STUDIES OF SOCIETY AND ENVIRONMENT POLICY

BASED ON SOUTH AUSTRALIAN CURRICULUM, STANDARDS AND ACCOUNTABILITY FRAMEWORK

JULY 2005
Society and environment

Introduction

The complexities and contradictions arising from rapidly changing technologies; unequal distribution of wealth and power; global interdependence; the dynamic nature of social, economic, political and ecological systems; the changing nature of work, and social practices around paid and unpaid work; and the need for increasingly sustainable social and environmental management practices bring challenges to people in all societies. The concepts and processes employed in society and environment enable learners to think clearly about current issues confronting them and their world. Through exploring diverse perspectives on the past, and other places, cultures, societies and social systems, they widen their perspectives on today’s issues and are prepared to shape change.

Society and environment involves the study of how the life experiences and relationships of individuals and groups are shaped and characterised by particular social, cultural, religious, historical, economic, political, technological and ecological systems and structures which develop in different ways and places and at different times. The learners’ own experiences and knowledges are starting points in the challenge of discussing and taking new perspectives on ideas and issues, and there is an emphasis on understanding and participating in ethical issues concerning societies and environments.

Using inquiry learning and other processes, society and environment encourages children and students to understand and critically challenge ideas, in order to participate positively and effectively in their schools and communities. They develop the understandings, skills and dispositions to be active citizens who can make informed and reasoned decisions and act on these.

Society and environment is informed by such subjects as history, geography, social studies, economics, politics, legal studies, religion studies, environmental education, Aboriginal studies and Asian studies. Both integrated and subject discipline approaches can be used to deliver this curriculum.

The society and environment Learning Area aims to develop in all students:

- Knowledge, understanding and appreciation of:
  - societies locally, nationally and globally, and of changing environments and systems (natural, sociocultural, economic, legal and political), over time
  - the nature, causes and consequences of interactions between, and interdependence of, environments and societies
  - power, power relationships, inequality and the distribution of wealth in society
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<td>Rules and routines Responsibilities, fairness, resolving conflicts People/work-miners, palaeontologists, meteorologist Local services-Supply of goods-toy shop</td>
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<td>2</td>
<td>Heroes</td>
<td>My country Australia -physical features Local area Belair N.P. Countries through which the Mekong flows</td>
<td>Ab. Studies Wong and Nalu, Dreamtime stories Growing up strong Creation stories Asian Studies Mekong-7 stories from SE Asia Heroes</td>
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<td>Transport -Flight</td>
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<td>Aboriginal Studies Geland Asian Studies-China People of the rainforest</td>
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<td>What makes us Australian? ANZAC Day/Australia Day First Fleet, settlement history Anthem, Oath of Allegiance, Coat of Arms, Flora, fauna flag</td>
<td>History of St. Johns KESAB - Water Watch Catchment Care Fleurieu Peninsula - Camp</td>
<td>Aboriginal Studies The Waratoh Asian Studies - Korea Targete-Taniam Christmas around the World</td>
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<td>Colonial Australia</td>
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<td>Ab. Studies - Kuti Kina, Dumbi the Owl Asian Studies - India and the Sub-continent Religions around the world Ancient Egypt</td>
<td>Rules and regulations State Government</td>
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</table>
• cultural diversity and social cohesion, and the different perspectives people have, acknowledging that these develop and change over time
• new careers emerging from the creation of new knowledge, technologies and demographic patterns.

The skills of:
• critical social inquiry, and investigation and reflection on historical contexts, spatial patterns and relationships, social and cultural interactions and relationships, and social systems
• environmental observation, fieldwork, appraisal, analysis and action
• constructive criticism of various perspectives from contexts of the past, present and future
• evaluation of alternatives, decision-making and collaborative effort to plan and implement actions
• identification, initiation and management of personal, work and community opportunities
• constructive and positive interaction with people and environments in preparation for future opportunities in vocation, education, training and other activities.

A capacity to examine issues relating to values and attitudes in society, locally and globally, in order to enable learners to:
• understand and evaluate the implications of various actions, actions and relationships
• critically examine and clarify the values and attitudes implicit and explicit in democratic processes, social justice and environmental sustainability
• respect and value diverse perspectives and the cultural and historical backgrounds of people, and work toward peaceful relationships
• recognise and counter prejudice, racism, sexism, discrimination and stereotyping
• envisage, possible and preferred futures, imagine and evaluate alternatives, and experience and appreciate their ability to influence the present and the future.

A capacity for socially responsible action:
• as a result of increasing awareness of living in an interdependent biosphere shared with all life forms, and in a local sociopolitical economy with increasing global connections
• as learners develop social and environmental consciousness and awareness of how active citizenship can lead to contributing to improving the world around them.

In summary, the ultimate goal of learning through society and environment is that children and students develop the knowledge, skills and values which will enable them to participate, in a range of ways, as ethical, active and informed citizens in a democratic society within a global community.

Society and environment promotes three clusters of shared values:

• Democratic processes such as: commitment to individual freedom and the rights and responsibilities associated with participating in a democracy; respect for law and for legitimate and just authority; respect for different choices, viewpoints and ways of living; and commitment to ethical behaviour and equitable participation in decision-making. KC3
  These values contribute to learners’ understanding of what constitutes a fair and just society.

• Social justice such as: concern for the welfare, rights and dignity of all people; empathy with peoples of diverse cultures and societies; fairness and commitment to redressing disadvantage and oppression, and to changing discriminatory and violent practices in home and work environments. These values contribute to learners’ analysis KC1 and understanding of what is involved in achieving a fair and just society.

