



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

# **HUMANITIES AND SOCIAL SCIENCES IN ACTION**

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General course

**Year 12 syllabus**

## **Acknowledgement of Country**

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

## **Important information**

This syllabus is effective from 1 January 2026.

Users of this syllabus are responsible for checking its currency.

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

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## Rationale

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

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

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

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

## Aims

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

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

## Organisation

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

### Structure of the syllabus

The Year 12 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 3 – People, planet, prosperity

Students investigate how resources are used to create goods and services and the impact this has on people and the environment. They consider ways of improving the use of resources, and how these improvements can contribute to creating a sustainable future.

#### Unit 4 – Disruptions

Students learn that disruptions create permanent changes in existing systems. These disruptions can be positive and negative. Students investigate how humans can be disruptions to our current systems to effect positive change for the environment and society. They consider how they can help effect positive change and generate public acceptance of changing behaviours.

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 course is organised into two strands of 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

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

- Key terms and concepts for all four units should be addressed at appropriate times throughout the course.
- The unit content that is listed after ‘e.g.’ is provided as suggested examples to guide teachers on relevant topics, which could be used to teach the content descriptions; teachers are not restricted to just 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.

## **Representation of the general capabilities**

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

### **Literacy**

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

### **Numeracy**

Numeracy is key to a students’ ability to apply the wide range of skills associated with the Humanities and Social Sciences in Action content, including making and recording observations; ordering, representing, and analysing data; and interpreting trends and relationships from the data. Students use numeracy skills to measure data and information, and construct and interpret tables and graphs to calculate and interpret statistics in their investigations. Students analyse numerical data to test relationships in patterns and between variables. They make predictions and forecast outcomes based on data and inquiry information and represent their findings in numerical and graphical form.

### **Digital literacy**

Students use digital tools and strategies to locate, access, process, analyse and evaluate information. They use digital literacy skills and understanding to investigate issues, relationships and perspectives. Students access information from websites and software programs to develop solutions. They access

and use digital tools to locate, research and display data and/or information. Students create, communicate and present information and findings using digital tools to a variety of audiences.

### **Critical and creative thinking**

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

### **Personal and social capability**

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

### **Ethical understanding**

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

### **Intercultural understanding**

Intercultural understanding is a vital part of learning in the Humanities and Social Sciences in Action General course. Students explore the different beliefs and values of a range of cultural groups and develop an appreciation of the diversity of these groups. They have opportunities to develop an understanding of the nature, causes and consequences of decisions made by people from a local to a global scale. Students develop an understanding of different contemporary perspectives, the contexts for those perspectives, their influence on the relationships between different groups within society, and how they contribute to individual and group actions in the contemporary world. They explore the different ways other countries respond to issues and events.



## Representation of the cross-curriculum priorities

The cross-curriculum priorities address contemporary issues which students face in an increasingly complex and changing world. Teachers may find opportunities to incorporate the priorities into the teaching and learning program for the Humanities and Social Sciences in Action General course. The cross-curriculum priorities are not assessed unless they are identified within the specified unit content.

### Aboriginal and Torres Strait Islander histories and cultures

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

### Asia and Australia's engagement with Asia

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

### Sustainability

Sustainable patterns of living meet the needs of the present without compromising the ability of future generations to meet their needs. Actions to improve sustainability are both individual and collective and 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 3 – People, planet, prosperity

### Unit description

In this unit, students explore the impact of human interaction with the environment when allocating resources and find ways to live more sustainably. Students investigate how humans use resources to ensure the needs and wants of the world's population are being met and explore the impact this resource consumption has on the planet. They explore ways that individuals and organisations are reducing this impact and how they themselves can further contribute to these actions. Students also investigate the decisions stakeholders make around the use of resources, including prosperity and planet versus profit.

