SAMPLE TEACHING AND LEARNING PROGRAM

HUMANITIES AND SOCIAL SCIENCES IN ACTION

GENERAL YEAR 11

EXAMPLE 2

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.

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	**Knowledge and understanding** **Overview of human rights** • 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 **Humanities and Social Sciences skills** • collect and record information from a range of primary and secondary sources • use subject-specific terminology and concepts	• 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	United Nations – Universal Declaration of Human Rights https://www.un.org/en/about-us/universal-declaration-of-human-rights Australian Human Rights Commission – UN Declaration on the Rights of Indigenous Peoples https://humanrights.gov.au/our-work/un-declaration-rights-indigenous-people United Nations – Convention on the Rights of the Child https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-child
3	**Knowledge and understanding** • 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	• investigate how and why relevant common and constitutional law in Australia developed over time, e.g. implied freedom of political communication, Native Title	Australian Human Rights Commission https://humanrights.gov.au/ Australian Human Rights Commission – Human Rights in Australia https://humanrights.gov.au/our-work/education/human-rights-australia

Weeks	Syllabus content	Suggested activities	Suggested resources
	Humanities and Social Sciences skills • construct a range of questions to investigate a specific topic or issue • reflect on why conclusions may change in the future	• construct a timeline of statute law in Australia, e.g. *Age Discrimination Act 2004, Disability Discrimination Act 1992, Racial Discrimination Act 1975* • 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	**Knowledge and understanding** • examples of human rights violations in Australia and globally **Humanities and Social Sciences skills** • use evidence from a variety of sources to support a point of view • reflect on own learning to review original understandings **Task 1: Commentary (issued)** **Task 2: Response**	• 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	Human Rights Watch – World Report 2023 https://www.hrw.org/world-report/2023
6–7	**Knowledge and understanding** **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.	**To exemplify the course content, refugees and asylum seekers is the selected group.** • define and differentiate between refugees, asylum seekers and migrants • create a timeline showing the waves of migration in Australia • investigate the nature of the waves of migration (for example, from different parts of Asia in the 1970s–2000s, from the Middle East in the 1980s–1990s or from Africa in the 2000s), the numbers of migrants from	Australian Human Rights Commission – Asylum Seekers and Refugees https://humanrights.gov.au/our-work/asylum-seekers-and-refugees UNHCR – Human lives, Human rights https://www.unhcr.org/au/human-lives-human-rights Amnesty International – Refugees, Asylum Seekers and Migrants https://www.amnesty.org/en/what-we-do/refugees-asylum-seekers-and-migrants/

Weeks	Syllabus content	Suggested activities	Suggested resources
	For the selected group, students explore: • the treatment of the group in the past, through legislation and within society **Humanities and Social Sciences skills** • use appropriate ethical protocols and scholarships throughout the research and communication process • 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	those countries since the Second World War and the reasons for those migrations • analyse the causes and conditions that led to increased migration to Australia and changing public opinion and government policy • view stories of refugees and reflecting on the reasons for seeking asylum in Australia	ABC – Human rights groups air concerns and personal testimonies on government migration bill https://www.abc.net.au/news/2024–04–15/human-rights-groups-air-concerns-testimonies-migration-bill/103710080
8–9	**Knowledge and understanding** • 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 **Humanities and Social Sciences skills** • identify the reliability, bias, usefulness and currency of primary and/or secondary sources • account for different perspectives within the information gathered • evaluate information and use evidence to draw conclusions and develop explanations, considering different perspectives	• investigate the changes in government policy in relation to migrants and how these policies have impacted on Australia's changing place in the world • analyse statute (e.g. *Migration Act 1958, Border force Act 2015, Refugee Convention 1951*) and common law (e.g. *Applicant S v. Minister for Immigration and Multicultural Affairs (2004), Plaintiff M61/2010E v. Commonwealth (2010))* in Australia pertaining to rights of refugees • describe the work of the Refugee Council of Australia • identify perspectives on community actions to support refugees in Australia, e.g. the attempted deportation of the Nadesalingam family from Biloela	Refugee Council of Australia – Refugees and international law https://www.refugeecouncil.org.au/international-law/3/ Australian Human Rights Commission – 4. Australia's Human Rights Obligations https://humanrights.gov.au/our-work/4-australias-human-rights-obligations ABC – Home to Biloela: The fight to save Australia's best-known refugee family from deportation https://www.abc.net.au/news/2023–11–03/home-to-bilo-biolela-family-priya-nadesalingham-rebekah-holt/103056706

