



International Education Agency of PNG

Society and Environment Curriculum

Revised Edition – 2006

Society And Environment: An Overview

Society and Environment deals with:

- people and the societies in which they live
- the systematic investigation of personal, social and environmental worlds
- learning about the past, investigating the present, and considering the future of people, their societies and their environment.

Students should develop a set of understandings to assist them to participate in and relate to a complex and interdependent world. A socially educated person needs to apply and adapt their understandings as they gain further experience and encounter change.

The development of skills and attitudes is a major focus in Society and Environment. To be capable of functioning and participating effectively in society, and implementing valuable social actions, students must be equipped with a variety of skills and attitudes.

Education in Society and Environment aims to enable students to participate in a changing society as informed, confident and responsible citizens. In this curriculum area students strive to understand ideas that start with the beginning of time and stretch into the future. Students engage in inquiry about the changes in their world and their environment over time.

People are an important dimension of the learning area which considers ways they organise themselves, customs, culture, economic activities and the way resources are used. Students will understand the relationships between the forces which have shaped the environment, between people and the land, between groups of people. Study in this learning area focuses on the dynamics of current situations, evolution through time, possible effects in the future.

Central to Society and Environment is an understanding of 'who I am' so that students can start to understand their relationship with the wider world and develop the skills to participate in society.

Curriculum Outcomes

Students will develop skills and understandings to investigate and explore important social issues, make decisions, work cooperatively, and build their knowledge of their history, their land, their society.

Knowledge and understanding about human society and environment will develop as students study:

- organisation of people into groups and the rights, roles and responsibilities of people as they interact within groups
- the contribution of culture and heritage to identity and the nature and consequences of cultural interaction
- people's interaction with their environment and the ways in which people represent and interpret place and environment
- relationships between people and events, through time, and perceptions of these relationships
- allocation and management of resources and participation in economic activities.

Students will develop the necessary skills and attitudes enabling them to be an effective and responsible member of society.

Society and Environment and the IEA Key Outcomes

IEA schools will assist all children to:

... Be Self-Directing

Society and the Environment develops in students the skills of reflection which is a vital process for students to grow as learners. Coupled with the skills of gathering and organising information the student has constant opportunities to practice responsible self direction. In addition, much of the Society and Environment curriculum is concerned with allowing students to learn about how people live in other places and times. These understandings help students to develop high levels of self awareness.

... Communicate Effectively

Society and Environment provides the opportunity for students to practice and develop their communication skills in gathering information by reading and listening and from a wide range of diverse media and presentation techniques.

... Behave Ethically

Ethical behaviour rests on a clear understanding of the values and practices held in each society and culture. By exploring these, students find models for their own behaviour. They become aware of the nature of ethical behaviour in their own and other cultures, of the basic elements which transcend culture.

... Work Collaboratively

Society and the Environment helps students develop simple to more complex skills of working with others in a culturally appropriate way. Students experience the satisfaction of being a productive team member and discover the advantages of joining forces with others to produce higher quality results. The curriculum also provides opportunities to learn about ways in which others have worked collaboratively in a variety of times and places.

... Analyse and Solve Problems

The study of Society and Environment is in essence a study of the way in which people solve problems in their relationships with others and with their environment. By learning about how these problems have been handled over time and in many places, students have opportunities to refine their own problem solving skills.

Society and Environment in the PNG Context

It is important to ensure that students within the IEA schools are provided with appropriate experiences that encourage them to value PNG culture (with all its richness and diversity) and their place in it. As the proportion of citizen students increases it becomes increasingly important that the curriculum in IEA schools provides opportunities for students to develop the knowledge, skills and attitudes to be regarded as effective and valuable Papua New Guinean citizens.

To ensure PNG culture is valued and understood individual schools need to develop programs which:

- assist students to develop an understanding of their heritage
- develop in citizens and non citizens an appreciation of the attitudes, skills and values of the PNG communities
- develop skills of inter-cultural interaction, communication and understanding
- provide learning experiences that are inclusive of all cultural groups
- provide a supportive learning environment in which for example, students can relate their experiences without fear of negative criticism
- ensure a balance is maintained between the study of traditional PNG values, beliefs and practices and those related to contemporary PNG life and future trends.