• Ecological sustainability such as: environmental stewardship and conservation; a commitment to maintaining biological diversity; and a recognition of the intrinsic value of the natural environment. These values contribute to learners’ understanding of how ecological sustainability can be achieved, in ways that redress environmental damage caused by past and present generations and safeguard the inheritance of future generations.
Society and environment

Curriculum Scope and Standards

Society and environment expands learners' knowledge and understandings of their own and other societies, of local and global environments, and of the interdependence between people, their society and their environment. It promotes knowledge, skills, attitudes and values that lead to active participation in their local and the global society.

The Learning Area of society and environment is organised around four strands:

- time, continuity and change
- place, space and environment
- societies and cultures
- social systems.

The four strands are interrelated and are of equal importance. The Curriculum Scope for each strand is organised around three Key Ideas which follow a particular pattern:

- knowledge in context
- skills in context
- values and active participation in context.

The framework weaves the strands together in many ways: through the integration of the five Essential Learnings, incorporating literacy, numeracy and information and communication technologies with the fundamental concepts of the area; through the processes applied in the four conceptual strands; a shared focus on equity and cross-curriculum perspectives; and through a common approach to values.

In society and environment values are important as aspects of study, as being influential in what is studied, and as a consequence of study. As learners consider people and their actions in their societies and environments over time, they investigate and analyse KC1 the influence of values, attitudes and beliefs on themselves and others. In challenging ideas KC6, they consider the importance and contested nature of values, leading to an awareness that values reflect particular ideologies and serve the interests of some groups more than others. In deciding between alternative actions KC6, they understand how values shape action, and consider how moral and ethical codes of conduct are determined by many societal influences, including family, culture, religion and work. In order to make informed choices learners come to question and explain KC2 • KC6 a diversity of viewpoints, and begin to understand the types of power that support different value systems. In this process their own values are challenged, clarified and developed.
**Essential Learnings**

**Overview**

Essential Learnings are understandings, dispositions and capabilities which are developed through the Learning Areas and form an integral part of children’s and students’ learning from birth to Year 12 and beyond. They are resources which are drawn upon throughout life and enable people to productively engage with changing times as thoughtful, active, responsive and committed local, national and global citizens. Engaging with these concepts is crucial to enhancing the learning culture within and beyond schools/sites.

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<tr>
<th>Essential Learnings</th>
<th>ASPECTS of Essential Learnings</th>
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<tr>
<td><strong>FUTURES</strong></td>
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<tr>
<td>What knowledge, skills and dispositions are required to maximise opportunities in creating preferred futures?</td>
<td>This includes:</td>
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<tr>
<td>Learners develop:</td>
<td>• understanding patterns and connections within systems</td>
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<tr>
<td>• a sense of optimism about their ability to actively contribute to shaping preferred futures</td>
<td>• understanding world views when analysing future challenges</td>
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<tr>
<td>• capabilities to critically reflect on, plan and take action to shape preferred futures</td>
<td>• building scenarios of preferred futures</td>
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<td></td>
<td>• demonstrating lifelong learning</td>
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<tr>
<td><strong>IDENTITY</strong></td>
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<tr>
<td>What knowledge, skills and dispositions are required to critically understand self-identity, group-identity and relationships?</td>
<td>This includes:</td>
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<tr>
<td>Learners develop:</td>
<td>• understanding self, groups and others</td>
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<tr>
<td>• a sense of personal and group identity</td>
<td>• understanding the social construction of identities</td>
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<tr>
<td>• capabilities to contribute to, critically reflect on, plan and take action to shape relationships</td>
<td>• relating effectively to, and collaborating with, others regardless of their identities</td>
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<tr>
<td><strong>INTERDEPENDENCE</strong></td>
<td></td>
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<tr>
<td>What knowledge, skills and dispositions are required to critically understand the systems to which lives are connected and to participate positively in shaping them?</td>
<td>This includes:</td>
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<tr>
<td>Learners develop:</td>
<td>• understanding cultural and global connections, patterns and evolutions</td>
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<tr>
<td>• a sense of being connected with their worlds</td>
<td>• understanding what is needed for sustainable social and physical environments</td>
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<tr>
<td>• capabilities to contribute to, critically reflect on, plan and take action to shape local and global communities</td>
<td>• acting cooperatively to achieve agreed outcomes</td>
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<td></td>
<td>• taking civic action to benefit community</td>
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<td><strong>THINKING</strong></td>
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<tr>
<td>What knowledge, skills and dispositions are required to develop particular habits of mind, to create and innovate, and to generate solutions?</td>
<td>This includes:</td>
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<tr>
<td>Learners develop:</td>
<td>• using a wide range of thinking modes</td>
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<tr>
<td>• a sense of the power of creativity, wisdom and enterprise</td>
<td>• drawing on thinking from a range of times and cultures</td>
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<tr>
<td>• capabilities to critically evaluate, plan and generate ideas and solutions</td>
<td>• demonstrating enterprising attributes</td>
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<td></td>
<td>• initiating enterprising and creative solutions for contemporary issues</td>
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<tr>
<td><strong>COMMUNICATION</strong></td>
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<tr>
<td>What knowledge, skills and dispositions are required to construct and deconstruct meaning, and to critically understand the power of communication and its technologies?</td>
<td>This includes:</td>
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<tr>
<td>Learners develop:</td>
<td>• understanding the complexity and power of language and data and their pivotal role in communication</td>
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<tr>
<td>• a sense of the power and potential of literacy, numeracy and information and communication technologies</td>
<td>• understanding how communication works</td>
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<tr>
<td>• capabilities to critically reflect on and shape the present and future through powerful uses of literacy, numeracy and information and communication technologies</td>
<td>• making effective use of language, mathematical and information and communication technology tools</td>
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<td>• using communication in a range of modes to achieve identified outcomes</td>
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### Explanation of symbols