Weeks	Syllabus content	Suggested activities	Suggested resources
10	**Knowledge and understanding** • the short- and long-term impacts of changes in access to human rights for this group **Humanities and Social Sciences skills** • 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 **Task 3: Response**	• describe and account for trends in refugee and asylum seeker data • discuss the reasons for different aspects of Australia's immigration and border protection policies, e.g. consideration of issues such as mandatory detention of asylum seekers, humanitarian migration, and temporary protection visas • evaluate the economic and social impact of increasing Australia's humanitarian migrant intake • propose and justifying the need for further actions in the pursuit of human rights for refugees	Refugee Council of Australia – Statistics https://www.refugeecouncil.org.au/statistics/ Refugee Council of Australia – Recent changes in Australian refugee policy https://www.refugeecouncil.org.au/recent-changes-australian-refugee-policy/ Deloitte – Economic and social impact of increasing Australia's humanitarian intake https://www.deloitte.com/au/en/services/economics/perspectives/economic-social-impact-increasing-australias-humanitarian-intake.html
11–12	**Knowledge and understanding** **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. **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	**To exemplify the course content, Amnesty International (AI) is the selected social action/movement.** • create a timeline showing the steps to establish AI and the key campaigns by the social movement • compare AI campaigns internationally and in Australia • develop profiles of key individuals in AI; e.g. Peter Benenson • identify possible social action opportunities within AI campaigns	Amnesty International https://www.amnesty.org/en/ Amnesty International – Australia 2023 https://www.amnesty.org/en/location/asia-and-the-pacific/south-east-asia-and-the-pacific/australia/report-australia/

Weeks	Syllabus content	Suggested activities	Suggested resources
	Humanities and Social Sciences skills • develop a coherent plan for an individual or collaborative inquiry and/or social action • use appropriate ethical protocols and scholarships throughout the research and communication process • use appropriate formats, either individually or in negotiation with a group, to communicate findings that suit audience and purpose **Task 4: Social action investigation (issued)**		
13	**Knowledge and understanding** • the social and/or political changes brought about by the action/movement **Humanities and Social Sciences skills** • select sources to sample a variety of perspectives • use evidence to justify a course of action and predict the potential outcomes of the proposed action **Task 1: Commentary (submitted)**	• research and reporting back to the group on one area of human rights that AI leads social action/movement • construct a map showing different locations of AI social action/movement • collect media articles showing changes in human rights in locations and fields addressed by AI	Amnesty International – What We Do https://www.amnesty.org/en/what-we-do/
14–15	**Knowledge and understanding** • the effectiveness of the action/movement to create permanent, meaningful change • the barriers for future progress and possible ways to overcome these barriers **Humanities and Social Sciences skills** • use decision-making tools to propose individual and collective action, considering environmental, social, political and/or economic factors	• locate evidence showing the effectiveness of the AI movement • examples of barriers to future progress of AI • evaluating the effectiveness of campaigns, e.g. #GameOver, Demand Dignity and Community Is Everything in improving human rights in Australia • propose actions that can be taken at an individual level to raise awareness of the aims of the AI movement	Craig Foster – #Game Over https://craigfoster.net/humanrightsactivism/game-over/ Deutsche Welle – Amnesty International: The good, the bad and the ugly? https://www.dw.com/en/amnesty-international-the-good-the-bad-and-the-ugly/a-57680902 The Guardian – Amnesty International has toxic working culture, report finds

Weeks	Syllabus content	Suggested activities	Suggested resources
	• 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 **Task 4: Social action investigation (submitted)**		https://www.theguardian.com/world/2019/feb/06/amnesty-international-has-toxic-working-culture-report-finds