### 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
- 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

## Knowledge and understanding

### Overview of People, planet, prosperity

Students study the following overview content:

- key terms and concepts
  - sustainability
  - land cover change
  - resources – land, labour, capital, enterprise
  - production and consumption
  - supply chain
- the role of the United Nations Sustainable Development Goals in promoting sustainability
- ways humans depend on, and impact, the environment through the use of resources
- examples of government policies (local, state, federal) aimed at protecting the natural environment
- ways businesses adapt to opportunities and changing market conditions, including consumer expectations, government policy and protecting the natural environment

### Focus area 1: Industry – profit or planet?

Students investigate the sustainability of at least one industry and explore the ways they are trying to improve sustainability.

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

- tourism
- fashion
- telecommunications
- entertainment
- fast food
- mining
- agricultural
- transportation
- energy – renewable and non-renewable

For the selected industry students investigate:

- key features of the industry, including
  - a description of the goods and services manufactured and/or supplied by the industry
  - the resources used to produce goods and services supplied by the industry
  - a description of the supply chains associated with the industry
- the social, economic and environmental impacts of the industry
- factors that influence consumer demand for the goods and services produced, such as
  - peer group
  - social media
  - brand image
  - price
  - environmental impact
- examples of government policies that influence consumer behaviour to encourage more sustainable practices
- 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.

### **Focus area 2: People and planet**

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.

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

- climate change
- loss of biodiversity
- land and/or ocean degradation
- food security
- water security
- pollution
- deforestation.

For the selected environmental issue, students investigate:

- the causes of the issue
- the social, economic and environmental impacts of the issue
- different perspectives of stakeholders on the issue
- the role of the media in informing people and shaping opinion of the issue

- the role of the government in addressing the issue
- the role of emerging technologies in addressing the issue
- examples of innovations or actions that have been developed in response to the issue.

## Unit 4 – Disruptions

### Unit description

In this unit students investigate how disruptions (economic, environmental, political, social, demographic and technological), and the response to those disruptions, can change the way people and the world operate. From disruptions come the opportunity to innovate. Students investigate how disruptive innovations have the potential to be a positive force in the world and explore the role of innovators in providing solutions that add value to society. They explore the use of innovative methods to invoke action that promotes societal benefits. Students also reflect on their role in effecting change in society.

### 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
- 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

**Knowledge and understanding****Overview of Disruptions**

Students study the following overview content:

- key terms and concepts
  - disruption (event, activity, process), disruptor, disrupted
  - innovation
  - disruptive innovation
  - social enterprises
- categories of disruptions
  - economic
  - environmental
  - political
  - social
  - demographic
  - technological
- the impact of a disruption on individuals, businesses, governments and societies
- the ways individuals, businesses, governments and societies adapt to a disruption
- types of social enterprises, including non-government organisations (NGOs), charities, cooperatives, collectives
- examples of disruptive innovations across industries including entertainment, communication and social media, retail, accommodation
- elements of a successful innovation, including enabling technologies, a value network and an innovative business model

**Focus area 1: Disruptions**

Students investigate at least one disruption and explore the impacts this disruption has had on society, the economy and the environment.

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

- the global financial crisis (2007–08)
- the Fukushima nuclear disaster (2011)
- the Australian Marriage Law Postal Survey (2017)
- the Black Lives Matter protests (2020)
- the School Strike 4 Climate protests (2019 onwards)
- China's historic one child policy (1980–2016)
- a supply shortage
- a natural disaster.

For the selected disruption, students investigate the:

- location and scale of the disruption
- cause/s of the disruption
- role of significant individuals, businesses, organisations and/or governments in response to the disruption
- short and long-term implications of the disruption for individuals, businesses, governments and/or society
- actions and/or strategies of individuals, businesses, organisations and/or governments in response to the disruption.

**Focus area 2: Disruptive innovations**

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

- artificial intelligence
- social media
- the gig economy
- e-commerce
- social enterprise
- flexible workplaces
- Aboriginal and Torres Strait Islander Peoples' ways of knowing, being and doing
- private investment in space exploration
- on-demand streaming services



- e-health.

