



Government of **Western Australia**  
School Curriculum and Standards Authority

# **HUMANITIES AND SOCIAL SCIENCES IN ACTION**

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General course

**Year 11 syllabus**

## **Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

## **Important information**

This syllabus is effective from 1 January 2025.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by the School Curriculum and Standards Authority (the Authority) on a cyclical basis, typically every five years.

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## Rationale

The Humanities and Social Sciences in Action General course encourages students to become socially aware and active participants in society. It provides students with the skills to make informed choices about important social issues.

Students explore how change can be affected by the actions and perspectives of stakeholders, from individuals and groups to governments. The course explores issues from a local to a global level, enabling students to understand that change can be impactful on both a smaller and larger scale.

Humanities and Social Sciences in Action is an inquiry-based course, underpinned by the skills of Questioning and researching, Analysing, Evaluating, and Communicating and reflecting. Students use these skills to support their learning about how there are varied and complex perspectives to issues and that these perspectives need to be considered when trying to effect change.

Research indicates that students need to be prepared for the world they will be entering once they complete their senior secondary schooling. Such preparation helps students develop transferable skills when engaging in further education and training, or in the workplace and their community. The Humanities and Social Sciences in Action course is designed to help students develop the skills and capabilities they need to be successful in these settings, while interacting with contemporary content.

## Aims

The Humanities and Social Sciences in Action General course enables students to:

- develop Humanities and Social Sciences skills through investigations and case studies
- use Humanities and Social Sciences skills to research viewpoints around contemporary issues and develop possible solutions to help ensure a more sustainable future
- develop knowledge and understanding of contemporary and ongoing issues facing people, societies and governments today and into the future
- demonstrate knowledge and understanding to discuss contemporary and ongoing issues and the variety of perspectives associated with these issues
- build and develop perspectives and solutions to problems on a variety of scales
- become active participants in society, facing challenges and effecting change within their communities and within the bounds of the law.

## Organisation

This course is organised into a Year 11 syllabus and a Year 12 syllabus. The cognitive complexity of the syllabus content increases from Year 11 to Year 12.

### Structure of the syllabus

The Year 11 syllabus is divided into two units, which are typically delivered as a pair. The notional time for the pair of units is 110 class contact hours.

#### Unit 1 – All humans have rights

Students investigate human rights movements over the last 100 years and the change that these movements have brought for people around the world. They explore how these changes impact contemporary human rights movements and people, now and in the future.

#### Unit 2 – A sense of community

Students examine the communities in which they live, play and work. They explore the benefits of being part of a community and the challenges communities can face to remain sustainable for the future. Students investigate the role they have in these communities and how they can become active and engaged members.

Each unit includes:

- a unit description – a short description of the focus of the unit
- unit skills – the skills which will be taught and applied to the unit content
- unit content – the content to be taught and learned.

### Organisation of content

The Humanities and Social Sciences in Action General course is organised into two strands: Skills, and Knowledge and understanding. This strand organisation provides an opportunity to integrate content in flexible and meaningful ways.

#### Skills

- Questioning and researching
- Analysing
- Evaluating
- Communicating and reflecting

#### Knowledge and understanding

- The content is delivered through an overview and two specific focus areas, each of which concentrates on a particular facet of the unit.
- The overview content should be taught at the beginning of each unit. The broad topics of the overview underpin the learnings of the focus areas for each unit.

- Key terms and concepts for all four units should be addressed at appropriate times throughout the course.
- The unit content that is listed after ‘e.g.’ is provided as suggested examples to guide teachers on relevant topics, which could be used to teach the content descriptions; teachers are not restricted to the listed examples.
- A glossary of key terms has been included in the syllabus (Appendix 2) and should be referred to when teaching the definition of these terms.

### **Relationship between the strands**

The two strands are interrelated, and the content enables integration of the strands in the development of a teaching and learning program. The Humanities and Social Sciences Knowledge and understanding strand provides the contexts through which skills are to be developed. The same set of skills is included in each of the units to provide a common focus for the teaching and learning of content.

