal beliefs about creation and spiritual and physical existence. It establishes the rules governing relationships between the people, the land and all things for Aboriginal peoples. The Dreaming is linked to the past, the present and the future. Where appropriate, refer to Aboriginal names for the Dreaming.</td>
</tr>
<tr>
<td>Ecosystem</td>
<td>A system formed by the interaction of all living organisms (plants, animals, humans) with each other and with the physical elements of the environment in which they live.</td>
</tr>
<tr>
<td>Environment</td>
<td>The ‘total surroundings’, including the components of the biophysical world, and the cultural, social, political and economic contexts of people.</td>
</tr>
<tr>
<td>Ethics</td>
<td>A system of moral principles based on values relating to human conduct, the rightness and wrongness of certain actions and motives and results of such actions. May relate to the rules of conduct of individuals and/or a particular group, culture, etc.</td>
</tr>
<tr>
<td>Evidence</td>
<td>The information that tends to prove or disprove a conclusion. It can be used to establish a fact or to support an argument.</td>
</tr>
<tr>
<td>Geographical processes</td>
<td>The combination of physical and human forces that form and transform our world.</td>
</tr>
<tr>
<td>Globalisation</td>
<td>Describes the emergence of a global culture brought about by a variety of social and cultural developments such as the existence of world information systems, the emergence of global patterns of consumption and consumerism, the growth of transnational corporations, the emergence of global sport like World Cup soccer, the spread of world tourism, and the growth of global military and economic systems. It involves a consciousness of the world as a single place.</td>
</tr>
</tbody>
</table>
**Heritage**
The assets, traditions and/or culture that belong to an individual, group, community or nation as a result of birth, inheritance or membership.

**History**
The branch of knowledge dealing with past events; the aggregate of past events. Also refers to the subject area in which students study past events, peoples, periods and individuals.

**Historical investigation**
The historical investigation is designed to provide opportunities for students to further develop relevant investigative, research and presentation skills that are the core of the historical inquiry process.

Historical investigations involve:
- identifying historical questions
- locating, selecting and organising information from historical sources
- understanding and analysing the sources
- using the sources to identify different perspectives
- planning, presenting and communicating findings.

**Human rights**
Universal rights of individuals such as freedom of speech and religion and equality before the law that cannot be overridden by the public interest.

**Hydrosphere**
All of the waters on or near the earth’s surface.

**Industrialisation**
The process of moving towards large-scale mechanised industry, usually accompanied by urbanisation, rather than agriculture, crafts and trading.

**Institution**
Refers to the structural components of a society through which its main concerns and activities are organised (for example, the church, the law, government, family).

**Interpretation**
A way of understanding and explaining what has happened in the past. The discipline of history acknowledges that there is often more than one view of what has happened in the past.

**Invasion**
The process of one type of plant species coming into an area and pushing other species out.

**Kinship**
Systems that establish relationships between individuals and groups on the basis of socially recognised biological relationships or marital links.

Kinship is a key aspect of Aboriginal cultures and values. It includes the importance of all relationships, and of being related to and belonging to the land.

**Land**
The term ‘Land’, like ‘Country’, is a term used by Aboriginal people to describe their ecosystems – a sum total of spiritual beliefs including Dreaming, all living things including totems, and all physical factors such as sacred sites, water, air and geographical features. Country is the preferred term used to capture this concept.
### Land rights
The evolving struggle of Aboriginal and other Indigenous peoples for the absolute legal and moral acknowledgement of prior ownership of their land and recognition of all accompanying rights and obligations which flow from this association. Land Rights (capitalised) refers to the legislation.

### Lithosphere
The solid, rocky crust covering the earth.

### Mega city
Very large agglomerations of at least eight million inhabitants.

### Multiculturalism
A policy of valuing and maintaining the distinctive identities of all cultural groups within a society.

### Nationalism
The promotion of the interests of one’s own nation above all others.

### Native Title
Form of land title which recognises Aboriginal people as rightful owners of the land. Native Title (capitalised) refers to the legislation, whereas native title (lower case) refers to the concept.