PNG is an important focus of study and commonly provides the context for developing students' ideas about society and environment issues. Students can study how PNG has changed over time, how its citizens and those from abroad have used its natural resources and how the physical geography has influenced patterns of land use.

Within rural communities for example, the people and the environment around them are often inextricably linked. There is abundant material to be found, to demonstrate how people have coexisted with the physical environment and how they have used the resources around them to their advantage. This in turn has influenced how the local cultures developed. It is a dynamic relationship and change in one factor can easily have an influence on the others

The Society and Environment Curriculum Strands

The Content Strands for Society and the Environment are:

- Time, continuity and change
- Place and environment
- Culture and heritage
- Resources and economic activities
- Social organizations.

Time, Continuity and Change

This strand helps students understand relationships between people and events through time, and interpretations of these relationships.

Students will develop understandings of:

- the meaning of time and sequencing through learning experiences that draw on past, present, and possible future settings
- the influence of change on people and society including ways in which people's values, aspirations, and actions have been shaped and continue to be shaped by social change and social continuity

- relationships between events and people
- the short-term and long-term causes of events and consequences of these for society
- ways in which the past can be remembered and recorded
- ways people experience events in differing ways
- how past experiences and actions are perceived, interpreted, and revised *r*
- how people's perceptions and interpretations may influence views and actions in the future

Culture and Heritage

This strand helps students understand the contribution of culture and heritage to identity, and the nature and consequences of cultural interaction.

Students will develop understandings of:

- how culture and heritage contribute to their own identity and to the identity of others as individuals and as group members
- the features of their own culture and heritage with those of others including the different cultures of PNG and beyond
- the dynamic nature of culture
- the strength of a society's culture and how communities and nations respond when their identity is challenged
- the interactions of different cultures
- how cultures and heritages are influenced by the movement of people and the spread of ideas and technology

Place and environment

This strand Develops students' understanding and appreciation for the interdependent nature of people, society and their environment.

Students will develop understandings of:

- the importance of places and the environment to people and the ways in which they influence place and environment and are influenced by them
- the movement of people and societies and how places and environments change
- power struggles over place and the environment and how people regulate the use of places and environments
- how people perceive and describe places differently because they experience them differently
- how and why different kinds of representations and descriptions may be used
- why particular places and environments become significant for people

Resources and Economic Activities

This strand Develops students' understanding and appreciation of society's distribution, utilization and management of resources, and people's participation in economic activities.

Students will understand:

- the nature of resources and of the ways people work to obtain resources
- the finite value of resources and how allocation and management of resources involves difficult choices, which may sometimes lead to conflict
- the ways in which economic systems are constructed to provide a means of managing and regulating economic activities and find out how these systems can create advantages and disadvantages for particular individuals, groups, institutions, and nations
- the nature of work, discovering how changes come about in work opportunities and conditions
- how societies organise the production, distribution, and consumption of goods and services
- how specialisation results in exchange and trade
- how the policies and actions of institutions, businesses, governments, and international organisations affect economic activities and have consequences for people and for society
- the influences and possible consequences of living and working in a global society.

Social Organizations

This strand helps students understand people's organisation in groups, and the rights, roles, and responsibilities of people as they interact within groups.

Students will understand:

- people organize for personal and social reasons
- the dynamic nature of groups and the reasons why groups are formed
- rights, roles, and responsibilities within groups
- the rules and laws that determine people's behaviour in groups
- how individuals, communities, and nations exercise their rights and meet their responsibilities
- the effects of change on these rights, roles, and responsibilities