For the selected disruptive innovation, students investigate:

- causes of the disruptive innovation
- purpose of the innovation
- specific examples in a local, regional, national and/or global context
- short, long-term and possible future impacts of the innovation on the relevant stakeholders
- the extent to which the innovation has added value to society in a local, regional, national and/or global context.

## 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 the 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 12 syllabus and the weighting for each assessment type.

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 12

Type of assessment	Weighting
<p><b>Social action investigation</b> A social action investigation will require students to collect and analyse information, including data, to investigate an issue. This type of assessment must address the syllabus content and provide the opportunity for a student to increase their own understanding about an existing social action.</p> <p>Students develop a plan for their own social action, conduct research and communicate findings. They include evidence of planning, evaluation and reflection on their social action. Students may implement their social action plan in a local context and evaluate the outcomes of the social action.</p> <p>Students can work individually or collaboratively.</p> <p>Formats can include written, oral and/or multimodal formats, such as a research booklet, report, speech, a public performance, newsletter article, lesson activity, in-class validation and/or a combination of these.</p>	20%
<p><b>Commentary</b> 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 that considers how their thinking in the subject has developed.</p> <p>The commentary can be based on a variety of stimulus materials including, but not limited to, media articles, trends in data and information, participation in social action, interviewing stakeholders, speeches or guest speakers. Students may include images, photos and diagrams to support evaluation and conclusions.</p> <p>Formats can be in written, digital, oral or visual form.</p>	30%
<p><b>Response</b> A response can include questions that require students to apply knowledge and skills to analyse, interpret and evaluate stimulus material and/or respond to questions based on the syllabus content. Stimulus material can include written text, graphs, tables, diagrams, maps, photographs, cartoons, or infographics.</p> <p>Formats can include written short responses, sectionalised extended responses, extended responses and/or a combination of these.</p> <p>Typically, this task is conducted in class under test conditions.</p>	35%
<p><b>Externally set task</b> A written task or item or set of items of 50 minutes duration developed by the School Curriculum and Standards Authority and administered by the school.</p>	15%

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).

## Externally set task

All students enrolled in the Year 12 General Humanities and Social Sciences in Action course will complete the externally set task developed by the Authority. Schools are required to administer this task in Term 2 at a time prescribed by the Authority.

### Externally set task design brief – Year 12

<b>Time</b>	50 minutes
<b>Format</b>	Written
	Conducted under invigilated conditions
	Typically between two and five questions
	Questions can require students to refer to stimulus material
<b>Content</b>	The Authority informs schools during Term 3 of the previous year of the Unit 3 syllabus content on which the task will be based

Refer to the *WACE Manual* for further information.

## 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 12 syllabus are provided in Appendix 1. They are used to support the allocation of a grade. They can also be accessed on the course page of the Authority website ([www.scsa.wa.edu.au](http://www.scsa.wa.edu.au)).

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

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

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

## Appendix 1 – Grade descriptions Year 12

A

### Knowledge and understanding

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

Accurately evaluates structures, systems and processes.

Applies relevant and in-depth references to a variety of 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 wide range of accurate sources and records accurate information using a range of appropriate formats and ethical protocols.

Critically analyses a variety of sources to identify and explain relationships and perspectives and uses evidence from sources to support this critical analysis.

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

Selects and uses clear and coherent communication formats to present findings.

Critically reflects on learning and demonstrates well-considered and substantive responses to feedback.

B

### Knowledge and understanding

Uses terminology and concepts to develop accurate and relevant responses.

Explains structures, systems and processes.

Applies relevant and detailed references to 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 relevant sources and records mainly 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 these sources to support this analysis.

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

Selects and uses appropriate communication formats to present findings.

Reflects on learning and displays a substantive 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 ethical protocols.

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

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

Uses appropriate communication formats to present findings.

Reflects on learning and demonstrates a response to feedback.

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

Makes limited use of terminology to develop responses.

Describes concepts using everyday language and simple representations.

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

**Skills**

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

Briefly analyses a source to identify some relationships and/or perspectives, and uses minimal or no evidence from a source to support these.