**Essential Learnings**

- **F**: Futures
- **Id**: Identity
- **In**: Interdependance
- **T**: Thinking
- **C**: Communication

### Key Competencies

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<th>Key Competencies</th>
<th>Descriptors</th>
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<tr>
<td>KC1: collecting, analysing and organising information</td>
<td>The capacity to locate information, sift and sort the information in order to select what is required and present it in a useful way, and evaluate both the information itself and the sources and methods used to obtain it.</td>
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<tr>
<td>KC2: communicating ideas and information</td>
<td>The capacity to communicate effectively with others using a whole range of spoken, written, graphic and other non-verbal means of expression.</td>
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<td>KC3: planning and organising activities</td>
<td>The capacity to plan and organise one's own work activities, including making good use of time and resources, sorting out priorities and monitoring performance.</td>
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<tr>
<td>KC4: working with others in teams</td>
<td>The capacity to interact effectively with other people both on a one-to-one basis and in groups, including understanding and responding to the needs of others and working effectively as a member of a team to achieve a shared goal.</td>
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<tr>
<td>KC5: using mathematical ideas and techniques</td>
<td>The capacity to use mathematical ideas, such as number and space, and techniques, such as estimation and approximation, for practical purposes.</td>
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<tr>
<td>KC6: solving problems</td>
<td>The capacity to apply problem-solving strategies in purposive ways, both in situations where the problem and the desired solution are clearly evident and in situations requiring critical thinking and a creative approach to achieve an outcome.</td>
</tr>
<tr>
<td>KC7: using technology</td>
<td>The capacity to apply technology, combining the physical and sensory skills needed to operate equipment with the understanding of scientific and technological principles needed to explore and adapt systems.</td>
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Early Years Band

(Birth to Year 2)

Strand descriptors
Strand: social systems

The emphasis in this strand is on analysing and understanding the rights and responsibilities, and roles and relationships, of people and groups in a variety of settings within political, legal and economic systems. In • T • KC1 The focus is on critical examination of decision-making at all levels; the use of power and control of resources to maintain or change society; and ways to participate in civil societies, including issues and practices related to work. Id • KC1 • KC3 Children learn to cooperate with others to solve problems and analyse how and why decisions are made. KC1 • KC4 • KC6 Through participation in informed decision-making in their school, community and in civil society, they develop the knowledge, skills and values necessary for active present and future citizenship. F • Id • C • KC3

The time when a child moves through the first years of schooling is a time of increased development of social skills as well as great cognitive growth. The child comes to school with a strong sense of self within the ‘family’ context. This is now widened to the school community, peers, teachers and others. They interact and form relationships online and offline, use opportunities to understand the social systems under which communities operate, and develop the necessary social skills to live in society. In

Children in the Early Years are aware of the people and places in the community that provide goods and services to satisfy needs, and that the economic, political and legal systems which operate to do this can be explored through personal experiences. They examine both paid and unpaid roles that people perform in the community, and explore different jobs people have. KC1 • KC6 Methods of observing, interviewing, recording and describing are introduced; and young children practise communicating their understandings through stories, pictures, charts, diagrams, models, drama and role-play, and in cooperative group work. C • KC2

Children display a sense of right and wrong, and their sense of fairness is strong. As they participate in democratic relationships and processes in the class and wider school, they begin to broaden their understandings about their place in society. They learn new rules, take responsibility for ownership of class rules, and begin to accept responsibility for actions. F • Id • In Children imagine, role-play and discuss alternative ways of doing things, and recognise and explore ways of resolving conflict. F • KC6

Interpretation and reflection on their own experiences of family, school and community decision-making provide children with the foundation for developing concepts about political and legal systems, and notions of power. T • KC1 They explore notions of ‘individuals’ and membership of groups, and their particular rules and ways of operating. KC6 The interdependence of group members is learned through personal experience, examining groups in another setting and in stories and activities that explore people’s lives in other countries. T Working in groups to plan and accomplish a set task, and adhering to standard procedures in group activity, is gradually learned. In • KC3 • KC4

Making, expressing and negotiating choices develops a growing awareness of having to work cooperatively with others within different social and natural environments. KC2 • KC4 These social understandings help children respond to the social world of school and the wider community, both local and global. KC2

Following are the Key Ideas that comprise the social systems strand.
Strand: societies and cultures

The emphasis in this strand is on understanding, appreciating and communicating aspects of individual and group identity. KC1. These include beliefs, values, customs and practices of diverse societies and cultures, both local and distant in time and place; as well as the interactions and interdependence of societies and cultures in local, national, the Asia-Pacific regional and global environments. T • KC1. Cultural diversity, social cohesion and organisations that reflect beliefs in society are investigated, as well as influences that bring about cultural change. T • KC1. Engagement, participation, and empathy are developed in order for children to see the world through others’ eyes, appreciate viewpoints from another society or culture, and value diversity. F • T • C. There is an emphasis upon Australia’s multicultural society and an explicit focus on the unique place Aboriginal and Torres Strait Islander cultures have in Australia. Td.

Children come to school as curious and active learners, bringing a wealth of learning experiences and interests from family, friends, neighbours, relatives and media. However, they may not all have had wide experience of children and other people from diverse cultural backgrounds, and learning to accept and value difference is important. F. In some communities a wide range of cultural, linguistic and social experiences provides a rich resource on which to build; in others it is important to develop and use a wide variety of resources, fiction, non-fiction, videos, visits to the school, and excursions to enhance the experiences of the children. KC1.