TIME CONTINUITY AND CHANGE

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR	LEVEL FIVE
Level Outcomes				
1.01 Understand ways in which time, important events and change effect people	2.01 Appreciate why the past is important to people and how past events change aspects of the lives of communities	3.01 Explore how the ideas and actions of people in the past influenced the actions of others and how this is recorded and remembered in different ways	4.01 Understand how and why people experience events in different ways and specifically, the causes and effects of major events that have shaped the lives of a group of people	5.01 See how the ideas and actions of individuals and groups and past events have, and will continue to, shape the lives and experiences of people
Contributing Outcomes				
<ul style="list-style-type: none"> ▪ Identify changes which have affected family and community life (changes in clothing, transport, games and family activities and gathering food) ▪ Explore ways in which peoples' lives are influenced by time through seasons, days of the week, calendars and timetables ▪ Explore personal family events, milestones and stages in the lives of family members ▪ Identify special community events 	<ul style="list-style-type: none"> ▪ Explore events that people in a community experienced in the recent past and the distant past ▪ Appreciate the difference between the recent past and the distant past ▪ Investigate why people are interested knowing about their past and how it helps people to understand who they are and how they connect with their past ▪ Consider ways that past events changed or affected the lives of communities 	<ul style="list-style-type: none"> ▪ Explore why particular women, men, and children in the past are remembered ▪ Determine which ideas and actions from the past have changed the lives of other people ▪ Identify ways people can find out about their past ▪ Understand the consequences of ideas and actions of people in the past ▪ Investigate how people's experiences and activities have been recorded and how people use records to learn from people in the past 	<ul style="list-style-type: none"> ▪ Identify the cause of major events which have effected people ▪ Understand the reaction of different groups to major events from the past and present ▪ Appreciate how events impact on people's lives in different ways ▪ Identify the causes and consequences of major events on different groups ▪ Explore how events are linked through cause and effect ▪ Understand why different groups of people may experience the same event differently 	<ul style="list-style-type: none"> ▪ Understand ways in which past events influenced relationships between groups involved in those events ▪ Explore the extent to which past events and experiences continue to shape relationships between groups, today and in the possible future ▪ Understand how events can be linked to social movements. ▪ Identify individuals and groups whose actions may shape the lives and experiences of others in the future ▪ Appreciate how their actions are viewed ▪ Understand how the actions of individuals and groups are reviewed at different times

CULTURE AND HERITAGE

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Level Outcomes				
1.02 Explore customs and traditions associated with the culture and heritage of their own and other groups	2.02 Identify ways in which communities reflect the culture and heritage of their people and interact within their and other cultural groups	3.02 Understand ways in which cultural practice and movement of people affect cultural diversity and interaction	4.02 See the effect of the spread of new technology and ideas and understand why and how individuals pass on and sustain their culture and heritage.	5.02 Understand ways in which cultures interact, and cultural and national identity develop and are maintained
Contributing Outcomes				
<ul style="list-style-type: none"> ▪ Recognise features of their own culture and heritage (language, names, greetings, food, dress, music) ▪ Acknowledge similarities and differences between features of their own culture and heritage and those of other groups ▪ Explore activities associated with an event from a different culture 	<ul style="list-style-type: none"> ▪ Investigate the culture and heritage of people who live in particular communities and how they interact within their groups ▪ Understand ways community activities and physical features of the community reflect the culture and heritage of the people who live there ▪ Explore customs and traditions that influence the ways in which people interact within a cultural group ▪ Appreciate the ways people from different cultures interact within communities 	<ul style="list-style-type: none"> ▪ Identify the place of origin of individuals and groups in a community ▪ Understand the role tradition plays in the way cultural practices are expressed ▪ Explore different cultural practices across a range of groups to identify similarities and differences ▪ Consider ways in which the movement of people has affected the cultural diversity of a community ▪ Understand the kinds of interactions that occur as a consequence of people moving to new places 	<ul style="list-style-type: none"> ▪ Consider why people attach importance to their culture and heritage ▪ Explore ways in which people can retain their culture and heritage when they move to a new community ▪ Understand the consequences for cultures of such exposure to new ideas ▪ Identify changes that have occurred in aspects of culture and heritage as a result of technological change ▪ Appreciate ways technological change has exposed cultures to a range of ideas ▪ Identify how technological change has affected the ways in which people keep and pass on their culture 	<ul style="list-style-type: none"> ▪ Recognise the nature of their own cultural identities ▪ Explore ways in which groups establish and maintain their culture and identity within society ▪ Understand how national identity is developed, maintained, and expressed ▪ Appreciate the different types of relationships that can exist between cultural groups ▪ Investigate ways in which cultural interaction can enrich communities and societies ▪ Identify causes of prejudice, discrimination, and inequity ▪ Identify and consider possible solutions to prejudice, discrimination, and inequity

