



Humanities and Social Sciences in Action General Course Year 12

Selected Unit 3 syllabus content for the Externally set task 2027

This document is an extract from the *Humanities and Social Sciences in Action General Course Year 12 syllabus*, featuring all of the content for Unit 3. The content that has been highlighted in the document is the content on which the Externally set task (EST) for 2027 is based.

All students enrolled in the course are required to complete an EST. The EST is an assessment task which is set by the Authority and distributed to schools for administering to students. The EST will be administered in schools during Term 2, 2027 under standard test conditions. The EST will take 50 minutes.

The EST will be marked by teachers in each school using a marking key provided by the Authority. The EST is included in the assessment table in the syllabus as a separate assessment type with a weighting of 15% for the pair of units.

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 – plan, source, make, distribute, sell, disposal
- 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.