



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

SAMPLE TEACHING AND LEARNING PROGRAM

HUMANITIES AND SOCIAL SCIENCES IN ACTION

GENERAL YEAR 11

EXAMPLE 1

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.

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Sample teaching and learning program

Humanities and Social Sciences in Action

Humanities and Social Sciences skills

The teaching of the Humanities and Social Sciences skills is intrinsic throughout the course.

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 scholarships throughout the research and communicating 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, 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 which suit audience and purpose
- reflect on own learning to review original understandings
- reflect on why conclusions may change in the future

Sample teaching and learning program
Humanities and Social Sciences in Action
Semester 1 – Unit 1 – All humans have rights

Weeks	Syllabus content	Suggested activities	Suggested resources
1–2	<p>Knowledge and understanding</p> <p>Overview of human rights</p> <ul style="list-style-type: none"> key terms and concepts <ul style="list-style-type: none"> human rights social issues social movements social actions human rights declarations supported by the United Nations, including <ul style="list-style-type: none"> the Universal Declaration of Human Rights the Declaration on the Rights of Indigenous Peoples the Convention on the Rights of the Child <p>Humanities and Social Sciences skills</p> <ul style="list-style-type: none"> collect and record information from a range of primary and secondary sources use subject-specific terminology and concepts 	<ul style="list-style-type: none"> create a glossary covering the key terminology and concepts describe the reasons for the development of the Universal Declaration of Human Rights, e.g. the Holocaust, the scale of destruction caused by the Second World War collect and record information in a retrieval chart on the key features and obligations of human rights declarations supported by the United Nations 	<p>United Nations – Universal Declaration of Human Rights https://www.un.org/en/about-us/universal-declaration-of-human-rights</p> <p>Australian Human Rights Commission – UN Declaration on the Rights of Indigenous Peoples https://humanrights.gov.au/our-work/un-declaration-rights-indigenous-people</p> <p>United Nations – Convention on the Rights of the Child https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-child</p>
3	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> human rights in Australia, including <ul style="list-style-type: none"> relevant common law and statute law the Australian Human Rights Commission international treaty membership, such as the International Covenant on Civil and Political Rights 	<ul style="list-style-type: none"> investigate how and why relevant common and constitutional law in Australia developed over time, e.g. implied freedom of political communication, Native Title 	<p>Australian Human Rights Commission https://humanrights.gov.au/</p> <p>Australian Human Rights Commission – Human Rights in Australia https://humanrights.gov.au/our-work/education/human-rights-australia</p>

Weeks	Syllabus content	Suggested activities	Suggested resources
	<p>Humanities and Social Sciences skills</p> <ul style="list-style-type: none"> construct a range of questions to investigate a specific topic or issue reflect on why conclusions may change in the future 	<ul style="list-style-type: none"> construct a timeline of statute law in Australia, e.g. <i>Age Discrimination Act 2004</i>, <i>Disability Discrimination Act 1992</i>, <i>Racial Discrimination Act 1975</i> describe the role of the Human Rights Commission in protecting statute and common law pertaining to human rights research and share learning on the major human rights treaties signed by Australia 	
4–5	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> examples of human rights violations in Australia and globally <p>Humanities and Social Sciences skills</p> <ul style="list-style-type: none"> reflect on own learning to review original understandings <p>Task 1: Commentary (issued)</p> <p>Task 2: Response</p>	<ul style="list-style-type: none"> research and reflect on violations of human rights in Australia, e.g. criminal responsibility below international standard of 14 years of age, disproportionate representation of Aboriginal and Torres Strait Islander deaths in custody, gender inequality in Australia, treatment of refugees research and reflect on violations of human rights globally, e.g. more than 40 million people are victims of modern slavery, discrimination of women in Saudi Arabia, lack of press freedom in China 	<p>Human Rights Watch – World Report 2023 https://www.hrw.org/world-report/2023</p>
6–7	<p>Knowledge and understanding</p> <p>Focus area 1: Ongoing human rights issues</p> <p>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.</p>	<p>To exemplify the course content, Aboriginal and Torres Strait Islander Peoples is the selected group.</p> <ul style="list-style-type: none"> investigate the political and societal impacts that caused Aboriginal and Torres Strait Islander Peoples’ campaigns for human rights 	<p>Australian Human Rights Commission – The history of Aboriginal and Torres Strait Islander peoples advocating for the right to be heard https://humanrights.gov.au/our-work/aboriginal-and-torres-strait-islander-social-justice/history-aboriginal-and-torres-strait</p>