In the Early Years, children continue to develop their understandings of gender, race and social relationships. KC4. They examine how gender, ethnicity, abilities, culture, socio-economic status, contact with natural environments, and history influence an individual’s identity. KC1. They explore commonalities, similarities and differences of cultures and beliefs. Td. • KC6. There needs to be a range of opportunities available to them, so that they can be aware of, and learn to respect and value, difference, and to appreciate that there are many viewpoints, beliefs, cultures and communities in the world. T • KC1.

Relationships, interactions and communication with others are features of a child’s learning. Building on these features allows exploration of the diverse ways common needs are met, and leads children to challenge stereotypical views, which limit possibilities. T • KC1. By exploring a range of materials, particularly stories from many cultures, they identify common and unique characteristics among individuals, groups and societies. KC1. Children know their community is shared with others and, as they learn to think globally, an understanding of the interdependence of social, natural and built environments everywhere is developed. In • KC1.

Following are the Key Ideas that comprise the societies and cultures strand.
Strand: place, space and environment

The emphasis in this strand is on understanding the complex interconnections, interactions and interdependence of people and the natural and built environments in local, regional and global settings. A appreciation of spatial concepts and the distinctiveness of places and environments; interpretation and explanation of patterns and processes associated with the natural and built environments; changing perceptions; and the value of embracing ecologically sustainable practices are all important. There is a focus on learning geographical skills from the field as well as in the classroom, using maps, globes. Spatial Information Systems and statistical data. These skills help children to investigate implications and evaluate alternative solutions to present and future problems examined in the natural and social world, locally and globally.

Children learn through play, movement, and interaction and engagement with solid objects, models and with living things. In order to connect their imaginary world with the ‘real’ world, they explore places and spaces that have meaning for them individually or as part of a family or group. Exploration of people, places and environments that are distant from them are also important for the development of an understanding that they and their community are part of a much larger world.

Children explore and act in and for their environment, and observe, appreciate and respect changes in it. They recognise that things people do in the environment affect other humans and other living things, and their enjoyment of them. In the local area; excursions; exploring information from fiction, non-fiction, visual media and the internet; and talking with other people develop concepts of care and conservation. Children in the Early Years take part in cooperative activities to plan and care for environments of local places they use. They can identify the roles played by other people in the community in the care of places important to them.

Children become increasingly aware of the people and places that satisfy their needs, and make connections between actual places of home, school and work; travel times; and distance and direction. Recording observations helps them begin to recognise patterns and relationships. As they describe and discover the interdependence of their natural, built and social environments, they hypothesise and predict the future (e.g. ‘What will happen if...’).

Following are the key ideas that comprise the place, space and environment strand.
Strand: time, continuity and change

The emphasis in this strand is on understanding and valuing the past in people's lives, and the development of critical thinking for the present and the future. F T KC1 Concepts of time, continuity, change, causation and heritage are fundamental. These concepts are used to interpret and explain significant events, issues and patterns of change in Australia and other societies; and to investigate the roles, intentions and motives of individuals and groups. In T

- KC1 - KC2 - KC6 Australia's place in the world, the past, present and future global contexts in which Australia operates, and how and why these have changed are essential themes. Id Children learn skills to evaluate various sources of information, use historical processes to expand their perspectives on current issues challenging society, interpret and present ideas, and so come to grapple with the question of what it means to be Australian. F Id T C KC1 KC2

In the Early Years studies of times past focus on the recent past, using personal and family stories, and on remote times and distant places through traditional tales, literature and stories from their own heritage and the heritages of people in the local community. Finding out about people, events and achievements in past societies, particularly in relation to people and communities they know, or ones they find engaging, assists the exploration of identity. Id

Children collect and gather information. KC1 Source materials from past times (eg artefacts, collections of coins or stamps, photographs, written accounts about events and people, pictures, diagrams and films about people and events) develop and support their consideration of time concepts. C Collecting objects, looking at pictures, drawing pictorial timelines, sequencing events, writing accounts, illustrating information about events and people in other times, and dramatising and role-playing to build on and use their vivid imagination enable children to identify the interests and motives of people in the past, the present and the future. T C KC1 KC2

The local community is a focus for historical investigations, as children decide on and ask questions of others. Interaction, in concrete ways, with older family and community members assists young children to explore time, continuity and change; as well as to investigate diversity between their lives and the lives of other children and families in another place, another culture and at other times. In KC6

They consider material from a number of viewpoints, and increase their understandings about their own identity and place in a world of diverse peoples and cultures. KC6 An important concept to begin developing in the Early Years is that all people are interdependent and that change in one area or aspect affects many people, communities and environments, locally and globally. In KC6

In the Early Years children understand concepts of stability and continuity. Exploration of the concept of change, in all its diversity, helps children to make connections between their own experiences and the wider world, to prepare them for the future. F KC6

Following are the Key Ideas that comprise the time, continuity and change strand.
Middle Years Band

(Year 3- Year 6)

Strand Descriptors
Strand: time, continuity and change

The emphasis in this strand is on understanding and valuing the past in people’s lives, and the development of critical thinking for the present and the future. F • T • KC1 Concepts of time, continuity, change, causation and heritage are fundamental. KC5 These concepts are used to interpret and explain significant events, issues and patterns of change in Australia and other societies; and to investigate the roles, intentions and motives of individuals and groups. In • T
• KC1 • KC2 Australia’s place in the world, the past, present and future global contexts in which Australia operates, and how and why these have changed are essential themes. Id
Students learn skills to evaluate various sources of information, use historical processes to expand their perspectives on current issues challenging society, interpret and present ideas, and so come to grapple with the question of what it means to be Australian. F • Id • T • C • KC1 • KC2