### Perspective
A way of viewing the world, the people in it, their relationships with each other and with their environments. For example, people might have different perspectives because of their Aboriginal background, gender, culture, socioeconomic status or religion.

### Perspective (History)
A point of view or standpoint from which historical events, problems and issues can be analysed, eg a gender perspective (either masculine or feminine) on the past or the point of view of a particular historian, eg a feminist historian.

### Popular culture
A shared set of practices and beliefs that have attained global acceptance and which can be normally characterised by: being associated with commercial products, developing from local to national to global acceptance, allowing consumers to have widespread access, and the fact they are constantly changing and evolving.

### Primary sources
A primary source refers to an original text that may be read, listened to or viewed. The diary of an explorer, a recount by a witness and a photograph of an event are primary sources.

### Racism
The belief in the superiority of one race of people over others.

### Referendum
Under the Australian Constitution, a referendum is used by a government to formally seek the opinion of the people on a particular issue or to change the Constitution. To succeed, a referendum must attract a majority of voters voting ‘Yes’ and a majority of states also voting ‘Yes’.

### Secondary sources
A secondary source refers to text that comments on, or bases its position on, one or more primary sources. The biography of an explorer based on her or his memoirs would be secondary source material.

### Scales
The relative size (local, regional, national, global) of common features of an environment (eg natural features, social, cultural and economic activity) to provide common aspects for study.
**Socialisation**
The process by which we learn to become members of society, by internalising the norms and values of society, and learning to perform social roles.

**Social justice**
Fair and just treatment by a society of individuals and groups within it.

**Society**
A group of people living in a discrete geographical area, sharing common systems reflected in their customs, values, laws, arts and technology.

**Source**
Any written or non-written material that can be used to investigate the past. A source becomes ‘evidence’ (see above) when it is used to support or refute a position.

**Spatial patterns**
A key theme in geography that includes the concepts of location, distribution, spatial organisation and spatial differentiation.

**Substitutes**
Alternative goods that, at least partly, satisfy the same needs of the consumers and, therefore, can be used to replace one another.

**Succession**
The process where one type of plant species is replaced by another over time.

**Supply**
Total amount of a product (good or service) available for purchase at any specified price.

**Sustainability**
The ability to meet the needs of the present generation without compromising the ability of future generations to meet their needs.

**Terrorism**
The use and threat of violence for political purposes.

**Totem**
Totem figures represent the original forms of plants, animals and objects from the creation period when they were created by Creation Beings. Aboriginal people are linked to these totem figures through their creation stories. Totems provide people with their roles, responsibilities and obligations and inform who they can marry, where ‘their’ County belongs and how they must behave.

Each totem has its own stories, beliefs and dances that relate all of these roles and responsibilities and that connect each totem to people in their clan, tribe and with other Aboriginal people.

**Traditional**
A term widely used to refer to pre-invasion Aboriginal life, culture and social organisation. The term ‘traditional’ must be used with care as individuals and groups may find this term offensive.

**Traditional lore**
Traditional lore is connected to ‘the Dreaming’ and provides rules on how to interact with the land, kinship and community. Aboriginal children learned the law from childhood, by observing customs, ceremonies and song cycles.

**Urbanisation**
A process, usually accompanied by industrialisation, where people move from traditional life in the countryside to towns and cities.
<table>
<thead>
<tr>
<th><strong>Westernisation</strong></th>
<th>Conversion to or adoption of Western customs and values. This could come about through colonisation or globalisation and include capitalism and democratic principles.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Workforce</strong></td>
<td>People of working age able to work.</td>
</tr>
<tr>
<td><strong>World city</strong></td>
<td>A large city that has outstripped its national urban network and become part of an international global system; centre of political power, world trade and communications; leader in banking and finance, world entertainment and sporting spectacles; the headquarters of NGOs; and a tourist mecca. It is a command centre in the borderless domain of the new global economy.</td>
</tr>
<tr>
<td><strong>Worldview</strong></td>
<td>An organised and accepted set of ideas attempting to explain the social, cultural, physical and psychological world.</td>
</tr>
</tbody>
</table>