RESOURCES AND ECONOMIC ACTIVITIES

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Level Outcomes				
1.03 Identify different types of work that people do and resources people use	2.03 Understand ways people participate in the production process and work together to obtain resources	3.03 Value how and why people manage resources and operation of different systems of exchange	4.03 Appreciate how and why people view and use resources differently and seek to protect the consumers	5.03 Understand the changing nature of work, factors that influence people's access to resources, goods and services and the consequences of this for individuals and for society
Contributing Outcomes				
<ul style="list-style-type: none"> ▪ Understand the nature of resources and different ways that people use and conserve resources to meet their needs and wants ▪ Understand the nature of work, different types of work done and various work roles and responsibilities that children, women and men perform in the community 	<ul style="list-style-type: none"> ▪ Consider different situations in which people work together to obtain resources ▪ Appreciate how and why people work together in different situations to obtain resources ▪ Identify how people interact and participate in the production and consumption of resources ▪ Identify types of goods and services that people provide ▪ Explore ways in which the provision of goods and services help people 	<ul style="list-style-type: none"> ▪ Understand the consequences of depletion of resources ▪ Explore ways people attempt to conserve resources ▪ Appreciate why people need to exchange goods and services ▪ Explore how goods and services are exchanged ▪ Appreciate why different methods of exchange develop in and between societies 	<ul style="list-style-type: none"> ▪ Appreciate different values people may attach to a resource ▪ Explore ways in which different groups may use the same resource. ▪ Understand why people's views about a resource and their use of it may change over time ▪ Understand how opportunities and limitations may arise when resources are viewed or used in new and different ways ▪ Understand what a consumer is and why consumers have rights ▪ Explore the processes consumers utilise to protect or assert their rights ▪ Appreciate needs and strategies for consumer protection 	<ul style="list-style-type: none"> ▪ Appreciate how economic factors can influence the ability of individuals and groups to obtain resources, goods, and services ▪ Explore how social factors can influence the ability of individuals and groups to obtain resources, goods, and services ▪ Understand how resource distribution has consequences for people's lives, hopes, and decisions ▪ Investigate ways in which the access of less advantaged groups to resources, goods, and services can be improved ▪ Explore how the nature of work has changed over time ▪ Consider ways in which the nature of work may change in the future ▪ Understand the consequences of changes in the nature of work for people's lives, hopes, and decisions

PLACE AND ENVIRONMENT

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Level Outcomes				
1.04 Understand why particular places are important and how people record the important features of places and environment	2.04 Recognise how people describe and influence places and the environment and are influenced by them	3.04 Appreciate how and why people view and use, and express a sense of belonging to a particular place and environment	4.04 Explore why and how people find out about the environment and how places reflect past	5.04 Appreciate why particular places and environments are significant for people and what consequences there are for people moving between them
Contributing Outcomes				
<ul style="list-style-type: none"> ▪ Identify the natural and cultural features of a place which are important to people ▪ Recognise activities which happen at particular places ▪ Explore ways which people record and describe features of places and the environment 	<ul style="list-style-type: none"> ▪ Explore ways people's activities are influenced by the location and physical features of a place ▪ Investigate how people can restore and enhance natural and cultural features of the environment ▪ Investigate ways people's activities can have a damaging effect on natural and cultural features of the environment ▪ Consider what place names reveal about places and environments ▪ Understand why people record descriptions of places and environments in different ways ▪ Understand why people choose to record particular features of places and environments 	<ul style="list-style-type: none"> ▪ Explore how people seek to overcome the limitations of places and environments ▪ Consider different views that people hold about the same places and environments ▪ Explore different ways in which people use the same places and environments ▪ Consider people's relationships with places ▪ Consider ways people remember places and environments ▪ Explore ways people express their feelings for particular places 	<ul style="list-style-type: none"> ▪ Determine how features of a landscape may result from interactions between people and an environment ▪ Recognise features of a landscape that reflect people's past activities ▪ Consider why some features resulting from past interactions last while others disappear ▪ Explore different reasons people have for finding out about places and environments ▪ Investigate ways people find out about places and environments ▪ Consider reasons why individuals or groups have undertaken journeys ▪ Explore why and how do people record the journeys they undertake 	<ul style="list-style-type: none"> ▪ Recognise common factors that account for the movements of people between places ▪ Understand how the movement of people affects the people themselves ▪ Consider how the movement of people can affect the place they leave and the place to which they move ▪ Identify factors that influence the value that communities and nations attach to places and environments ▪ Explore examples of places and environments that are significant to particular communities and nations and their significance ▪ Understand particular places and environments become important to individual people