### **Progression from the Year 7–10 curriculum**

This syllabus continues to develop student understandings and skills developed in the Year 7–10 Humanities and Social Sciences curriculum. It builds on the same strands of the Year 7–10 curriculum to further develop students’ ability to explore, analyse and apply Humanities and Social Sciences concepts. This syllabus features a wider range of contexts and introduces students to a more diverse, and increasingly sophisticated, range of Humanities and Social Sciences tools and skills.

### **Representation of the general capabilities**

The general capabilities encompass the knowledge, skills, behaviours and dispositions that will assist students to live and work successfully in the twenty-first century. Teachers may find opportunities to incorporate the capabilities into the teaching and learning program for the Humanities and Social Sciences in Action General course. The general capabilities are not assessed unless they are identified within the specified unit content.

### **Literacy**

Students use their literacy skills to access the necessary content for each unit through a variety of print, oral, visual, spatial and electronic forms, including data, texts, computer software, images and written technical materials. They investigate, interpret and apply Humanities and Social Sciences skills to a variety of sources to research focus areas and probe perspectives and solutions related to these focus areas. Students analyse and evaluate information for reliability, relevance and accuracy. They monitor their own language use for accuracy when using Humanities and Social Sciences skills.

### **Numeracy**

Numeracy is key to a student’s ability to apply the wide range of skills associated with the Humanities and Social Sciences in Action content, including making and recording observations; ordering, representing and analysing data; and interpreting trends and relationships from data. Students use numeracy skills to measure data and information, and construct and interpret tables and graphs to calculate and interpret statistics in their investigations. Students analyse numerical data to test

relationships in patterns and between variables. They make predictions and forecast outcomes based on data and inquiry information and represent their findings in numerical and graphical form.

### **Digital literacy**

Students use digital tools and strategies to locate, access, process, analyse and evaluate information. They use digital literacy skills and understanding to investigate issues, relationships and perspectives. Students access information from websites and software programs to develop solutions. They access and use digital tools to locate, research and display data and information. Students create, communicate and present information and findings using digital tools to a variety of audiences.

### **Critical and creative thinking**

Students use their critical and creative thinking to develop understandings during periods of evaluation at various stages of the inquiry process. Students construct a functioning hypothesis and devise plausible solutions to problems. Through interrogation, students critically assess and predict the performance of the most efficient solution. They reflect on their solutions and then analyse, evaluate and modify the developing solution. Critical and creative thinking behaviours and capabilities enable students to imagine possibilities, consider alternatives and seek and create innovative solutions to issues.

### **Personal and social capability**

Students use personal and social capabilities to develop and practise skills in communication, teamwork, decision-making, initiative-taking and self-discipline with increasing confidence and sophistication. They develop skills in both independent and collaborative investigation and they employ self-management skills to plan effectively, follow procedures efficiently and work safely. Students use collaboration skills to conduct investigations, share research and discuss ideas to make informed and responsible solutions. They recognise the role of their own beliefs and attitudes in their response to Humanities and Social Sciences issues and applications, consider the perspectives of others, negotiate and resolve conflict and gauge how Humanities and Social Sciences can affect people's lives.

### **Ethical understanding**

Ethical understanding provides opportunities for students to explore the diverse perspectives and circumstances that shaped the actions and motivations of people in the past and present. They explore the values, beliefs and principles that were the basis for the judgements and actions of people in the past, as well as the impact of these actions now and in the future. Students develop informed ethical values and attitudes to become more aware of their own roles and responsibilities as active citizens. They use their ethical understandings to respectfully communicate the perspectives and beliefs of other groups.