Students in the Middle Years explore their own identities and worlds, which includes global environments. KC6 They acknowledge that culture and society help shape identities and describe ideas, people and events significant in the development of Australian identities. Id • T • KC2 • KC6

As students move through the Middle Years they become more competent at finding and using many sources, including electronic forms, to gather material which describes how people and events outside Australia have influenced its social development and human–environment interactions. Id • In • KC1 • KC7 They seek opportunities to use computers to find and present material to their peers and others. KC2 • KC7 Because peer acceptance is very important to them they may need to be encouraged to take risks and present information that gives a different viewpoint from the usual one, challenging stereotypes and generalisations. Id • T • C • KC1 • KC2

Students in the Middle Years can be open to many ideas. They test authority and actively seek role models as they develop self-reliance. They are interested in the social construction of roles and interpretations of source material as they become aware that interpretations of events, actions and issues differ. T • KC1 They realise that texts and knowledge are based on particular beliefs and values, which reflect the interests of particular groups and may exclude others. C

Students make predictions based on systematic analysis of past experience and, toward the end of the Middle Years, are able to say what is significant about a topic or issue and work out ways of drawing conclusions based on several kinds of evidence. KC1 • KC5 • KC6 Both primary and secondary sources are seen as valuable, as students find interesting material to use when researching topics. KC1 They identify points of agreement or disagreement in source materials, and acknowledge different interpretations. Middle Years students begin to realise that ways of looking at and interpreting the past influence the present and the future. KC1 They begin to acknowledge the value of their own contributions in making a positive difference in their communities, their future vocations and other life activities. F • T • C

Following are the Key Ideas that comprise the time, continuity and change strand.
Strand: place, space and environment

The emphasis in this strand is on understanding the complex interconnections, interactions and interdependence of people and the natural and built environments in local, regional and global settings. An appreciation of spatial concepts and the distinctiveness of places and environments; interpretation and explanation of patterns and processes associated with the natural and built environments; changing perceptions; and the value of embracing ecologically sustainable practices are all important. There is a focus on learning geographical skills from the field as well as in the classroom, using maps, globes, electronic forms of technology and statistical data. These skills help students to investigate implications and evaluate alternative solutions to present and future problems.

Middle Years students are keen to use, act upon and work in their environments. They continue to develop a strong sense of environmental responsibility and enjoy working in pairs, groups or in teams to solve particular problems and investigate questions. They can be critical of others, curriculum, school environments and society in general. Involvement in the local and wider community can encourage students to consider different points of view, discuss patterns and find relationships as they relate to place and space.

In the Middle Years students demonstrate an increasing awareness of the differing points of view that individuals and groups hold about the importance of places, and begin to question the views of others. During these years they want to be involved in decision-making, often challenging authority. Learning skills to interview and survey others for their views develops a critical awareness that people have different ways of looking at, and presenting, the same issue. Students further develop capacities to describe and explain factors that affect the use and management of human, constructed and environmental resources, suggesting causal relationships and proposing alternatives.

Through a wide range of case studies, students in the Middle Years consider the ways in which natural features, people’s beliefs and ways of life influence environmental choices. They use their knowledge of features and locations to describe associations between elements of places, and generalise about similarities and differences.

They manipulate data, draw graphs, and read and draw a wide variety of maps. Introducing Spatial Information Systems (e.g. Geographic Information Systems) and other computer-based programs is important for students at this level. Learning to use and interpret data in this way encourages them to find enterprising ways of presenting and discussing geographical information. They are able to use their knowledge about changes to places over time to explain and predict consequences of human activity.

Students develop an awareness that people, societies and environments throughout the world are interdependent, and decisions, including issues about ecosystems and biodiversity, made in one place affect other people, other life forms and places. In these years they can be further encouraged to develop a commitment to restoring and sustaining natural and built environments, as they recognise the intrinsic value of natural environments and the importance that futures be socially and ecologically sustainable.

Following are the Key ideas that comprise the place, space and environment strand.


Strand: societies and cultures

The emphasis in this strand is on understanding, appreciating and communicating aspects of individual and group identity. KC2 These include beliefs, values, customs and practices of diverse societies and cultures, both local and distant in time and place, as well as the interactions and interdependence of societies and cultures in local, national, the Asia-Pacific regional and global environments. Id • In Cultural diversity, social cohesion and organisations that reflect beliefs in societies are investigated, as well as influences that bring about cultural change. T • KC1 Engagement, participation and empathy are developed in order for students to see the world through others’ eyes, appreciate viewpoints from other societies or cultures, and value diversity. F • T • C • KC6 There is an emphasis on Australia’s multicultural society and an explicit focus on the unique place Aboriginal and Torres Strait Islander cultures have in Australia. Id

Middle Years students develop their own sense of place within their social and cultural worlds, and question their communities’ belief systems and those of others. Id They recognise the influence on themselves of the media, popular culture and their peers, as they define their self-images, particularly in relation to peer acceptance. In

Their sense of ethics and moral reasoning is strong, and they appreciate the complexities of cultural, moral and ethical issues. Many will feel more comfortable in their particular friendship or cultural groups, and some require structured support to interact effectively with other groups. Id • KC4

Often students in these years are ready to challenge and test boundaries, and to question social values and conventions. KC5 They should be provided with opportunities to negotiate, make decisions, take responsibility and justify choices, whether in teams, groups or as individuals. In appropriate learning activities, they practise and further develop creative problem-solving and conflict resolution strategies. F • T • C • KC2 • KC3 • KC4 • KC6