SOCIAL ORGANISATIONS

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Level Outcomes				
1.05 Recognise why people belong to groups and different roles people fulfil in groups	2.05 Understand how and why groups are organised in society and how participation within groups involves both responsibilities and rights	3.05 Understand how and why people make and implement rules and laws how leadership of groups is acquired and exercised	4.0 Appreciate how and why people exercise their rights and responsibilities and organise themselves in response to challenge and crisis.	5.05 Recognise how systems of government social justice and human rights are organised and affect people's lives
Contributing Outcomes				
<ul style="list-style-type: none"> ▪ Understand the nature of groups ▪ Identify different groups that people belong to ▪ Consider the benefits of belonging to groups ▪ Explore roles that an individual can have in a group and across a range of groups ▪ Explore how people acquire roles and fulfil them in groups 	<ul style="list-style-type: none"> ▪ Consider the role of a variety of groups in society and how these groups operate ▪ Recognise choices people make when joining groups ▪ Identify the rights and responsibilities individuals have within a group ▪ Investigate how rights and responsibilities individuals have vary in different groups ▪ Explore the use and development of rules 	<ul style="list-style-type: none"> ▪ Study leaders of different groups ▪ Explore ways people can become leaders ▪ Consider how different styles of leadership affect members of groups ▪ Explore ways leaders seek to resolve differences within and between groups ▪ Recognise why groups have rules and laws ▪ Investigate processes that groups use to make rules and laws ▪ Consider what happens when rules and laws are broken 	<ul style="list-style-type: none"> ▪ Consider types of challenges and crises that people face ▪ Investigate how groups and individuals can work together to deal with challenges and crises ▪ Identify the rights people have at different ages and in different groups ▪ Identify how the rights of indigenous people are maintained in modern society ▪ Explore processes that can be used to exercise rights within society ▪ Identify factors that shape people's responsibilities and the ways in which people meet these responsibilities ▪ Understand the consequences when rules / laws are broken 	<ul style="list-style-type: none"> ▪ Identify the features of different political systems ▪ Understand how decisions are made and implemented in a parliamentary democracy and in a contrasting system ▪ Consider how government decisions affect people's lives ▪ Explore factors that lead individuals and groups to seek social justice and human rights ▪ Study ways people press for change in relation to social justice and human rights or resist such change ▪ Consider the effects of change or lack of change in social justice and human rights on the lives of people ▪ Explore the role of governments and institutions in ensuring that people's human rights are respected

Level 1

Time Continuity and Change	Culture and Heritage	Resources and Economic Activity	Place and Environment	Social Organisations
Level Outcomes				
1.01 Understand ways in which time, important events and change effect people	1.02 Explore customs and traditions associated with the culture and heritage of their own and other groups	1.03 Identify different types of work that people do and resources people use	1.04 Understand why particular places are important and how people record the important features of places and environment	1.05 Recognise why people belong to groups and different roles people fulfil in groups
Contributing Outcomes				
<ul style="list-style-type: none"> ▪ Identify changes which have affected family and community life (changes in clothing, transport, games and family activities and gathering food) ▪ Explore ways in which peoples' lives are influenced by time through seasons, days of the week, calendars and timetables ▪ Explore personal family events, milestones and stages in the lives of family members ▪ Identify special community events 	<ul style="list-style-type: none"> ▪ Recognise features of their own culture and heritage (language, names, greetings, food, dress, music) ▪ Acknowledge similarities and differences between features of their own culture and heritage and those of other groups ▪ Explore activities associated with an event from a different culture 	<ul style="list-style-type: none"> ▪ Understand the nature of resources and different ways that people use and conserve resources to meet their needs and wants ▪ Understand the nature of work, different types of work done and various work roles and responsibilities that children, women and men perform in the community 	<ul style="list-style-type: none"> ▪ Identify the natural and cultural features of a place which are important to people ▪ Recognise activities which happen at particular places ▪ Explore ways which people record and describe features of places and the environment 	<ul style="list-style-type: none"> ▪ Understand the nature of groups ▪ Identify different groups that people belong to ▪ Consider the benefits of belonging to groups ▪ Explore roles that an individual can have in a group and across a range of groups ▪ Explore how people acquire roles and fulfil them in groups