### **Intercultural understanding**

Intercultural understanding is a vital part of learning in the Humanities and Social Sciences in Action General course. Students explore the different beliefs and values of a range of cultural groups and develop an appreciation of the diversity of these groups. They have opportunities to develop an understanding of the nature, causes and consequences of decisions made by people from a local to a global scale. Students develop an understanding of different contemporary perspectives, the

contexts for those perspectives, their influence on the relationships between different groups within society, and how they contribute to individual and group actions in the contemporary world. They explore the different ways other countries respond to issues and events.

## **Representation of the cross-curriculum priorities**

The cross-curriculum priorities address contemporary issues which students face in an increasingly complex and changing world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for the Humanities and Social Sciences in Action General course.

The cross-curriculum priorities are not assessed unless they are identified within the specified unit content.

### **Aboriginal and Torres Strait Islander histories and cultures**

Through the study of relevant contexts within the course, there are opportunities for the development of students' understanding and appreciation of the diversity of Aboriginal and Torres Strait Islander Peoples' histories and cultures. They learn about decisions that have been made in the past and the impact they have had, and continue to have, on Aboriginal and Torres Strait Islander Peoples and cultures. Students can investigate contemporary issues facing Aboriginal and Torres Strait Islander Peoples and examine legislation, policies, and group and individual ways of addressing and resolving these issues.

### **Asia and Australia's engagement with Asia**

The study of Asia and Australia's engagement with Asia reinforces understanding of the diversity of cultures and peoples living in Australia. It fosters social inclusion and cohesion and allows consideration of a variety of perspectives. Through the study of relevant contexts, students learn about the region in which they live through a social, cultural, political and economic lens. They investigate ways of life across the region and how people are impacted and adapt to issues which are unique to their region. Students explore the role that Australia has played in the economic and social development in the Asian region over time, as well as the contribution countries in the Asian region have made to Australia.

### **Sustainability**

Sustainable patterns of living meet the needs of the present without compromising the ability of future generations to meet their needs. Actions to improve sustainability are both individual and collective and are shared across local and global communities. The Humanities and Social Sciences in Action General course is solutions-focused, centred on protecting environments through informed action. Students explore actions that support more sustainable patterns of living, which require consideration of environmental, social, cultural and economic systems and their interdependence.



# Unit 1 – All humans have rights

## Unit description

In this unit students focus on human rights and how these rights have been gained over time. Students explore the United Nations Universal Declaration of Human Rights, and how people across the world have been able to access these rights through laws, both statute and common, policy changes and the progression of attitudes, perspectives, and behaviours over time. Students investigate case studies to see the development of civil and human rights movements and the impact these still have today. They examine the circumstances that have prevented minority groups from accessing basic human rights and suggest ways to improve access to rights for these groups.

## Unit content

This unit includes the knowledge, understandings and skills described below.

The Overview and Focus areas 1 and 2 must be taught for both units.

### Skills

#### Questioning and researching

- construct a range of questions to investigate a specific topic or issue
- develop a coherent plan for an individual or a collaborative inquiry and/or social action
- collect and record information from a range of primary and secondary sources
- select sources to sample a variety of perspectives
- use appropriate ethical protocols and scholarships throughout the research and communication process

#### Analysing

- identify the reliability, bias, usefulness and currency of primary and/or secondary sources
- analyse relationships in information and/or data
- account for different perspectives within the information gathered
- use evidence from a variety of sources to support a point of view
- use decision-making tools to propose individual and collective action, considering environmental, social, political and/or economic factors

#### Evaluating

- evaluate information and use evidence to draw conclusions and develop explanations, considering different perspectives
- use evidence to justify a course of action and predict the potential outcomes of the proposed action

### **Communicating and reflecting**

- use subject-specific terminology and concepts
- use appropriate formats, either individually or in negotiation with a group, to communicate findings that suit audience and purpose
- reflect on own learning to review original understandings
- reflect on why conclusions may change in the future

### **Knowledge and understanding**

#### **Overview of Human rights**

Students study the following overview content:

- key terms and concepts
  - human rights
  - social issues
  - social movements
  - social actions
- human rights declarations supported by the United Nations, including
  - the Universal Declaration of Human Rights
  - the Declaration on the Rights of Indigenous Peoples
  - the Convention on the Rights of the Child
- human rights in Australia, including
  - relevant common law and statute law
  - the Australian Human Rights Commission
  - international treaty membership, such as the International Covenant on Civil and Political Rights
- examples of human rights violations in Australia and globally

#### **Focus area 1: Ongoing human rights issues**

Students study at least one group within society and how their access to human rights has changed over time in an Australian or international context. They learn about this group's access to human rights in the past and present and predicted changes in the future.