Students in the Middle Years critically explore the beliefs, values, customs and practices of their own communities and youth cultures, and compare them with others within Australia as well as those distant in time and place. Id • KC1 They reflect on and analyse influences that bring about cultural change and justify the benefits of cultural diversity, and practise strategies for social cohesion. F • T • KC1 • KC6 As they discern the effects of cultural ideas and practices on themselves and others, they recognise links between places and/or countries relevant to cultural groups, including their own, and the influences of places on cultural groups over time. Id • In They respond well to opportunities to discuss various interpretations of cultural and social activities experienced. Id • KC1 • KC2

As students are introduced to a wider variety of materials, including novels and literature from societies and groups other than their own, they see the world through diverse perspectives, appreciate others’ viewpoints, and value diversity. F • In • T They identify, clarify and analyse the values inherent in actions they or others take, as they reflect on cultural issues. KC1

Following are the Key Ideas that comprise the societies and cultures strand.
Strand: social systems

The emphasis in this strand is on analysing and understanding the rights and responsibilities, and roles and relationships, of people and groups in a variety of settings within political, legal and economic systems. The focus is on critical examination of decision-making at all levels: the use of power and control of resources to maintain or change society; and ways to participate in civil societies, including issues and practices related to paid/unpaid and voluntary employment, and situations of underemployment and unemployment. Students learn to cooperate with others to solve problems and analyse how and why decisions are made. Through participation in informed decision-making in their schools, communities and in civil societies, they develop the knowledge, skills and values necessary for active present and future citizenship.

Middle Years students respond positively to being given choices, and distinguish between fact and opinion, and explain cause and effect. They are able in many situations to make their own decisions and take responsibility within and outside the school. In small groups, with support where necessary from knowledgeable others, they explore their and others’ rights and responsibilities, and roles and relationships, in political, legal and economic systems, including aspects of their school, community and wider society.

Students in the Middle Years discuss the different values that individuals and groups place on forms of paid and unpaid work, and consider critically the ways in which work is structured in homes, schools and communities. They explore and comment on the issues of job stereotyping, access to employment, and the sharing of parenting and household responsibilities. They describe and justify the fairness or otherwise of these arrangements for the present and in the future.

They are curious about issues arising in social, political, ethical, moral, environmental and technological contexts and, through brainstorming, guided role-play and negotiated group discussion, analyse a range of views and communicate possible solutions. They explore the use of power and control of resources in societies, and ways in which they and others can participate in civil societies, particularly with reference to issues and practices related to their present or future paid and unpaid/voluntary work.

In contexts such as cross-age and interest groupings, students analyse how and why decisions are made and, using developing knowledge, skills and values necessary for active citizenship, they can collaborate with others or in teams to engage in considered action in relation to issues of social, political or environmental concern.

Following are the Key ideas that comprise the social systems strand.
SKILLS ASKED OF STUDENTS IN SOCIETY AND ENVIRONMENT

apply
appreciate
arrange
assess
aware
care
categorise
choose
communicate
compare
concern
consider
co-operate
decide
describe
discuss
distinguish
dramatise
draw
examine
experience
explain
EXPLORE
express views
find out
focus
gather information
generalise
give reasons
IDENTIFY
imagine
interpret
interview
investigate
listen
map
model
observe
participate
present
question
realise
recognise
record
reflect
refine
respond
role-play
select
sketch
simulate
speak
talk
test
understand
use
write

analyse
apply understanding
appreciate
clarify
collect
comment
communicate
consider
debate
describe
discuss
display
draw conclusions
evaluate
examine
explore
find out
frame questions
gather information
IDENTIFY
interpret
interview
INVESTIGATE
learn
listen
mapping skills - use
observe
organise
participate
plan
promote
question
reflect
research
role-play
select
show awareness
study
survey
test assumptions
understand
use
work
write
# The Information Process

The following summary chart draws together the skills and strategies of the research process. Even through the chart is a linear representation, the research process is not necessarily sequential. Students should be encouraged to continually revisit stages as they progress through the research.

<table>
<thead>
<tr>
<th>Research Process</th>
<th>Main features</th>
<th>Questions</th>
<th>Possible strategies</th>
</tr>
</thead>
</table>
| **Defining**     | • understanding topic  
                  • understanding key words  
                  • identifying existing knowledge  
                  • identifying information scope  
                  • focusing on purpose of research  
                  • planning the questions  
                  • setting the scope of the task  
                  • deciding how work will be presented | • What do the students need to know?  
                  • What knowledge do the students already have?  
                  • What do the students need to find out?  
                  • How will the students present their research?  
                  • What is the time frame?  
                  • How will it be assessed?  
                  • What questions will be set?  
                  • How will individual students be catered for?  
                  • What will the final product look like? | → prethinking  
→ brainstorm  
→ concept map  
→ graphic organisers  
→ understanding the question  
→ designing questions  
→ presenting research  
→ de Bono's six thinking hats |
| **Locating**     | • identifying where to look  
                  • learning how to use search tools  
                  • locating resources | • Where should students look?  
                  • Do students know how to use search tools?  
                  • Can students find the resources?  
                  • Are there sufficient resources?  
                  • Have students considered a broad range of potential sources? | → pathfinder  
→ surveys  
→ bibliography  
→ internet  
→ online surveys  
→ online selection of search engines  
→ searching indexes  
→ searching library catalogue |
| **Selecting**    | • evaluating resources  
                  • choosing relevant sources  
                  • selecting material suitable for year level and range of abilities  
                  • identifying source of information  
                  • checking currency of material  
                  • choosing resources to cater for different learning styles  
                  • checking authority of Internet site | • sorting information into categories  
                  • writing in your own words  
                  • note taking  
                  • ensuring notes are relevant to the topic  
                  • quoting accurately  
                  • recording bibliographic details | → internet site appraisal  
→ skimming and scanning |
### Organising