Level 2

Time Continuity and Change	Culture and Heritage	Resources and Economic Activity	Place and Environment	Social Organisations
Level Outcomes				
2.01 Appreciate why the past is important to people and how past events change aspects of the lives of communities	2.02 Identify ways in which communities reflect the culture and heritage of their people and interact within their and other cultural groups	2.03 Understand ways people participate in the production process and work together to obtain resources	2.04 Recognise how people describe and influence places and the environment and are influenced by them	2.05 Understand how and why groups are organised in society and how participation within groups involves both responsibilities and rights
Contributing Outcomes				
<ul style="list-style-type: none"> ▪ Explore events that people in a community experienced in the recent past and the distant past ▪ Appreciate the difference between the recent past and the distant past ▪ Investigate why people are interested knowing about their past and how it helps people to understand who they are and how they connect with their past ▪ Consider ways that past events changed or affected the lives of communities 	<ul style="list-style-type: none"> ▪ Investigate the culture and heritage of people who live in particular communities and how they interact within their groups ▪ Understand ways community activities and physical features of the community reflect the culture and heritage of the people who live there ▪ Explore customs and traditions that influence the ways in which people interact within a cultural group ▪ Appreciate the ways people from different cultures interact within communities 	<ul style="list-style-type: none"> ▪ Consider different situations in which people work together to obtain resources ▪ Appreciate how and why people work together in different situations to obtain resources ▪ Identify how people interact and participate in the production and consumption of resources ▪ Identify types of goods and services that people provide ▪ Explore ways in which the provision of goods and services help people 	<ul style="list-style-type: none"> ▪ Explore ways people's activities are influenced by the location and physical features of a place ▪ Investigate how people can restore and enhance natural and cultural features of the environment ▪ Investigate ways people's activities can have a damaging effect on natural and cultural features of the environment ▪ Consider what place names reveal about places and environments ▪ Understand why people record descriptions of places and environments in different ways ▪ Understand why people choose to record particular features of places and environments 	<ul style="list-style-type: none"> ▪ Consider the role of a variety of groups in society and how these groups operate ▪ Recognise choices people make when joining groups ▪ Identify the rights and responsibilities individuals have within a group ▪ Investigate how rights and responsibilities individuals have vary in different groups ▪ Explore the use and development of rules

Level 3

Time Continuity and Change	Culture and Heritage	Resources and Economic Activity	Place and Environment	Social Organisations
Level Outcomes				
3.01 Explore how the ideas and actions of people in the past influenced the actions of others and how this is recorded and remembered in different ways	3.02 Understand ways in which cultural practice and movement of people affect cultural diversity and interaction	3.03 Value how and why people manage resources and operation of different systems of exchange	3.04 Appreciate how and why people view and use, and express a sense of belonging to a particular place and environment	3.05 Understand how and why people make and implement rules and laws how leadership of groups is acquired and exercised
Contributing Outcomes				
<ul style="list-style-type: none"> ▪ Explore why particular women, men, and children in the past are remembered ▪ Determine which ideas and actions from the past have changed the lives of other people ▪ Identify ways people can find out about their past ▪ Understand the consequences of ideas and actions of people in the past ▪ Investigate how people's experiences and activities have been recorded and how people use records to learn from people in the past 	<ul style="list-style-type: none"> ▪ Identify the place of origin of individuals and groups in a community ▪ Understand the role tradition plays in the way cultural practices are expressed ▪ Explore different cultural practices across a range of groups to identify similarities and differences ▪ Consider ways in which the movement of people has affected the cultural diversity of a community ▪ Understand the kinds of interactions that occur as a consequence of people moving to new places 	<ul style="list-style-type: none"> ▪ Understand the consequences of depletion of resources ▪ Explore ways people attempt to conserve resources ▪ Appreciate why people need to exchange goods and services ▪ Explore how goods and services are exchanged ▪ Appreciate why different methods of exchange develop in and between societies 	<ul style="list-style-type: none"> ▪ Explore how people seek to overcome the limitations of places and environments ▪ Consider different views that people hold about the same places and environments ▪ Explore different ways in which people use the same places and environments ▪ Consider people's relationships with places ▪ Consider ways people remember places and environments ▪ Explore ways people express their feelings for particular places 	<ul style="list-style-type: none"> ▪ Study leaders of different groups ▪ Explore ways people can become leaders ▪ Consider how different styles of leadership affect members of groups ▪ Explore ways leaders seek to resolve differences within and between groups ▪ Recognise why groups have rules and laws ▪ Investigate processes that groups use to make rules and laws ▪ Consider what happens when rules and laws are broken