Students study at least one group, such as (this list is neither prescriptive nor exhaustive):

- the socially disadvantaged; for example, generational poverty, refugees
- people of different genders
- people of different cultures and ethnicities; for example, Aboriginal and Torres Strait Islander Peoples, culturally and linguistically diverse people

- people with a disability
- people of different ages; for example, the elderly, children.

For the selected group, students explore:

- the treatment of the group in the past, through legislation and within society
- changes to the group's human rights through the law (common and statute) and within society, and how these rights are being actioned at a local, national and/or global level
- actions that individuals, communities and organisations can take to improve human rights for the group
- the short- and long-term impacts of changes in access to human rights for this group.

### **Focus area 2: Contemporary human rights actions**

Students study at least one contemporary example of a social action/movement by an individual, a group, an organisation or a community that has contributed to promoting or fostering human rights.

Students select at least one contemporary social action/movement, such as (this list is neither prescriptive nor exhaustive):

- Outright International
- People with Disability Australia
- Roads to Refuge – Centre for Refugee Research
- Reconciliation Australia
- Youth Advocacy Centre

For the selected social action/movement, students explore:

- the sequence of events leading up to and during the action/movement, and the current perspectives of stakeholders
- the role of key individuals and/or groups, organisations or communities involved in organising and participating in the movement
- the social and/or political changes brought about by the action/movement
- the effectiveness of the action/movement to create permanent, meaningful change
- the barriers for future progress and possible ways to overcome these barriers.

## Unit 2 – A sense of community

### Unit description

In this unit students focus on opportunities as well as challenges within their local communities. Students investigate the meaning of, and their place within, a community. They explore issues and possible solutions relevant to communities that they are or may be involved in. Through the development of Humanities and Social Sciences skills, students investigate how to improve living within these communities. They are able to propose changes and solutions to issues facing a community and explore ways of raising awareness for this. Students investigate their place within a community and how they as individuals can affect change on a variety of scales.

### Unit content

This unit includes the knowledge, understandings and skills described below.

The Overview and Focus areas 1 and 2 must be taught for both units.

### Skills

#### Questioning and researching

- construct a range of questions to investigate a specific topic or issue
- develop a coherent plan for an individual or collaborative inquiry and/or social action
- collect and record information from a range of primary and secondary sources
- select sources to sample a variety of perspectives
- use appropriate ethical protocols and scholarship throughout the research and communication process

#### Analysing

- identify the reliability, bias, usefulness and currency of primary and/or secondary sources
- analyse relationships in information and/or data
- account for different perspectives within the information gathered
- use evidence from different sources to support a point of view
- use decision-making tools to propose individual and collective action, taking into account environmental, social, political and/or economic factors

#### Evaluating

- evaluate information and use evidence to draw conclusions and develop explanations, taking into account different perspectives
- use evidence to justify a course of action and predict the potential outcomes of the proposed action

### **Communicating and reflecting**

- use subject-specific terminology and concepts
- use appropriate formats, either individually or in negotiation with a group, to communicate findings that suit audience and purpose
- reflect on own learning to review original understandings
- reflect on why conclusions may change in the future

### **Knowledge and understanding**

#### **Overview of Communities**

Students study the following overview content:

- key terms and concepts
  - active citizenship
  - community
  - diversity
  - liveability
  - local community
  - stakeholders
- different types of communities, including local community, community organisations, religious communities, cultural communities, and online communities
- social issues that can occur within a local community
- the roles and responsibilities, including active participation, of people within those communities
- the role of community organisations in responding to social issues; for example, local councils, non-government organisations (NGOs) and charities
- the perspectives of stakeholders in contributing to public debate and issues
- the role of government and/or other community organisations in managing resources and improving the liveability of a community

#### **Focus Area 1: Engagement with the community**

Students study at least one contemporary community service category related to improving communities. They explore the potential issues the service faces and how those issues are currently being addressed. Students investigate any further actions required/expected by governments, communities or other individuals that could enhance or further improve this service category.

Students select at least one service category, such as (this list is neither prescriptive nor exhaustive):

- aged care
- community planning and public spaces
- community services that enhance belonging and wellbeing

- disability services
- education
- healthcare
- homelessness services
- legal aid
- multicultural services
- youth services.

For the selected service category students investigate:

- reasons why the service is important within the community
- how different groups access the service within the community
- how the service improves liveability within the community
- potential issues associated with providing and/or maintaining the service and actions that can be taken to improve and ensure the sustainability of the service.

### **Focus Area 2: Influencing community change**

Students study at least one contemporary example of a community initiative by an individual, group, organisation or community that has contributed to social change. They explore the impacts this change has had on a community and how this initiative can be improved and implemented by other communities.

Students select at least one contemporary community initiative, such as (this list is neither prescriptive nor exhaustive):

- crime prevention
- enhancing housing affordability
- WA public health campaigns
- local council Reconciliation Action Plans
- local council initiatives
- youth advisory councils
- volunteer groups within a community.

For the selected community initiative, students investigate:

- the type of community initiative
- how this initiative is accessed in the community
- how individuals and stakeholders, including the media, have contributed to positive and/or negative impacts by either escalating issues or assisting with solutions for social change
- the influence/impact of the community initiative on social change in the community
- how this initiative can be improved and/or adapted by a range of other communities.

## Assessment

Assessment is an integral part of teaching and learning that at the senior secondary years:

- provides evidence of student achievement
- identifies opportunities for further learning
- connects to the standards described for the course
- contributes to the recognition of student achievement.

Assessment for learning (formative) and assessment of learning (summative) enable teachers to gather evidence to support students and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together, and formally or informally.

Formative assessment involves a range of informal and formal assessment procedures used by teachers during the learning process to improve student achievement and guide teaching and learning activities. It often involves qualitative feedback (rather than scores) for both students and teachers, which focuses on the details of specific knowledge and skills that are being learnt.

Summative assessment involves assessment procedures that aim to determine students' learning at a particular time; for example, when reporting against the standards after completion of a unit or units. These assessments should be limited in number and made clear to students through the assessment outline.

Appropriate assessment of student work in this course is underpinned by reference to a set of pre-determined course standards. These standards describe the level of achievement required to achieve each grade from A to E. Teachers use these standards to determine how well a student has demonstrated their learning.

Where relevant, higher order cognitive skills (e.g. application, analysis, evaluation and synthesis) and the general capabilities should be included in the assessment of student achievement in this course. All assessment should be consistent with the requirements identified in the course assessment table.

Assessment should not generate workload and/or stress that, under fair and reasonable circumstances, would unduly diminish the performance of students.

### School-based assessment

The *Western Australian Certificate of Education (WACE) Manual* contains essential information on principles, policies and procedures for school-based assessment that must be read in conjunction with this syllabus.

School-based assessment involves teachers gathering, describing and quantifying information about student achievement.

Teachers design school-based assessment tasks to meet the needs of students. As outlined in the *WACE Manual*, school-based assessment of student achievement in this course must be based on the Principles of Assessment:

- Assessment is an integral part of teaching and learning

- Assessment should be educative
- Assessment should be fair
- Assessment should be designed to meet its specific purpose/s
- Assessment should lead to informative reporting
- Assessment should lead to school-wide evaluation processes
- Assessment should provide significant data for improvement of teaching practices.