**sorting/recording**
- sorting information into categories
- writing in your own words
- note taking
- ensuring notes are relevant to the topic
- quoting accurately
- recording bibliographic details

**Presenting**

**synthesising/communicating**
- pulling all the information together
- checking if information is relevant to original question
- drafting and editing the information
- communicating using the most appropriate medium
- considering sense of purpose and audience
- displaying clearly and accurately
- writing concisely

**Evaluating**

**reflecting**
- thinking about performance at each stage of research
- analysing how research could be improved
- identifying research skills needing improvement
- identifying how future improvement can be made

**Writing**
- What information should be recorded?
- How should the resource be cited in a bibliography?
- How could notes be taken when using a variety of sources?
- What is an effective way to take notes?

- How can the work be drawn together?
- Is the original question answered?
- Was the work drafted?
- Was the work edited?
- Has the most appropriate type of presentation tool been selected to suit the audience?
- Is written material concise and well expressed?

- How satisfying is the final product?
- How competently was each stage of the research process carried out?
- Which research skills were well done?
- Which research skills need improvement?
- How might some research skills be improved?
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<th>Time, continuity and change</th>
<th>Place, space and environment</th>
<th>Societies and cultures</th>
<th>Social systems</th>
<th>Incidental topics</th>
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<td>Aboriginal Studies-identity, comparisons</td>
<td>Community / school</td>
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<td>Animals, Oceans</td>
<td>Community workers</td>
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<td>Mapping skills</td>
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<td>Me Identity</td>
<td>My country Australia</td>
<td>Aboriginal Studies - Mar the Cockato</td>
<td>Rules and routines</td>
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<td>Growing old.</td>
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<td>Aboriginal - European</td>
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<td>Australia Day</td>
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<td>Heroes</td>
<td>My country Australia</td>
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<td>-physical features</td>
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<td>Asian Studies Mekong-7 stories from SE Asia</td>
<td>People/work-miners, palaeontologists,</td>
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<td>Mekong flows</td>
<td>Heroes</td>
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<td>Local services-Supply of goods-toy shop</td>
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<td>3 Transport -flight</td>
<td>Antarctica</td>
<td>Aboriginal Studies Gelim</td>
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<td>Mawson</td>
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<td>People of the rainforest</td>
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<td>4 What makes us Australian?</td>
<td>History of St. Johns</td>
<td>Aboriginal Studies The Warah</td>
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<td>ANZAC Day/Australia Day</td>
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<td>Christmas around the World</td>
<td>Resources-needs and wants</td>
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<td>Anthem, Oath of Allegiance,</td>
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<td>Coat of Arms, Flora, fauna flag</td>
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<td>Colonial Australia</td>
<td>Australia 2020</td>
<td>Ab. Studies -Kuti Kina, Dumbi the Owl</td>
<td>Rules and regulations</td>
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<td>Bush Rangers</td>
<td>Mapping</td>
<td>Asian Studies - India and the Sub-continent</td>
<td>State Government</td>
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<td>Goldrush - Ballarat Camp</td>
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<td>Religions around the world</td>
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<td>Ancient Egypt</td>
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<td>6 Famous Australians</td>
<td>Murray River</td>
<td>Ab. Studies -How Bama got Biri</td>
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<td>Australia at War</td>
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<td>Exploration &amp; settlement</td>
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<td>Stolen generation</td>
<td>Canberra Camp</td>
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<td>along the Murray river</td>
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<td>Immigration</td>
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<td></td>
<td>Family history</td>
<td></td>
<td>Asian Studies -Vietnam, Thailand, Pacific Islands</td>
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### Early Years Background

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<th>Learning Area</th>
<th>Strand</th>
<th>Scope Key Ideas</th>
<th>Developmental Learning Outcomes</th>
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<td><strong>Society and Environment</strong></td>
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<tr>
<td>Time, continuity and change</td>
<td></td>
<td>Children explore their family, community, local environments and society, in order to understand the common threads in human experiences which shape individual and collective identities.</td>
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<td></td>
<td></td>
<td>Children begin to develop skills in analysing and representing the concept of time—present, past and future.</td>
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<tr>
<td>Place, space and environment</td>
<td></td>
<td>Children link personal and community histories with broader social issues, events and changes in Australia and the world, in order to develop and value a sense of heritage and to imagine the future.</td>
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<tr>
<td>Societies and cultures</td>
<td></td>
<td>Children develop and show their understandings of the significance of places and resources. They examine different ways in which places and resources are used to satisfy needs and wants.</td>
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<td>Children develop skills to represent real and virtual place and space as they discuss interactions between people and their environments.</td>
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<td>Children develop an understanding of the concepts of sustainability conservation and care of resources and place, and take action consistent with these. They assess the ways in which values affect behaviour.</td>
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<td></td>
<td>Children explore, identify, recognise, and learn to respect and value, the shared and unique characteristics of individuals, developing an understanding of the diverse values, beliefs and practices of groups of people.</td>
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<td>Children identify and explore patterns in the traditional stories, practices and present day lives of Indigenous and non-Indigenous Australians, and peoples elsewhere in the Asia-Pacific region.</td>
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<td></td>
<td>Children identify, respect and value positive aspects of their personal culture, beliefs and identity, and develop understandings of those of others.</td>
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<tr>
<td>Social systems</td>
<td></td>
<td>Children examine and discuss how communities are organised to provide goods and services for people to meet their current and future needs.</td>
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<td></td>
<td>Children investigate and communicate understandings of the variety of ways communities and societies meet people’s needs for goods and services.</td>
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<td></td>
<td>Children participate in appropriate decision-making and negotiation. They recognise that rules affect aspects of life.</td>
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</tbody>
</table>

The Developmental Learning Outcomes are drawn on accomplishments. They reflect the integration of through the Essential Learnings and all Learning different developmental pathways.