Level 4

Time Continuity and Change	Culture and Heritage	Resources and Economic Activity	Place and Environment	Social Organisations
Level Outcomes				
4.01 Understand how and why people experience events in different ways and specifically, the causes and effects of major events that have shaped the lives of a group of people	4.02 See the effect of the spread of new technology and ideas and understand why and how individuals pass on and sustain their culture and heritage.	4.03 Appreciate how and why people view and use resources differently and seek to protect the consumers	4.04 Explore why and how people find out about the environment and how places reflect past	4.05 Appreciate how and why people exercise their rights and responsibilities and organise themselves in response to challenge and crisis.
Contributing Outcomes				
<ul style="list-style-type: none"> ▪ Identify the cause of major events which have effected people ▪ Understand the reaction of different groups to major events from the past and present ▪ Appreciate how events impact on people's lives in different ways ▪ Identify the causes and consequences of major events on different groups ▪ Explore how events are linked through cause and effect ▪ Understand why different groups of people may experience the same event differently 	<ul style="list-style-type: none"> ▪ Consider why people attach importance to their culture and heritage ▪ Explore ways in which people can retain their culture and heritage when they move to a new community ▪ Understand the consequences for cultures of such exposure to new ideas ▪ Identify changes that have occurred in aspects of culture and heritage as a result of technological change ▪ Appreciate ways technological change has exposed cultures to a range of ideas ▪ Identify how technological change has affected the ways in which people keep and pass on their culture 	<ul style="list-style-type: none"> ▪ Appreciate different values people may attach to a resource ▪ Explore ways in which different groups may use the same resource. ▪ Understand why people's views about a resource and their use of it may change over time ▪ Understand how opportunities and limitations may arise when resources are viewed or used in new and different ways ▪ Understand what a consumer is and why consumers have rights ▪ Explore the processes consumers utilise to protect or assert their rights ▪ Appreciate needs and strategies for consumer protection 	<ul style="list-style-type: none"> ▪ Determine how features of a landscape may result from interactions between people and an environment ▪ Recognise features of a landscape that reflect people's past activities ▪ Consider why some features resulting from past interactions last while others disappear ▪ Explore different reasons people have for finding out about places and environments ▪ Investigate ways people find out about places and environments ▪ Consider reasons why individuals or groups have undertaken journeys ▪ Explore why and how do people record the journeys they undertake 	<ul style="list-style-type: none"> ▪ Consider types of challenges and crises that people face ▪ Investigate how groups and individuals can work together to deal with challenges and crises ▪ Identify the rights people have at different ages and in different groups ▪ Identify how the rights of indigenous people are maintained in modern society ▪ Explore processes that can be used to exercise rights within society ▪ Identify factors that shape people's responsibilities and the ways in which people meet these responsibilities ▪ Understand the consequences when rules / laws are broken