The table below provides details of the assessment types and their weightings for the Humanities and Social Sciences in Action General Year 11 syllabus.

Summative assessments in this course must:

- be limited in number to no more than eight tasks
- allow for the assessment of each assessment type at least once over the year/pair of units
- have a minimum value of 5 per cent of the total school assessment mark
- provide a representative sampling of the syllabus content.

Assessment tasks not administered under test or controlled conditions require appropriate authentication processes.



## Assessment table – Year 11

Type of assessment	Weighting
<p><b>Social action investigation</b></p> <p>A social action investigation will require students to collect and analyse information, including data, to investigate an issue. This type of assessment must address the syllabus content and provide the opportunity for a student to increase their own understanding about an existing social action.</p> <p>Students develop a plan for their own social action, conduct research and communicate findings. They include evidence of planning, evaluation and reflection on their social action. Students may implement their social action plan in a local context and evaluate the outcomes of the social action.</p> <p>Students can work individually or collaboratively.</p> <p>Formats can include written, oral and/or multimodal formats, such as a research booklet, report, speech, a public performance, newsletter article, lesson activity, in-class validation and/or a combination of these.</p>	30%
<p><b>Commentary</b></p> <p>A commentary will require students to maintain a summary of their learning about an issue. Students complete at least four entries at various times during the teaching and learning of the syllabus content. The commentary allows students to draw conclusions and reflect on their learning, considering how their thinking on the subject has developed.</p> <p>The commentary can be based on a variety of stimulus materials including, but not limited to, media articles, trends in data and information, participation in social action, interviews with stakeholders, speeches or guest speakers. Students may include images, photos and diagrams to support evaluation and conclusions.</p> <p>Formats can be in written, digital, oral or visual form.</p>	30%
<p><b>Response</b></p> <p>A response can include questions that require students to apply knowledge and skills to analyse, interpret and evaluate stimulus material and/or respond to questions based on the syllabus content. Stimulus material can include written text, graphs, tables, diagrams, maps, photographs, cartoons or infographics.</p> <p>Formats can include written short responses, sectionalised extended responses, extended responses and/or a combination of these.</p> <p>Typically, this task is conducted in class under test conditions.</p>	40%

## Reporting

Schools report student achievement, underpinned by a set of pre-determined standards, using the following grades:

Grade	Interpretation
A	Excellent achievement
B	High achievement
C	Satisfactory achievement
D	Limited achievement
E	Very low achievement

The grade descriptions for the Humanities and Social Sciences in Action General Year 11 syllabus are provided in Appendix 1. They are used to support the allocation of a grade. They can also be accessed on the course page of the Authority website ([www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)).

To be assigned a grade, a student must have had the opportunity to complete the education program, including the assessment program (unless the school accepts that there are exceptional and justifiable circumstances).

Refer to the *WACE Manual* for further information about the use of a ranked list in the process of assigning grades.

The grade is determined by reference to the standard, not allocated on the basis of a pre-determined range of marks (cut-offs).

## Appendix 1 – Grade descriptions Year 11

**A**

**Knowledge and understanding**

Selects and applies terminology and concepts to develop accurate and relevant responses.

Accurately evaluates structures, systems and processes.

Applies concepts and uses supporting examples and/or diagrams to explain and link complex processes, issues, events, perspectives and relationships in a range of situations.

**Skills**

Selects a range of relevant sources and records accurate information using an appropriate format and ethical protocols.

Analyses a variety of sources to identify and describe relationships and perspectives, and uses evidence from sources to support this analysis.

Uses relevant evidence to draw conclusions and justify courses of action.

Selects and uses appropriate communication formats to present findings.

Critically reflects on learning and displays a substantive response to feedback.

**B**

**Knowledge and understanding**

Uses terminology and concepts to develop relevant responses.

Explains structures, systems and processes.

Applies concepts and uses supporting examples and/or diagrams to explain processes, issues, events, perspectives and relationships in a range of situations.

