



HUMANITIES AND SOCIAL SCIENCES IN ACTION

General course

Year 11 syllabus for teaching from 2027

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

As part of the Western Australian Certificate of Education (WACE) Refreshment, the School Curriculum and Standards Authority (the Authority) has revised the course rationale and aims, and updated the General Capabilities to create clearer connections with the syllabus content.

This syllabus is effective from 1 January 2027.

Users of this syllabus are responsible for checking its currency.

Syllabuses are formally reviewed by 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 informed and active participants in society. It provides students with the skills to make educated choices about important social issues. Students examine issues on a variety of scales, from local to global, and investigate how they as individuals can make an impact on them. They explore the systems and communities they live in and consider how they can contribute effectively to them.

Students examine the evolution of human rights movements across the world. They learn about past movements and the impact these have had for marginalised groups, as well as what has been learned from the past to continue to improve access to human rights today. They explore different types of communities and the various ways that people participate in, contribute to and improve their communities. The syllabus focuses on improving the liveability of communities, and how people can help with this improvement.

Using an inquiry-based approach, students develop their critical Humanities and Social Sciences skills as they gain exposure to real-world issues and examine the forces that shape societies. As they become more confident with their skills and their understanding of their place in the world, they approach problems as well-informed and confident decision-makers.

Throughout the course, students develop their knowledge and skills with relevant and contemporary case studies which allow them to apply these skills in everyday life. They discover what impacts them on a variety of scales and how they can contribute to active problem-solving. Their development of knowledge and skills means students can contribute to their community with integrity and responsibility.

The practical skills, knowledge and understandings of the Humanities and Social Sciences in Action course prepare students for further education and employment in many fields. These include business, community engagement, law, public policy and social sciences. Students will be well-prepared to make decisions which shape their futures and to be informed, contributing members of society.

Aims

The Humanities and Social Sciences in Action General course aims to develop students':

- Humanities and Social Sciences skills through investigations and case studies
- skills in researching viewpoints on contemporary issues and developing possible solutions to help ensure a more sustainable future
- knowledge and understanding of the contemporary and ongoing issues facing people, societies and governments today and into the future
- ability to discuss contemporary and ongoing issues and the variety of perspectives associated with them
- ability to develop perspectives and solutions to problems on a variety of scales
- skills to actively participate in society, face challenges and effect change within their communities and within the bounds of the law
- ability to evaluate information for reliability and accuracy and respond to it accordingly.

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.
- 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 Years 7–10 curriculum

This syllabus continues to develop student understandings and skills developed in the Years 7–10 Humanities and Social Sciences curriculum. It further develops 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, 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 now and into the future. They are not assessed unless identified within the specified unit content. Teachers should find opportunities to incorporate the following General Capabilities into the teaching and learning program for the Humanities and Social Sciences in Action General course.

Critical and creative thinking

Students develop critical and creative thinking by forming hypotheses, evaluating perspectives and developing solutions. They refine questions, assess sources for reliability and bias, and generate innovative ideas. By analysing problems, drawing conclusions and evaluating actions, they justify decisions and predict outcomes across social, political, economic and environmental contexts.

Critical thinking fosters empathy, open-mindedness and ethical decision-making, while creative thinking promotes adaptability and innovation. Through reflection, students assess strategies, transfer knowledge and refine conclusions. These skills enable them to navigate complexity, solve problems and drive positive change, shaping them into thoughtful, informed and socially responsible individuals.

Ethical understanding

In the course, students develop ethical understanding by exploring real-world issues, analysing differing perspectives, and evaluating ethical implications in historical and contemporary contexts. They examine ethical concepts, values, rights and responsibilities through evidence-based case studies, debates and discussions. Investigating dilemmas, they assess how emotions, reasoning, habits and societal norms shape decisions. Through collaborative discussions and inquiry, students reflect on their ethical viewpoints, recognise bias and justify reasoning. This fosters critical thinking, accountability and responsible citizenship. By applying ethical reasoning, students navigate complex social, political and environmental challenges, preparing them to contribute to a fair and just society.

Literacy

In the Humanities and Social Sciences in Action General course, students develop literacy skills by engaging with diverse texts, including print, digital and multimedia sources. They decode, analyse and evaluate primary and secondary sources for reliability, bias and relevance, using subject-specific terminology to interpret data, consider perspectives and solve problems. Through inquiry-based learning, they construct arguments, communicate findings in appropriate formats and collaborate effectively. Students create commentaries using media articles, data trends, interviews and speeches, while also analysing stimulus materials like graphs and maps. This process strengthens their ability to critically engage with information, justify viewpoints and apply literacy skills in real-world contexts.

Personal and social capability

Students develop personal and social capability through real-world learning, collaboration and critical thinking. They investigate historical, geographical, civic and economic issues, analyse diverse perspectives and actively engage in discussions, teamwork and leadership opportunities. By assessing sources for reliability and bias, they refine decision-making and problem-solving skills. Through social action and advocacy, they design and implement projects addressing human rights, environmental or community challenges. Reflection through journals and commentaries helps them track their own and other's evolving understandings. These experiences equip students with the skills to become informed, responsible and ethical global citizens, ready to navigate an evolving world.

Addressing the other General Capabilities

Although the following General Capabilities have not been identified as a focus in the Humanities and Social Sciences General syllabus, teachers may find opportunities to incorporate them into the teaching and learning program.

- Digital literacy
- Intercultural understanding
- Numeracy

Such opportunities may occur through the application of different contexts, pedagogical practices and/or assessment strategies that relate to the syllabus as part of the teaching and learning program.

Summary representation of the General Capabilities in the Humanities and Social Sciences in Action General course

The unit content and assessment types for this course provide students with the opportunity to develop the General Capabilities summarised in the table below.

Year	Course	Course type	General Capabilities						
			CCT	DL	EU	IU	L	N	PSC
Year 11	Humanities and Social Sciences in Action (GEHAS)	General	✓		✓		✓		✓
Year 12	Humanities and Social Sciences in Action (GTHAS)	General	✓		✓		✓		✓

Key

CCT: Critical and creative thinking, DL: Digital literacy, EU: Ethical understanding, IU: Intercultural understanding, L: Literacy, N: Numeracy, PSC: Personal and social capability

Representation of the Cross-curriculum Priorities

The Cross-curriculum Priorities address contemporary issues that students face in an increasingly complex and changing world. Teachers may find opportunities to incorporate them 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 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, 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 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
Social action investigation 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. 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. Students can work individually or collaboratively. 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.	30%
Commentary 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. 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. Formats can be in written, digital, oral or visual form.	30%
Response 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. Formats can include written short responses, sectioned extended responses, extended responses and/or a combination of these. Typically, this task is conducted in class under test conditions.	40%

Teachers are required to use the assessment table to develop an assessment outline for the pair of units.

The assessment outline must:

- include a set of assessment tasks
- include a general description of each task
- indicate the unit content to be assessed
- indicate a weighting for each task and each assessment type
- include the approximate timing of each task (for example, the week the task is conducted, or the issue and submission dates for an extended task).

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).

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. (United Nations, n.d.)

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. (United Nations, n.d.)

Youth

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

