

South Australia

South Australian Curriculum, Standards and Accountability Framework – Society and Environment

Investigation: What do we mean by democracy?

Upper Primary	Lower Secondary	Middle Secondary	Upper Secondary
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Level 3

Strand: Time, Continuity and Change

Key Idea – Students gather, research evaluate and present information from a variety of sources to show understanding of particular times or events, from a range of perspectives.

At Standard 3, towards the end of Year 6, the student:

- 3.2 Researches and discusses the importance of understanding events and ways of life of some past periods.

Strand: Social Systems

Key Idea – Students recognise connection between roles, structures, functions and limits of various political, legal and economic systems over time.

At Standard 3, towards the end of Year 6, the student:

- 3.10 Describes examples of forms and structures of Australian and other governments.
- 3.12 Recognises that individuals, groups or systems hold different views, values and beliefs, and identifies those which contribute to the common good.

Level 4

Strand: Social Systems

Key Idea – Students recognise connection between roles, structures, functions and limits of various political, legal and economic systems over time.

At Standard 4, towards the end of Year 8, the student:

- 4.10 Analyses differences between political ... systems and people's rights and responsibilities, using personal and other examples.

Investigation: Can we all make the decisions?

Upper Primary	Lower Secondary	Middle Secondary	Upper Secondary
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Level 3

Strand: Social Systems

Key Idea – Students recognise connection between roles, structures, functions and limits of various political ... systems over time.

At Standard 3, towards the end of Year 6, the student:

- 3.10 Describes examples of forms and structures of Australian and other governments.

Level 4

Strand: Social Systems

Key Idea – Students recognise connection between roles, structures, functions and limits of various political, legal and economic systems over time.

At Standard 4, towards the end of Year 8, the student:

- 4.10 Analyses differences between political, legal and social systems and people's rights and responsibilities, using personal and other examples.

Investigation: How do you have your say?

Upper Primary	Lower Secondary	Middle Secondary	Upper Secondary
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Level 3

Strand: Time, Continuity and Change

Key Idea – Students gather, research evaluate and present information from a variety of sources to show understanding of particular times or events, from a range of perspectives.

At Standard 3, towards the end of Year 6, the student:

- 3.2 Researches and discusses the importance of understanding events and ways of life of some past periods, using primary and secondary sources.

Strand: Social Systems

Key Idea – Students recognise connection between roles, structures, functions and limits of various political, legal and economic systems over time.

At Standard 3, towards the end of Year 6, the student:

- 3.10 Describes examples of forms and structures of Australian and other governments over time.
- 3.12 Recognises that individuals, groups or systems hold different views, values and beliefs, and identifies those which contribute to the common good.

Level 4

Strand: Social Systems

Key Idea – Students recognise connection between roles, structures, functions and limits of various political, legal and economic systems over time.

At Standard 4, towards the end of Year 8, the student:

- 4.10 Analyses differences between political, legal and social systems and people's rights and responsibilities, using personal and other examples.

Level 5

Strand: Time, Continuity and Change

Key Idea – Students work cooperatively with others or in teams to discuss points of view and arguments about particular events or issues in order to consider the values associated with them and to explore ways in which future change or continuity can be influenced.

At Standard 5, towards the end of Year 10, the student:

- 5.3 Explains and justifies a position on continuing and changing aspects of societies, including underlying values, ways to influence the future, and how these are connected to responsible decision-making and action.

Strand: Social systems

Key Idea – Students work cooperatively to collect, analyse and describe information about particular issues which have social, economic and environmental dimensions. They identify Key Ideas, justify positions, predict outcomes and suggest enterprising solutions.

At Standard 5, towards the end of Year 10, the student:

- 5.11 Critically analyses ways in which change can be achieved through political and legal systems and processes.

Investigation: How are we represented?