Level 5

Time Continuity and Change	Culture and Heritage	Resources and Economic Activity	Place and Environment	Social Organisations
Level Outcomes				
5.01 See how the ideas and actions of individuals and groups and past events have, and will continue to, shape the lives and experiences of people	5.02 Understand ways in which cultures interact, and cultural and national identity develop and are maintained	5.03 Understand the changing nature of work, factors that influence people's access to resources, goods and services and the consequences of this for individuals and for society	5.04 Appreciate why particular places and environments are significant for people and what consequences there are for people moving between them	5.05 Recognise how systems of government social justice and human rights are organised and affect people's lives
Contributing Outcomes				
<ul style="list-style-type: none"> ▪ Understand ways in which past events influenced relationships between groups involved in those events ▪ Explore the extent to which past events and experiences continue to shape relationships between groups, today and in the possible future ▪ Understand how events can be linked to social movements. ▪ Identify individuals and groups whose actions may shape the lives and experiences of others in the future ▪ Appreciate how their actions are viewed ▪ Understand how the actions of individuals and groups are reviewed at different times 	<ul style="list-style-type: none"> ▪ Recognise the nature of their own cultural identities ▪ Explore ways in which groups establish and maintain their culture and identity within society ▪ Understand how national identity is developed, maintained, and expressed ▪ Appreciate the different types of relationships that can exist between cultural groups ▪ Investigate ways in which cultural interaction can enrich communities and societies ▪ Identify causes of prejudice, discrimination, and inequity ▪ Identify and consider possible solutions to prejudice, discrimination, and inequity 	<ul style="list-style-type: none"> ▪ Appreciate how economic factors can influence the ability of individuals and groups to obtain resources, goods, and services ▪ Explore how social factors can influence the ability of individuals and groups to obtain resources, goods, and services ▪ Understand how resource distribution has consequences for people's lives, hopes, and decisions ▪ Investigate ways in which the access of less advantaged groups to resources, goods, and services can be improved ▪ Explore how the nature of work has changed over time ▪ Consider ways in which the nature of work may change in the future ▪ Understand the consequences of changes in the nature of work for people's lives, hopes, and decisions 	<ul style="list-style-type: none"> ▪ Recognise common factors that account for the movements of people between places ▪ Understand how the movement of people affects the people themselves ▪ Consider how the movement of people can affect the place they leave and the place to which they move ▪ Identify factors that influence the value that communities and nations attach to places and environments ▪ Explore examples of places and environments that are significant to particular communities and nations and their significance ▪ Understand particular places and environments become important to individual people 	<ul style="list-style-type: none"> ▪ Identify the features of different political systems ▪ Understand how decisions are made and implemented in a parliamentary democracy and in a contrasting system ▪ Consider how government decisions affect people's lives ▪ Explore factors that lead individuals and groups to seek social justice and human rights ▪ Study ways people press for change in relation to social justice and human rights or resist such change ▪ Consider the effects of change or lack of change in social justice and human rights on the lives of people ▪ Explore the role of governments and institutions in ensuring that people's human rights are respected

Student Learning In Society and the Environment

The area of Society and Environment involves the processes of inquiry, values development and exploration, and decision making and action.

Students may work with one, two, or all three of the processes in any appropriate order during a particular study. In some studies, students may focus on the process of inquiry without extending their investigation into exploring values or considering possible decisions about action. However, because values are so fundamental to the actions of people and society, values exploration is likely to occur to some degree in most studies. And, in some studies, students will find it desirable or necessary to make decisions about what could or should be done about the issues that they are investigating. This will mean that students extend their study into decision making and action.

As far as possible the active involvement of students in the planning as well as the implementation of programs undertaken is desirable to maximize levels of engagement and the authenticity of experiences. The involvement of students in the planning phase does not take away from teachers the responsibility to consider closely the outcomes and methods of achieving them. It does mean, however, that students take more responsibility for their learning and are therefore, involved in negotiating their learning environment. This approach provides a high level of motivation and allows education to be customised to meet the needs of individuals or groups

Effective questioning has long been acknowledged as a valuable teaching technique and plays a major role in inquiry teaching/learning models. Open-ended questions, which have no right answer and hence generate discussion, are used often in classrooms to provide students with the opportunity to contribute without being restricted by the question itself. It is also a useful assessment tool, allowing teachers to tap into a wide range of students' knowledge and experiences.

Like all good teaching techniques, open-ended questions should not be the only form of questioning employed by the classroom teacher. This technique is particularly useful in the implementation of Society and Environment. It is often necessary to ask a question which will focus a student on a particular aspect of their inquiry, or challenge their current thinking.

A student's ability to ask effective questions is a valuable learning tool in Society and Environment. If students are to be able to take responsibility for conducting inquiries, making self-assessments, cooperating in groups, and evaluating their product they must be able to ask relevant and focused questions. It is necessary to provide students with opportunities to become aware of and practice their questioning skills, and part of the teacher's role is to ensure this is included across a number of areas.