Weeks	Syllabus content	Suggested activities	Suggested resources
	<p>For the selected group, students explore:</p> <ul style="list-style-type: none"> the treatment of the group in the past, through legislation and within society <p>Humanities and Social Sciences skills</p> <ul style="list-style-type: none"> use appropriate ethical protocols and scholarships throughout the research and communication process identify the reliability, bias, usefulness and currency of primary and/or secondary sources 	<ul style="list-style-type: none"> discuss government policies and/or laws restricting human rights, e.g. protection, assimilation, the <i>Aborigines Act 1905 (WA)</i> explore accounts of the past experiences of Aboriginal and Torres Strait Islander Peoples who were members of the Stolen Generations and how these experiences influenced the human rights movement view a range of sources discussing the treatment of Aboriginal and Torres Strait Islander Peoples in society, e.g. Deaths in Custody Report, racism suffered by individuals in Australia, Adam Goodes' experiences of racism in sport 	
8–9	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> 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 <p>Humanities and Social Sciences skills</p> <ul style="list-style-type: none"> collect and record information from a range of primary and secondary sources select sources to sample a variety of perspectives use evidence from a variety of sources to support a point of view 	<ul style="list-style-type: none"> investigate Aboriginal and Torres Strait Islander groups that contributed to changing Australian society, such as the Australian Aborigines League (Victoria), the Australian Aboriginal Progressive Association (AAPA) and Student Action for Aborigines collect sources showing changes in statute law, e.g. <i>the Commonwealth right to vote 1962, the 1967 Referendum, the Native Title Act 1993</i> discuss how common law assisted in gaining human rights, e.g. <i>the Mabo decision 1992, the Wik decision 1996, Love and Thoms Case 2020</i> <ul style="list-style-type: none"> account for different perspectives towards civil activism, e.g. 1946 Pilbara Strike, the 1963–64 NSW Freedom Rides, the Apology 2008, 2017 Uluru Statement from the Heart 	<p>Parliament of Australia – Commonwealth laws relating to Aboriginal and Torres Strait Islander peoples: a quick guide https://www.aph.gov.au/About_Parliament/Parliamentary_departments/Parliamentary_Library/Research/Quick_Guides/2023-24/Commonwealth_laws_relating_to_Aboriginal_and_Torres_Strait</p>

Weeks	Syllabus content	Suggested activities	Suggested resources
10	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> the short- and long-term impacts of changes in access to human rights for this group <p>Humanities and Social Sciences skills</p> <ul style="list-style-type: none"> 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 <p>Task 3: Response</p>	<ul style="list-style-type: none"> identify areas such as education, health care, housing and employment that are the focus for continued civil rights action for Aboriginal and Torres Strait Islander Peoples and discussing why there continues to be a need for such action discuss how reconciliation is not a single significant event or change, but an ongoing process of truth-telling and healing between Aboriginal and Torres Strait Islander Peoples and other Australians, e.g. the South Australian Voice to Parliament analyse the concept of popular culture and how Aboriginal and Torres Strait Islander Peoples became more assertive in the development of their own arts industries and influences in sharing histories, cultures, beliefs and stories 	<p>Closing the Gap https://www.closingthegap.gov.au/</p> <p>First Languages Australia https://www.firstlanguages.org.au/</p> <p>ABC – Right Wrongs https://www.abc.net.au/rightwrongs/</p>
11–12	<p>Knowledge and understanding</p> <p>Focus area 2: Contemporary human rights actions</p> <p>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.</p> <p>For the selected social action/movement students explore:</p> <ul style="list-style-type: none"> 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 	<p>To exemplify the course content, the Black Lives Matter (BLM) movement is the selected social action/movement.</p> <ul style="list-style-type: none"> research the causes of the BLM movement in the USA and Australia, e.g. police misconduct and prejudice, Aboriginal deaths in custody create a timeline showing examples of the social actions taken by the BLM movement discuss how the BLM movement was adapted for the Aboriginal and Torres Strait Islander Peoples’ human rights movement research key individuals in the movement, e.g. Travyon Martin, George Floyd, David Dungay Junior 	<p>Britannica – Black Lives Matter international activist movement https://www.britannica.com/topic/Black-Lives-Matter</p> <p>United Nations Association of Australia – Why does the BLM movement matter in Australia? https://www.unaa.org.au/2021/11/03/why-does-the-blm-movement-matter-in-australia/</p> <p>ABC – How Black Lives Matter is inspiring Aboriginal activist https://www.abc.net.au/news/2017-11-01/how-black-lives-matter-is-inspiring-aboriginal-australians/9107314</p> <p>State Library of Western Australia – Black Lives Matter: Photographs of the BLM rallies in Perth</p>