Upper Primary	Lower Secondary	Middle Secondary	Upper Secondary
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Level 4

Strand: Social Systems

Key Idea – Students recognise connection between roles, structures, functions and limits of various political, legal and economic systems over time.

At Standard 4, towards the end of Year 8, the student:

- 4.10 Analyses differences between political, legal and social systems and people’s rights and responsibilities, using personal and other examples.

Level 5

Strand: Time, Continuity and Change

Key Idea – Students work cooperatively with others or in teams to discuss points of view and arguments about particular events or issues in order to consider the values associated with them and to explore ways in which future change or continuity can be influenced.

At Standard 5, towards the end of Year 10, the student:

- 5.3 Explains and justifies a position on continuing and changing aspects of societies, including underlying values, ways to influence the future, and how these are connected to responsible decision-making and action.

Strand: Social systems

Key Idea – Students work cooperatively to collect, analyse and describe information about particular issues which have social, economic and environmental dimensions. They identify Key Ideas, justify positions, predict outcomes and suggest enterprising solutions.

At Standard 5, towards the end of Year 10, the student:

- 5.11 Critically analyses ways in which change can be achieved through political and legal systems and processes.

Investigation: How and why do Australians vote?

Upper Primary	Lower Secondary	Middle Secondary	Upper Secondary
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Level 4

Strand: Social Systems

Key Idea – Students recognise connection between roles, structures, functions and limits of various political, legal and economic systems over time.

At Standard 4, towards the end of Year 8, the student:

- 4.10 Analyses differences between political ... and people’s rights and responsibilities, using personal and other examples.

Level 5

Strand: Time, Continuity and Change

Key Idea – Students work cooperatively with others or in teams to discuss points of view and arguments about particular events or issues in order to consider the values associated with them and to explore ways in which future change or continuity can be influenced.

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At Standard 5, towards the end of Year 10, the student:

- 5.11 Critically analyses ways in which change can be achieved through political and legal systems and processes.

Investigation: How do electorates change over time?

Upper Primary	Lower Secondary	Middle Secondary	Upper Secondary
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Level 4

Strand: Social Systems

Key Idea – Students recognise connection between roles, structures, functions and limits of various political, legal and economic systems over time.

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Level 5

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Strand: Social systems

Key Idea – Students work cooperatively to collect, analyse and describe information about particular issues which have social, economic and environmental dimensions. They identify Key Ideas, justify positions, predict outcomes and suggest enterprising solutions.

At Standard 5, towards the end of Year 10, the student:

- 5.11 Critically analyses ways in which change can be achieved through political and legal systems and processes.

Investigation: How did Indigenous Australians achieve civic rights?

Upper Primary	Lower Secondary	Middle Secondary	Upper Secondary
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Level 5

Strand: Time, Continuity and Change

Key Idea – Students investigate and analyse events, ideas, issues and lives of people in their local community, nation and the world, identifying patterns, changes, continuities and possible futures.

At Standard 5, towards the end of Year 10, the student:

- 5.1 Critically analyses different interpretations of events, ideas and issues, including an understanding of the relationship between power and historical representation.

Strand: Social systems

Key Idea – Students work cooperatively to collect, analyse and describe information about particular issues which have social, economic and environmental dimensions. They identify Key Ideas, justify positions, predict outcomes and suggest enterprising solutions.

At Standard 5, towards the end of Year 10, the student:

- 5.11 Critically analyses ways in which change can be achieved through political and legal systems and processes.

Investigation: How did East Timor take the first steps to democracy?

Upper Primary	Lower Secondary	Middle Secondary	Upper Secondary
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Level 5

Strand: Societies and Cultures

Key Idea – Students analyse situations and act responsibly to enhance the democratic and human rights of individuals and groups, and to counter prejudice, racism, harassment or oppression.

At Standard 5, towards the end of Year 10, the student:

- 5.9 Analyses and demonstrates critical understanding of prejudice as a social construction, and acts to counter discrimination through individual knowledge, attitudes and actions.