



## **SAMPLE COURSE OUTLINE**

---

### **HUMANITIES AND SOCIAL SCIENCES IN ACTION**

#### **GENERAL YEAR 12**

---

## **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.

## **Copyright**

© School Curriculum and Standards Authority, 2023

This document – apart from any third-party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority (the Authority) is acknowledged as the copyright owner, and that the Authority’s moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the Copyright Act 1968 or with prior written permission of the Authority. Copying or communication of any third-party copyright material can be done only within the terms of the Copyright Act 1968 or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the [Creative Commons Attribution 4.0 International licence](#).

## **Disclaimer**

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

## Sample course outline

### Humanities and Social Sciences in Action – General Year 12

#### **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
- selecting sources to sample a variety of perspectives
- use appropriate ethical protocols 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

## Unit 3 – People, planet, prosperity

Weeks	Syllabus content
1–2	<p><b>Knowledge and understanding</b>  <b>Overview of People, planet, prosperity</b></p> <ul style="list-style-type: none"> <li>key terms and concepts <ul style="list-style-type: none"> <li>sustainability</li> <li>land cover change</li> <li>resources – land, labour, capital, enterprise</li> <li>production and consumption</li> <li>supply chain</li> </ul> </li> <li>the role of the United Nations Sustainable Development Goals in promoting sustainability</li> </ul> <p><b>Humanities and Social Sciences skills</b></p> <ul style="list-style-type: none"> <li>use subject-specific terminology and concepts</li> <li>collect and record information from a range of primary and secondary sources</li> </ul>
3	<p><b>Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>ways humans depend on, and impact, the environment through the use of resources</li> </ul> <p><b>Humanities and Social Sciences skills</b></p> <ul style="list-style-type: none"> <li>evaluate information and use evidence to draw conclusions and develop explanations, considering different perspectives</li> </ul>
4–5	<p><b>Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>examples of government policies (local, state, federal) aimed at protecting the natural environment</li> <li>ways businesses adapt to opportunities and changing market conditions, including consumer expectations, government policy and protecting the natural environment</li> </ul> <p><b>Humanities and Social Sciences skills</b></p> <ul style="list-style-type: none"> <li>analyse relationships in information and/or data</li> <li>account for different perspectives within the information gathered</li> </ul> <p><b>Task 1: Response</b></p>
6–7	<p><b>Knowledge and understanding</b>  <b>Focus area 1: Industry – profit or planet?</b>  Students investigate the sustainability of at least one industry and explore the ways they are trying to improve sustainability.</p> <p>For the selected industry students investigate:</p> <ul style="list-style-type: none"> <li>key features of the industry, including <ul style="list-style-type: none"> <li>a description of the goods and services manufactured and/or supplied by the industry</li> <li>the resources used to produce goods and services supplied by the industry</li> <li>a description of the supply chains associated with the industry</li> </ul> </li> <li>the social, economic and environmental impacts of the industry</li> </ul> <p><b>Humanities and Social Sciences skills</b></p> <ul style="list-style-type: none"> <li>construct a range of questions to investigate a specific topic or issue</li> <li>develop a coherent plan for an individual or collaborative inquiry and/or social action</li> <li>use appropriate ethical protocols throughout the research and communicating process</li> </ul> <p><b>Task 2: Social action investigation (issued)</b></p>