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	**Knowledge and understanding**
	Overview of communities
	• 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
	• the roles and responsibilities, including active participation, of people within those communities
	• social issues that can occur within a local community
	
	Humanities and Social Sciences skills
	• collect and record information from a range of primary and secondary sources
	• use subject-specific terminology and concepts
	
	Task 5: Commentary (issued)
		• 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
			Britannica – Social issue
			https://www.britannica.com/topic/social-issue
			
			Pluss Communities – What makes a community? Characteristics and examples of community
			https://www.plusscommunities.com/blog/what-makes-a-community
			
			Simplicable – 140 Examples of Social Issues
			https://simplicable.com/society/social-issues

Weeks	Syllabus content	Suggested activities	Suggested resources
4	**Knowledge and understanding** • the role of community organisations in responding to social issues; for example, local councils, non-government organisations (NGOs) and charities **Humanities and Social Sciences skills** • analyse relationships in information and/or data **Task 6: Response**	• identify 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	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
5	**Knowledge and understanding** • 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 **Humanities and Social Sciences skills** • 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	• collecting media sources showing different perspectives of community stakeholders on social issues in the community, e.g. residents, local charities, businesses, sporting organisations • investigating community organisations and initiatives and the ways in which they improve liveability, e.g. Containers for Change	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
6–7	**Knowledge and understanding** **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,	**To exemplify the course content, disability services is the selected service category.** • complete a KWL chart to guide an investigation into disability services in this focus area • describe and accounting for trends in accessing disability services • evaluate an element of the WA State Disability Strategy 2020–2030	Government of Western Australia – State Disability Strategy 2020–2030 https://www.wa.gov.au/government/document-collections/state-disability-strategy-2020–2030 Brightwater Care Group – Disability Support Services Perth https://brightwatergroup.com/disability/

Weeks	Syllabus content	Suggested activities	Suggested resources
	communities or other individuals that could enhance or further improve this service category. For the selected service or category students investigate: • reasons why the service is important within the community • how different groups access the service within the community **Humanities and Social Sciences skills** • construct a range of questions to investigate a specific topic or issue • use appropriate formats, either individually or in negotiation with a group, to communicate findings that suit audience and purpose	• research and share examples of disability services and initiatives, e.g. Brightwater Care Group, Mercy Care, Advocacy WA • complete a flow chart showing how people with a disability can access National Disability Insurance Agency (NDIS) funding	MercyCare – MercyCare Disability Services: Your life, your way https://www.mercycare.com.au/disability-services Advocacy WA https://www.advocacywa.org.au/ NDIS https://www.ndis.gov.au/ Technology for Ageing & Disability WA (TADWA) https://tadwa.org.au/ Ability WA https://www.abilitywa.com.au/
8	**Knowledge and understanding** • how the service improves liveability within the community **Humanities and Social Sciences skills** • select sources to sample a variety of perspectives • use appropriate ethical protocols and scholarship throughout the research and communication process • reflect on why conclusions may change in the future	• explaining how the NDIS improves liveability for people with a disability and for the wider community • investigate case studies of co-designing NDIS plans with the disability community • collect a range of individual's stories about accessing disability services to compare perspectives and identify access barriers	NDIS – Community https://www.ndis.gov.au/community ABC – Federal government firms up commitment to co-designing the NDIS with disability community https://www.abc.net.au/news/2024–06–06/ndis-co-design-australia-changes-disability/103941622 NDIS – Stories and videos https://www.ndis.gov.au/news/stories