Weeks	Syllabus content	Suggested activities	Suggested resources
	<p>organising and participating in the movement</p> <p>Humanities and Social Sciences skills</p> <ul style="list-style-type: none"> develop a coherent plan for an individual or collaborative inquiry and/or social action use appropriate formats, either individually or in negotiation with a group, to communicate findings that suit audience and purpose <p>Task 4: Social action investigation (issued)</p>		<p>in 2020 https://slwa.wa.gov.au/collections/collections/p/hotographs/black-lives-matter</p> <p>The Conversation – Australia’s news media play an important role reminding the country that Black lives still matter https://theconversation.com/australias-news-media-play-an-important-role-reminding-the-country-that-black-lives-still-matter-161412</p>
13	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> the social and/or political changes brought about by the action/movement <p>Humanities and Social Sciences skills</p> <ul style="list-style-type: none"> select sources to sample a variety of perspectives 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 <p>Task 1: Commentary (submitted)</p>	<ul style="list-style-type: none"> select sources that examine social and/or political change in the USA, e.g. police reform, removal of monuments explain the perspectives of counter-movements, e.g. All Lives Matter select sources that examine social and/or political change in Australia, e.g. protection of right of protest, truth telling, removal of monuments investigate tools that are building cultural competency within institutions, e.g. police cultural awareness training 	<p>Do Something – Black Lives Matter Protests: What’s Been Achieved So Far https://www.dosomething.org/us/articles/black-lives-matter-protests-whats-been-achieved-so-far</p> <p>Reconciliation Australia – Australian Reconciliation Barometer https://www.reconciliation.org.au/reconciliation/australian-reconciliation-barometer/</p>
14–15	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> the effectiveness of the action/movement to create permanent, meaningful change the barriers for future progress and possible ways to overcome these barriers 	<ul style="list-style-type: none"> analyse data showing the effectiveness of the BLM movement investigate examples of barriers to future progress, e.g. falling public support for the movement, institutionalised racism, barriers of access to justice 	<p>SBS – Three years on from the Black Lives Matter marches, Indigenous deaths in custody are at a record high https://www.sbs.com.au/nitv/article/three-years-on-from-the-black-lives-matter-marches-</p>

Weeks	Syllabus content	Suggested activities	Suggested resources
	<p>Humanities and Social Sciences skills</p> <ul style="list-style-type: none"> analyse relationships in information and/or data 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 <p>Task 4: Social action investigation (submitted)</p>	<ul style="list-style-type: none"> collect and share examples of enablers to truth telling, e.g. RAPs, raising cultural awareness, access to translators propose actions that can be taken at an individual level to raise awareness of the aims of the BLM movement 	<p>indigenous-deaths-in-custody-are-at-a-record-high/ma6sjvm32</p> <p>Pew Research Center – 8 facts about the Black Lives Matter https://www.pewresearch.org/short-reads/2023/07/12/8-facts-about-black-lives-matter/</p> <p>Reconciliation Australia – Reports https://www.reconciliation.org.au/publications/reports</p>

Sample teaching and learning program
Humanities and Social Sciences in Action
Semester 2 – Unit 2 – A sense of community

Weeks	Syllabus content	Suggested activities	Suggested resources
1–3	<p>Knowledge and understanding</p> <p>Overview of communities</p> <ul style="list-style-type: none"> key terms and concepts <ul style="list-style-type: none"> active citizenship community diversity liveability local community stakeholders different types of communities, including local community, community organisations, religious communities, cultural communities, and online communities the roles and responsibilities, including active participation, of people within those communities social issues that can occur within a local community <p>Humanities and Social Sciences skills</p> <ul style="list-style-type: none"> collect and record information from a range of primary and secondary sources use subject-specific terminology and concepts <p>Task 5: Commentary (issued)</p>	<ul style="list-style-type: none"> create a glossary covering the key terminology and concepts record information about characteristics and examples of different types of communities brainstorm social issues relevant to the school and local community, e.g. youth crime, mental health, homelessness, cost of living describe members' roles in a community, e.g. joining community groups, volunteering, donating, fundraising describe members' responsibilities in a community, e.g. protest within the bounds of the law, voting in elections 	<p>Britannica – Social issue (definition) https://www.britannica.com/topic/social-issue</p> <p>Pluss Communities – What makes a community? Characteristics and examples of community https://www.plusscommunities.com/blog/what-makes-a-community</p> <p>Simplicable – 140 Examples of Social Issues https://simplicable.com/society/social-issues</p>