Uses evidence to make a statement.

Attempts to use an appropriate communication format to present findings.

Briefly reflects 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

**Adapt**

To adjust, modify or make suitable to requirements.

**Community**

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

**Consumer/s**

A person or a group that is the final user of goods and services produced within an economy.

**Consumption**

The using of goods and services in an economy, or the amount of goods and services used.

**Contemporary**

Belonging to or occurring in the present.

**Cooperative**

An organisation or business which is owned and run jointly by its members, who share the profits or benefits.

**Demographic**

Relating to the structure of populations.

**Disrupted**

The individual or group who is impacted by a disruption

**Disruption**

The action of preventing something, especially a system, process or event, from continuing as usual or as expected.

**Disruptive innovation**

An innovation that uses emerging technologies which alters a structure within an industry.

Alternatively the disruptive innovation may be a disruptive technology which disrupts the market by displacing long-standing, established competitors. The innovation can be the cause of the disruption, or the disruption might give rise to the innovation itself.

**Disruptor**

A person, event or idea which causes a disruption.

**Economic**

Relating to the coordination of the production and distribution of goods and services.

**Environment**

The living and non-living elements of the Earth's surface and atmosphere (i.e. the natural environment). It also includes human changes to the Earth's surface; for example, croplands, planted forests, buildings and roads (i.e. the built environment).

**Food Security**

When all people, at all times, have physical and economic access to sufficient, safe and nutritious food that meets their dietary needs for a healthy life.



**Industry**

A particular branch of trade or manufacture.

**Innovation**

Refers to changing or creating more effective processes, products and ideas, and can increase the likelihood of a business succeeding. Businesses that innovate create more efficient work processes and have better productivity and performance. For businesses, this could mean implementing new ideas, creating dynamic products or improving your existing services. Innovation can be a catalyst for the growth and success of your business and help you adapt and grow in the workplace.

**Issue**

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

**Land cover change**

The changes that have taken place in natural environments due to a variety of natural and/or human induced causes.

**Natural environment**

An environment unaffected by human intervention and construction - consists of land, vegetation, animals.

**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 operate independently of government mostly, but when funded by government 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 in the past may have had different points of view about a particular event, depending on their age, gender, social position and their beliefs and values.

**Political**

Relating to or dealing with the science or art of politics.

**Production**

The act of creating or manufacturing.

**Resources: land, labour, capital, enterprise**

The term resource has different meanings and implications based on the context and time. A resource can be both natural and made items that we value and use to produce goods and services that satisfy needs and wants. Resources can be classified as renewable (rainwater), recyclable (forests, fish) and non-renewable (fossil fuels). The four economic resources (factors of production) are land, labour, capital and enterprise. Production usually requires the combination of resources.

**Social**

Of, or relating to the life and relation of human beings in a community.

**Social action**

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

**Social enterprise**

An organisation which is run according to business principles, by producing revenue by trade, but they use the revenue to carry out a social mission, such as improving social conditions and to bring about social change.

**Social issue**

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

**Stakeholder**

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

**Supply chain**

A sequence of processes that includes a network of organisations, people and activities, involved in the production and distribution of a good or service. The supply chain transforms resources and raw materials into a finished product for the consumer.

**Sustainability**

The concept of sustainability is about the capacity of the environment to continue to support our lives and the lives of other living creatures into the future. Sustainability is both a goal and a way of thinking about how to progress towards that goal. Progress towards environmental sustainability depends on the maintenance or restoration of the environmental functions that sustain all life and human wellbeing (economic and social).

**United Nations**

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

**United Nations Sustainable Development Goals**

A collection of 17 interlinked objectives designed to serve as a "shared blueprint for peace and prosperity now and into the future".

**Value add**

The addition of special features or improvements to increase the desirability of a product.

**Value network**

The interconnections between individuals and organisations to benefit the entire group.

**Water Security**

Having access to an acceptable quantity and quality of water for health, livelihood and production.

**Youth**

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