Weeks	Syllabus content
8	<p><b>Knowledge and understanding</b></p> <p>For the selected industry students investigate:</p> <ul style="list-style-type: none"> <li>• factors that influence consumer demand for the goods and services produced, such as <ul style="list-style-type: none"> <li>▪ peer group</li> <li>▪ social media</li> <li>▪ brand image</li> <li>▪ price</li> <li>▪ environmental impact</li> </ul> </li> </ul> <p><b>Humanities and Social Sciences skills</b></p> <ul style="list-style-type: none"> <li>• use evidence from different sources to support a point of view</li> <li>• use appropriate formats, either individually or in negotiation with a group to communicate findings which suit audience and purpose</li> </ul>
9–10	<p><b>Knowledge and understanding</b></p> <p>For the selected industry students investigate:</p> <ul style="list-style-type: none"> <li>• examples of government policies that influence consumer behaviour to encourage more sustainable practices</li> <li>• actions of individuals and/or groups that support the social, economic and environmental sustainability of the industry and the impact of these actions on improving sustainability</li> </ul> <p><b>Humanities and Social Sciences skills</b></p> <ul style="list-style-type: none"> <li>• use evidence to justify a course of action, and predict the potential outcomes of the proposed action</li> <li>• use decision-making tools to propose individual and collective action considering environmental, social, political and/or economic factors</li> </ul> <p><b>Task 2: Social action investigation (submitted)</b></p>
11–12	<p><b>Knowledge and understanding</b></p> <p><b>Focus area 2: People and planet</b></p> <p>Students investigate at least one contemporary environmental issue that relates to sustainability. They investigate how the issue is being addressed and explore the actions that are initiating change. Students use community experiences and/or secondary sources to support their investigation.</p> <p>For the selected environmental issue, students investigate:</p> <ul style="list-style-type: none"> <li>• the causes of the issue</li> <li>• the social, economic and environmental impacts of the issue</li> </ul> <p><b>Humanities and Social Sciences skills</b></p> <ul style="list-style-type: none"> <li>• selecting sources to sample a variety of perspectives</li> <li>• reflect on why conclusions may change in the future</li> </ul> <p><b>Task 3: Commentary (issued)</b></p>
13	<p><b>Knowledge and understanding</b></p> <p>For the selected environmental issue, students investigate:</p> <ul style="list-style-type: none"> <li>• different perspectives of stakeholders on the issue</li> <li>• the role of the media in informing people and shaping opinion of the issue</li> </ul> <p><b>Humanities and Social Sciences skills</b></p> <ul style="list-style-type: none"> <li>• identify the reliability, bias, usefulness, and currency of primary and/or secondary sources</li> </ul> <p><b>Task 4: Externally set task</b></p>

Weeks	Syllabus content
14–15	<p><b>Knowledge and understanding</b></p> <p>For the selected environmental issue, students investigate:</p> <ul style="list-style-type: none"><li>• the role of the government in addressing the issue</li><li>• the role of emerging technologies in addressing the issue</li><li>• examples of innovations or actions that have been developed in response to the issue</li></ul> <p><b>Humanities and Social Sciences skills</b></p> <ul style="list-style-type: none"><li>• selecting sources to sample a variety of perspectives</li><li>• use decision-making tools to propose individual and collective action considering environmental, social, political and/or economic factors</li><li>• reflect on own learning to review original understandings</li></ul> <p><b>Task 3: Commentary (submitted)</b></p>

## Unit 4 – Disruptions

Weeks	Syllabus content
1	<p><b>Knowledge and understanding</b></p> <p><b>Overview of Disruptions</b></p> <ul style="list-style-type: none"> <li>key terms and concepts <ul style="list-style-type: none"> <li>disruption (event, activity, process), disruptor, disrupted</li> <li>innovation</li> <li>disruptive innovation</li> <li>social enterprises</li> </ul> </li> <li>categories of disruptions <ul style="list-style-type: none"> <li>economic</li> <li>environmental</li> <li>political</li> <li>social</li> <li>demographic</li> <li>technological</li> </ul> </li> <li>types of social enterprises, including non-government organisations (NGOs), charities, cooperatives, collectives</li> </ul> <p><b>Humanities and Social Sciences skills</b></p> <ul style="list-style-type: none"> <li>use subject-specific terminology and concepts</li> </ul>
2–3	<p><b>Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>the impact of a disruption on individuals, businesses, governments and societies</li> <li>the ways individuals, businesses, governments and societies adapt to a disruption</li> </ul> <p><b>Humanities and Social Sciences skills</b></p> <ul style="list-style-type: none"> <li>collect and record information from a range of primary and secondary sources</li> <li>selecting sources to sample a variety of perspectives</li> <li>use evidence from different sources to support a point of view</li> <li>use decision-making tools to propose individual and collective action considering environmental, social, political and/or economic factors</li> </ul>
4–5	<p><b>Knowledge and understanding</b></p> <ul style="list-style-type: none"> <li>examples of disruptive innovations across industries including entertainment, communication and social media, retail, accommodation</li> <li>elements of a successful innovation, including enabling technologies, a value network and an innovative business model</li> </ul> <p><b>Humanities and Social Sciences skills</b></p> <ul style="list-style-type: none"> <li>analyse relationships in information and/or data</li> <li>account for different perspectives within the information gathered</li> <li>use evidence from different sources to support a point of view</li> </ul> <p><b>Task 5: Response</b></p>
6	<p><b>Knowledge and understanding</b></p> <p><b>Focus area 1: Disruptions</b></p> <p>Students investigate at least one disruption and explore the impacts this disruption has had on society, the economy and the environment.</p> <p>For the selected disruption, students investigate the:</p> <ul style="list-style-type: none"> <li>location and scale of the disruption</li> <li>cause/s of the disruption</li> </ul>