Weeks	Syllabus content	Suggested activities	Suggested resources
4	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> the role of community organisations in responding to social issues; for example, local councils, non-government organisations (NGOs) and charities <p>Humanities and Social Sciences skills</p> <ul style="list-style-type: none"> analyse relationships in information and/or data <p>Task 6: Response</p>	<ul style="list-style-type: none"> identifying community organisations that respond to social issues, e.g. Healthy Communities Foundation Australia, Clean Up Australia, local government recreation facilities use information and data to investigate how NGOs, local councils and charities respond to social issues 	<p>ABC – In Volunteer Week, communities embrace Facebook callouts, informal help as traditional volunteering declines https://www.abc.net.au/news/2023-05-19/informal-volunteering-increases-as-unpaid-charity-sporting-wanes/102363430</p>
5	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> 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 <p>Humanities and Social Sciences skills</p> <ul style="list-style-type: none"> select sources to sample a variety of perspectives account for different perspectives within the information gathered use evidence from different sources to support a point of view 	<ul style="list-style-type: none"> collect media sources showing different perspectives of community stakeholders on social issues in the community, e.g. residents, local charities, businesses, sporting organisations investigate community organisations and the ways in which they improve liveability, e.g. Containers for Change 	<p>ABC – Karratha business community calls for government, industry investment to improve liveability https://www.abc.net.au/news/2021-10-12/pilbara-community-calls-for-investment-to-strengthen-towns/100530194</p>
6–7	<p>Knowledge and understanding Focus area 1: Engagement with the community</p> <p>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</p>	<p>To exemplify the course content, homelessness services is the selected service category.</p> <ul style="list-style-type: none"> identify the causes of homelessness in the community, e.g. financial pressures, abuse/neglect, lack of available housing describe and account for trends in homelessness within a community 	<p>Uniting WA – Homelessness services in Perth https://unitingwa.org.au/services/homelessness/</p> <p>Australian Institute of Health and Welfare – Homelessness and homelessness services https://www.aihw.gov.au/reports/australias-welfare/homelessness-and-homelessness-services</p>

Weeks	Syllabus content	Suggested activities	Suggested resources
	<p>required/expected by governments, communities or other individuals that could enhance or further improve this service category.</p> <p>For the selected service or category students investigate:</p> <ul style="list-style-type: none"> reasons why the service is important within the community how different groups access the service within the community <p>Humanities and Social Sciences skills</p> <ul style="list-style-type: none"> evaluate information and use evidence to draw conclusions and develop explanations, considering different perspectives reflect on why conclusions may change in the future 	<ul style="list-style-type: none"> investigate how homelessness affects different groups in the community, e.g. people with mental illness, young people identify types of homelessness services, e.g. prevention, early intervention, crisis and post crisis assistance evaluate one element of the WA government homelessness strategy 	<p>Government of Western Australia – All Paths Lead to a Home: Western Australia’s 10-Year Strategy on Homelessness 2020–2030</p> <p>https://www.wa.gov.au/government/document-collections/all-paths-lead-home-western-australias-10-year-strategy-homelessness-2020-2030</p>
8	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> how the service improves liveability within the community <p>Humanities and Social Sciences skills</p> <ul style="list-style-type: none"> select sources to sample a variety of perspectives evaluate information and use evidence to draw conclusions and develop explanations, taking into account different perspectives 	<ul style="list-style-type: none"> use evidence to describe the better life outcomes for vulnerable people because of homelessness services collect evidence of the benefits of providing homelessness services to the community 	<p>SBS – How liveable is your community? It may depend on your age and gender</p> <p>https://www.sbs.com.au/news/article/how-liveable-is-your-community-it-may-depend-on-your-age-and-gender/wrj05952h</p>
9–10	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> describing the system barriers to accessing homelessness services, e.g. availability of affordable housing, government funding describe the service barriers to accessing homelessness services, cost of services to providers 	<p>ABC – Future of homelessness accommodation program left in lurch as funding yet to be renewed</p> <p>https://www.abc.net.au/news/2024-03-18/nsw-together-home-program-funding-homelessness-accommodation/103583680</p>