Weeks	Syllabus content	Suggested activities	Suggested resources
9–10	**Knowledge and understanding** • 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 **Humanities and Social Sciences skills** • identify the reliability, bias, usefulness and currency of primary and/or secondary sources • use decision-making tools to propose individual and collective action, considering environmental, social, political and/or economic factors • use evidence to justify a course of action and predict the potential outcomes of the proposed action **Task 7: Response**	• evaluate a recommendation of the Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability • identify and describe examples of fraud impacting on people with a disability and their access to essential services • propose actions for individuals, governments and NGOs to prevent exploitative practices in disability services • describe trends in funding for disability services and predicting how these trends may change in the future	Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability https://disability.royalcommission.gov.au/ The Conversation – NDIS fraud is more than 'growing pains' – how fundamental flaws in the scheme should be addressed https://theconversation.com/ndis-fraud-is-more-than-growing-pains-how-fundamental-flaws-in-the-scheme-should-be-addressed-231818 ABC – NDIS participants manipulated by organised crime as agency calls for greater protections https://www.abc.net.au/news/2024–06–04/ndis-scam-fraud-participants-manipulated-australia/103934188 Parliament of Australia – Funding the National Disability Insurance Scheme https://www.aph.gov.au/About_Parliament/Parliamentary_departments/Parliamentary_Library/Research/Briefing_Book_Articles/47th_Parliament/FundingNDIS
11–12	**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.	**To exemplifying the course content, Neighbourhood Watch (NW) is the selected community initiative.** • develop a retrieval chart to summarise the history and role of NW in creating a safer community • construct a map showing where NW is accessed by a range of communities • plan an investigation into a community initiative to prevent crime in the local area	Government of Western Australia – Neighbourhood Watch https://www.nhw.wa.gov.au/ ABC – Neighbourhood Watch program offering home owners who have been burgled rebates to improve security https://www.abc.net.au/news/2024–02–05/canberra-burglary-home-security-rebates/103419720

Weeks	Syllabus content	Suggested activities	Suggested resources
	For the selected community initiative students investigate: • the type of community initiative • how this initiative is accessed in the community **Humanities and Social Sciences skills** • 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 **Task 5: Commentary (submitted)** **Task 8: Social action investigation (issued)**		
13–14	**Knowledge and understanding** • 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 **Humanities and Social Sciences skills** • identify the reliability, bias, usefulness and currency of primary and/or secondary sources • evaluate information and use evidence to draw conclusions and develop explanations, taking into account different perspectives	• collect case studies and media articles about the application of NW in different communities • explain NW as a vehicle for creating community connections • evaluate the benefits and costs of NW to communities • investigate how NW has contributed to acts of vigilantism	ABC – Successful student-driven Neighbourhood Watch program expands in north-west Victoria https://www.abc.net.au/news/2016–12–15/junior-neighbourhood-watch-program-expands-in-north-west-victor/8124620 ABC – The millionaires building private police forces in the US: Vigilantes or neighbourhood watch? https://www.abc.net.au/news/2018–12–29/sidney-torres-new-orleans-french-quarter-private-police-forces/10633694 ABC – Are neighbourhood apps like Nextdoor simply a source of tradie tips, or fuelling community paranoia? https://www.abc.net.au/news/science/2019–11–14/nextdoor-neighbourhood-technology-connection-and-surveillance/9808632

Weeks	Syllabus content	Suggested activities	Suggested resources
			The Guardian – How Neighbourhood Watch is helping to alleviate loneliness https://www.theguardian.com/social-care-network/2013/dec/09/neighbourhood-watch-alleviate-loneliness
15	**Knowledge and understanding** • 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 **Humanities and Social Sciences skills** • 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 **Task 8: Social action investigation (submitted)**	• reflect on the outcomes of NW on communities • propose how to improve NW and how it could be implemented in other local communities • predict possible future challenges of NW • compare NW with similar community initiatives	Australian Institute of Criminology – 'Working Together': Neighbourhood Watch, Reassurance Policing and the Potential of Partnerships https://www.aic.gov.au/sites/default/files/2020–05/tandi303.pdf University College London – Evidencing the impact of Neighbourhood Watch https://www.ourwatch.org.uk/sites/default/files/documents/2020–01/Evidencing-the-impact-of-Neighbourhood-Watch%20%281%29.pdf ABC – WeChat app brings neighbourhood watch to Chinese community https://www.abc.net.au/news/2019–10–22/wechat-app-community-app-sunnybank-brisbane/11613774