**Skills**

Selects a range of mainly relevant sources and records mainly accurate information using an appropriate format and ethical protocols.

Analyses sources to identify and describe relationships and perspectives and uses evidence from these sources to support this analysis.

Uses mainly relevant evidence to draw conclusions and justify courses of action.

Uses appropriate communication formats to present findings.

Reflects on learning and demonstrates a response to feedback.

**C**

**Knowledge and understanding**

Uses some terminology to develop responses.

Describes structures, systems and processes.

Makes general references to concepts to describe processes, issues, events, perspectives and relationships.

**Skills**

Selects some relevant sources and records information using an appropriate format and some ethical protocols.

Analyses some relevant sources to identify some relationships and perspectives, and uses some evidence from these sources to support this analysis.

Uses evidence to draw some conclusions and briefly justifies courses of action.

Uses an appropriate communication format to present findings.

Reflects on learning.

**D****Knowledge and understanding**

Makes limited use of terminology to develop responses.

Describes concepts using everyday language and simple representations.

Refers to concepts to explain processes, issues and events with minimal or no accuracy.

**Skills**

Selects a source with minimal relevance and records information briefly using an appropriate format and minimal to no ethical protocols.

Demonstrates an attempt to analyse a source to identify some relationships and/or perspectives and uses minimal or no evidence from a source to support these.

Demonstrates an attempt to use evidence to make a statement.

Demonstrates an attempt to use an appropriate communication format to present findings.

Demonstrates an attempt to reflect on learning.

**E**

Does not meet the requirements of a D grade and/or has completed insufficient assessment tasks to be assigned a higher grade.

## Appendix 2 – Glossary

### **Active citizenship**

Refers to involvement and informed participation in the civic and political activities of society at local, state, regional, national and global levels.

### **Barriers to change**

Elements which can hinder, slow or stop change.

### **Community**

A group of people who have common characteristics, share similar interests or live in the same place.

### **Contemporary**

Belonging to or occurring in the present.

### **Culture**

The accepted and traditionally patterned ways of behaving and a set of common understandings shared by members of a group or community. Includes land, language, ways of living and working and artistic expression, relationship and identity.

### **Diversity**

The mix of people in a group or society, i.e. differences in factors such as age, ability, culture and religion, and/or differences in how people identify in relation to factors such as gender and sexuality.

### **Ethnicity**

The categorisation of individuals or groups based on shared cultural, linguistic, religious, or ancestral characteristics

### **Human rights**

The rights that come from being human; that is, the basic rights and freedoms to which all humans are entitled, often held to include the rights to life and liberty, freedom of thought and expression and equality before the law.

### **Liveability**

An assessment of what a place is like to live in, using particular criteria; for example, environmental quality, crime and safety, education and health provision, access to shops and services, recreational facilities and cultural activities.

### **Non-government organisations (NGOs)**

A group that is organised at a local, national or international level around a common interest and on a non-profit, voluntary basis. NGOs mostly operate independently of government, but when funded by government they still maintain their independence.

### **Perspectives**

A person's perspective is their point of view; the position from which they see and understand the world and events going on around them. People may have different points of view about a particular event depending on their age, gender, social position and their beliefs and values.

### **Social action**

People coming together to help improve their lives and solve problems that are important to their communities.

**Social issue**

A subject or problem that people are thinking and talking about, and have a variety of opinions and perspectives on.

**Social movement**

An organised effort by a group of people to achieve a social or political goal.

**Stakeholder**

A person or group who is affected by, or concerned with, an issue or enterprise.

**United Nations**

An international organisation with 193 member states that allows the world's nations to gather together, discuss common problems and find shared solutions that benefit all of humanity.

**Universal Declaration of Human Rights**

A document that outlines the common standard of achievements for all peoples and all nations, and the fundamental human rights to be universally protected.

**Youth**

The time of being young, usually the age from 12 to 24.