Weeks	Syllabus content
	<b>Humanities and Social Sciences skills</b> <ul style="list-style-type: none"> <li>construct a range of questions to investigate a specific topic or issue</li> <li>develop a coherent plan for an individual or collaborative inquiry and/or social action</li> <li>use appropriate ethical protocols throughout the research and communicating process</li> <li>analyse relationships in information and/or data</li> </ul> <b>Task 6: Commentary (issued)</b>
7–8	<b>Knowledge and understanding</b> For the selected disruption, students investigate the: <ul style="list-style-type: none"> <li>role of significant individuals, businesses, organisations and/or governments in response to the disruption</li> </ul> <b>Humanities and Social Sciences skills</b> <ul style="list-style-type: none"> <li>selecting sources to sample a variety of perspectives</li> <li>account for different perspectives within the information gathered</li> <li>reflect on own learning to review original understandings</li> <li>reflect on why conclusions may change in the future</li> </ul>
9–10	<b>Knowledge and understanding</b> For the selected disruption, students investigate the: <ul style="list-style-type: none"> <li>short and long-term implications of the disruption for individuals, businesses, governments and/or society</li> <li>actions and/or strategies of individuals, businesses, organisations and/or governments in response to the disruption</li> </ul> <b>Humanities and Social Sciences skills</b> <ul style="list-style-type: none"> <li>selecting sources to sample a variety of perspectives</li> <li>account for different perspectives within the information gathered</li> <li>use decision-making tools to propose individual and collective action considering environmental, social, political and/or economic factors</li> <li>use evidence to justify a course of action, and predict the potential outcomes of the proposed action</li> </ul> <b>Task 6: Commentary (submitted)</b>
11–12	<b>Knowledge and understanding</b> <b>Focus area 2: Disruptive innovations</b> Students select at least one disruptive innovation. For the selected disruptive innovation, students investigate: <ul style="list-style-type: none"> <li>causes of the disruptive innovation</li> <li>purpose of the innovation</li> </ul> <b>Humanities and Social Sciences skills</b> <ul style="list-style-type: none"> <li>use appropriate formats, either individually or in negotiation with a group to communicate findings which suit audience and purpose</li> </ul> <b>Task 7: Commentary (issued)</b>
13	<b>Knowledge and understanding</b> For the selected disruptive innovation, students investigate: <ul style="list-style-type: none"> <li>specific examples in a local, regional, national and/or global context</li> </ul> <b>Humanities and Social Sciences skills</b> <ul style="list-style-type: none"> <li>collect and record information from a range of primary and secondary sources</li> <li>reflect on own learning to review original understandings</li> </ul>



Weeks	Syllabus content
14–15	<p><b>Knowledge and understanding</b></p> <p>For the selected disruptive innovation, students investigate:</p> <ul style="list-style-type: none"><li>• short, long-term and possible future impacts of the innovation on the relevant stakeholders</li><li>• the extent to which the innovation has added value to society in a local, regional, national and/or global context</li></ul> <p><b>Humanities and Social Sciences skills</b></p> <ul style="list-style-type: none"><li>• selecting sources to sample a variety of perspectives</li><li>• identify the reliability, bias, usefulness, and currency of primary and/or secondary sources</li><li>• account for different perspectives within the information gathered</li><li>• evaluate information and use evidence to draw conclusions and develop explanations, considering different perspectives</li><li>• reflect on why conclusions may change in the future</li></ul> <p><b>Task 7: Commentary (submitted)</b></p>