Weeks	Syllabus content	Suggested activities	Suggested resources
	<p>Humanities and Social Sciences skills</p> <ul style="list-style-type: none"> • use decision-making tools to propose individual and collective action, taking into account environmental, social, political and/or economic factors • use evidence to justify a course of action and predict the potential outcomes of the proposed action <p>Task 7: Response</p>	<ul style="list-style-type: none"> • describing the personal barriers to accessing homelessness services, e.g. lack of identification documentation • propose and evaluate approaches to improve services and/or remove barriers, e.g. service integration • evaluate community opposition to homelessness services in their community, e.g. NIMBYism 	<p>ABC – As the WA government and the City of Perth bicker, dozens of vulnerable women are about to lose the roof over their heads https://www.abc.net.au/news/2023-11-28/safe-night-space-political-football-as-homeless-women-pay-price/103154976</p> <p>Britannica – NIMBY sociology https://www.britannica.com/topic/NIMBY</p>
11–12	<p>Knowledge and understanding 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.</p> <p>For the selected community initiative students investigate:</p> <ul style="list-style-type: none"> • the type of community initiative • how this initiative is accessed in the community <p>Humanities and Social Sciences skills</p> <ul style="list-style-type: none"> • 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 	<p>To exemplify the course content, Foodbank is the selected community initiative.</p> <ul style="list-style-type: none"> • outline the role of Foodbank <ul style="list-style-type: none"> ▪ provision of food for people suffering food insecurity ▪ funds, food and services donated to Foodbank by farmers, manufacturers, retailers and individuals ▪ access through provision of groceries to charities, schools and individuals ▪ use of bricks and mortar location and mobile foodbanks ▪ cooking classes focusing on cooking healthy meals on a budget • plan for possible volunteering opportunities with Foodbank or similar organisations • engage in social action with a food relief organisation, e.g. volunteering in school-based breakfast club • prepare a low-cost meal plan for people who require food relief 	<p>Food Bank – Community Kitchen https://www.foodbank.org.au/WA/community-kitchen/?state=wa</p> <p>Foodbank – Foodbank Hunger Report 2023 https://reports.foodbank.org.au/foodbank-hunger-report-2023/</p>

Weeks	Syllabus content	Suggested activities	Suggested resources
	<ul style="list-style-type: none"> use appropriate formats, either individually or in negotiation with a group, to communicate findings that suit audience and purpose <p>Task 5: Commentary (submitted)</p> <p>Task 8: Social action investigation (issued)</p>		
13–14	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> 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 <p>Humanities and Social Sciences skills</p> <ul style="list-style-type: none"> use appropriate ethical protocols and scholarship throughout the research and communication process identify the reliability, bias, usefulness and currency of primary and/or secondary sources 	<ul style="list-style-type: none"> evaluate a range of media coverage of food affordability challenges compare food costs from various places examine the media’s use of individual stories to develop empathy and encourage active participation 	<p>ABC – Food insecurity is estimated to have reached almost 4 million Australian homes this year https://www.abc.net.au/news/2023-10-23/food-insecurity-rising-in-australia-foodbank-hunger-report-shows/103002120</p> <p>ABC – Hundreds of Australians say they skip meals, visit food banks and ‘dumpster dive’ as the cost of living crisis continues https://www.abc.net.au/news/2024-03-05/food-insecurity-cost-of-living/103521508</p> <p>ABC – Unlocking millions of tonnes of wasted food to help those in need the aim food tax bill https://www.abc.net.au/news/2024-09-29/tax-incentive-for-food-manufacturers-to-aid-donation-expenses/104399734</p>
15	<p>Knowledge and understanding</p> <ul style="list-style-type: none"> 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 <p>Humanities and Social Sciences skills</p> <ul style="list-style-type: none"> analyse relationships in information and/or data 	<ul style="list-style-type: none"> analyse the relationships in data showing food insecurity in the community and the level of service delivery by Foodbank compare Foodbank with similar community services offered across Australia evaluate government programs for food affordability used across communities, regions and/or countries over time 	<p>The Guardian – ‘Without them I’d be starving’: cost-of-living crisis forcing more Australian than ever to rely on food banks https://www.theguardian.com/australia-news/2023/jul/15/without-them-id-be-starving-cost-of-living-crisis-forcing-more-australians-than-ever-to-rely-on-food-banks</p>

Weeks	Syllabus content	Suggested activities	Suggested resources
	<ul style="list-style-type: none">• use evidence to justify a course of action and predict the potential outcomes of the proposed action• reflect on own learning to review original understandings• reflect on why conclusions may change in the future <p>Task 8: Social action investigation (submitted)</p>		