- Children develop trust and confidence. F
- Children develop a positive sense of self, personal and group identity. F T C
- Children develop a sense of being connected to and their worlds. F T C T
- Children are intellectually inquisitive. T
- Children develop a range of thinking skills. T
- Children are effective communicators. T
- Children develop a sense of physical well-being. T
<table>
<thead>
<tr>
<th>Learning Area</th>
<th>Strand</th>
<th>Scope Key Ideas</th>
<th>Standard 1 Outcomes</th>
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</thead>
<tbody>
<tr>
<td><strong>Time, continuity and change</strong></td>
<td>Students investigate earlier times to gain a general understanding of Australia's history and diverse heritage in the context of significant world events. <em>Id + In + KCC1</em></td>
<td><strong>1.1</strong> Identifies differences between their life and that of the past in their society and explains some reasons for this.</td>
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<td></td>
<td>Students use timelines, calendars and diagrams to illustrate and sequence events and processes, genres and timelines. <em>T + C + KCC2 + KCC3</em></td>
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<td></td>
<td>Students recognise the importance of collecting and evaluating information and source material as evidence. Consider other points of view and arrive at justifiable conclusions. <em>T + C + KCC1</em></td>
<td><strong>1.2</strong> Presents events and life stages in sequence.</td>
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</tr>
<tr>
<td><strong>Place, space and environment</strong></td>
<td>Students examine natural and social environments in local and global communities. Analysing patterns, systems and relationships. <em>In + T + KCC1</em></td>
<td><strong>1.3</strong> Identifies and values aspects of environment and ways of life that have endured or changed in relation to these. <em>F + In + T + KCC2 + KCC3</em></td>
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<td></td>
<td>Students use a range of resources and technologies to gather and present information. They develop mapping and graphing skills to represent observable features in the environment. <em>T + C + KCC1 + KCC2 + KCC5 + KCC7</em></td>
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<td></td>
<td>Students consider sustainability and care of resources and places as they explore how people's attitudes and values affect their interactions with natural features and cycles. <em>F + In + KCC5</em></td>
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<tr>
<td><strong>Societies and cultures</strong></td>
<td>Students discuss and examine the cultural heritage of people in Australian society and the way culture is passed on, maintained and developed by families, groups and communities. They explain how cultural ideas and practices affect us all. <em>Id + T + C + KCC1 + KCC2</em></td>
<td><strong>1.4</strong> Explains and commences how people's environment. <em>Id + In + KCC8</em></td>
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<td></td>
<td>Students enhance their skills in learning from, and communicating and interacting with groups, including Aboriginal and Torres Strait Islander communities. They develop an understanding of the importance of sharing the land and waters. <em>In + T + C + KCC9 + KCC10</em></td>
<td><strong>1.5</strong> Represents and categorises features of places with map and symbols of settlement and climate. <em>C + F + In + T + KCC2 + KCC3</em></td>
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<td></td>
<td>Students identify, classify and analyse the values embedded in their and other's actions, and in media reports on contemporary events. <em>Id + T + C + KCC1</em></td>
<td><strong>1.6</strong> Participates actively in projects to understand the importance of caring for places and the environment. <em>F + In + T + KCC4 + KCC6</em></td>
<td></td>
</tr>
<tr>
<td><strong>Social systems</strong></td>
<td>Students examine and analyse elements of the social systems of which they are part, and question how these systems are connected, organised and function in meeting needs. <em>In + T + KCC3</em></td>
<td><strong>1.7</strong> Understands that, although all people have characteristics in common, they are different, and that local and wider communities. <em>Id + In + T + KCC1</em></td>
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<td>Students begin to understand the importance of data collection for social decision-making, and develop skills in collection, analysis and presentation of data. <em>In + T + C + KCC1 + KCC2 + KCC5</em></td>
<td><strong>1.8</strong> Listens to and recalls local Aboriginal people, other than their own, and explains why. <em>F + In + C + KCC9</em></td>
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<td></td>
<td>Students examine different kinds of decisions that are made by people. They analyse who makes these decisions, why they are made and what impacts they have on various groups in society. Considering fairness for all. <em>F + In + T + C + KCC1</em></td>
<td><strong>1.9</strong> Demonstrates a capability to see and value their own. <em>Id + T + KCC4</em></td>
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<td><strong>1.10</strong> Describes the meaning of needs and wants and how they can be shared in society to meet current and future needs. <em>In + T + KCC3 + KCC4</em></td>
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<td><strong>1.11</strong> Identifies the sources of goods and services, and how our daily lives depend on them. <em>In + T + C + KCC1 + KCC2 + KCC3</em></td>
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<td><strong>1.12</strong> Takes an active part in making decisions and compromises in society to meet current and future needs. <em>In + T + C + KCC1 + KCC2 + KCC3</em></td>
<td></td>
</tr>
</tbody>
</table>

* *Id = Identify, *In = Investigate, *T = Test, *C = Create, *KCC = Knowledge and Understanding.*