

Board Endorsed 2018



**Draft Shape of the ACT Board of Senior Secondary Studies
Curriculum: Humanities and Social Sciences**

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Acknowledgment of the cross-sector working party

A cross-sector working party of six teachers provided advice on development of courses under the Humanities and Social Sciences Framework.

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Purpose

The *Shape of the BSSS Senior Secondary Curriculum: Humanities and Social Sciences* provides broad direction on the purpose, structure and organisation of courses written under the Humanities and Social Sciences Framework.

It is intended to guide the writing of senior secondary courses for Years 11 and 12. This paper has been prepared following analysis of the ACARA Shape of the Australian Curriculum: Humanities and Social Sciences paper, an environmental scan of curriculum across jurisdictions and mapping of BSSS accredited courses for duplication of content.

This paper should be read in conjunction with the BSSS Shape of the ACT Senior Secondary Curriculum available at (<http://www.bsss.act.edu.au/curriculum>).

Background on the Proposal

The BSSS Review of Curriculum in 2015 recommended consolidation of course frameworks where there was an educational rationale for this to occur. This provides a strong basis for a common Humanities and Social Sciences Framework to be constructed. The Curriculum Assessment Committee and the Board approved the development of a single Humanities and Social Sciences Framework.

A cross-sectoral committee considered the development of a new single framework replacing those which currently cover the areas of Behavioural Sciences, Cultural Studies, Food and Resource Management, Geography, History, Philosophy, Politics and Law, and Religious Studies. The group developed a new framework which meets the demands of all of these and similar courses (tertiary, accredited and modified). Work was undertaken in proposing new courses which may be developed under the framework for future study by ACT senior secondary students.

Design specifications for all BSSS accredited courses

The foundation of a course comprises of four core 1.0 standard units. Core units provide students with the breadth of the subject. Units 1-4 are not sequential. Content descriptions state specific subject-based knowledge, understanding and skills. The point of difference between core units will be defined in the unit description and content descriptions. Units will not be organised by activity; instead, units will be organised around a specific focus, concept or issue.

A negotiated study unit is decided upon by a class, group(s) or individual student in consultation with the teacher and with the Principal's approval. This unit may be undertaken after the completion of two standard units.

Content descriptions will be written for each unit. Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that enables students to demonstrate all of the content descriptions. The lens which the teacher uses to demonstrate the content descriptions will be determined by the teacher when developing their program of learning. A program of learning is what a college provides to implement the course for a subject.

List of proposed courses written under this framework

The proposed courses written under the Humanities & Social Sciences framework includes:

Australian & Global Politics	Religious Studies
Geography	Philosophy
Legal Studies	Global Studies
Psychology	Modern History
Sociology	Leadership
Pre Modern History	World Religions
Ancient History	Digital Citizenship
Indigenous Culture & Language	Asian Studies
Futures	Humanities Methods

Proposed courses to be written under the Humanities & Social Sciences Framework					
Course	Australian & Global Politics	Geography	Legal Studies	Psychology	Sociology
Classification	A/T/M	A/T/M	A/T/M	A/T/M	A/T/M
Course Rationale	<p>Australian and Global Politics is the study of power, influence, authority, legitimacy, conflict and political systems at both national and global level.</p> <p>Students develop their knowledge and understanding about how political systems impact on the lives of citizens.</p> <p>Students appreciate the complex and interconnected nature of many political issues and develop the capacity to interpret competing and contestable claims regarding those issues.</p> <p>Students become informed active citizens who are empowered to engage in shaping society's collective future.</p>	<p>Geography provides a structured, disciplinary framework to investigate and analyse a range of challenges and associated opportunities facing Australia and the global community.</p> <p>It enables students to appreciate the complexity of our world and the diversity of its environments, economies and cultures and their interconnectedness.</p> <p>Students can use this knowledge to promote a more sustainable way of life and awareness of social and spatial inequalities.</p>	<p>Legal Studies explores the law, and its institutions and processes, in a social, economic and political context allowing students to investigate, question, and evaluate their personal view of the world and society's collective future.</p> <p>Students develop their knowledge and understanding about how legal systems and their impact.</p> <p>Students will evaluate the effectiveness of laws, institutions and processes, and consider opportunities for reform.</p>	<p>Psychology is the study of the human mind and behaviour. Students develop an understanding of themselves and others by exploring the interactions between the individuals and groups as well as the roles of biological and environmental factors.</p> <p>The study of Psychology enables learners to understand how individuals think, feel and act within different contexts. Such knowledge has the potential to empower and enhance individual abilities and facilitate awareness of the human condition, along with tolerance and respect for others.</p>	<p>Sociology is the study of how individuals and groups think, feel and behave. Students develop an understanding of themselves and others by exploring the roles and interactions between individuals and society.</p> <p>Students develop skills which promote objective thinking and apply evidence-based research for understanding and interpreting human behaviour.</p> <p>This course enables students to understand how individuals function within different contexts. Such knowledge has the potential to empower and enhance individual abilities and facilitate awareness of the human condition, along with tolerance and respect for others.</p>
Unit 1	Power, Politics and Political Thought	Natural and Ecological Hazards	Crime, Justice & Legal System	Individual Differences	Identity
Unit 2	Comparative Politics: Democracies	Sustainable Places	Civil Law & Dispute Resolution	Into the Mind	Sociology of Social Justice
Unit 3	Oligarchy and Authoritarianism	Land Cover Transformations	Law, Government & Society	Psychology of Wellness	Cultural Icons
Unit 4	International Relations	Global Transformations	International Relations & Law	Psychology in Society	Power and Institutions
Unit 5	A negotiated study unit is decided upon by a class, group(s) or individual student in consultation with the teacher and with the Principal's approval. The program of learning for a negotiated study unit must meet all the content descriptions as appears in the unit.				

Proposed courses to be written under the Humanities & Social Sciences Framework					
Course	Religious Studies	World Religions	Philosophy	Global Studies	Asian Studies
Classification	A/T/M	A/T/M	A/T/M	A/T/M	A/T/M
Course Rationale	<p>Religious Studies is the study of identity, beliefs, community, society, human behaviour, ethics and culture in the context of religion.</p> <p>In a complex and changing world, students explore the search for meaning and purpose of human existence.</p> <p>Students examine religious concepts through analysis, independent research and open critical inquiry to become active and informed citizens, and lifelong learners.</p> <p>Religious Studies engages students in a dynamic process of making meaning of the world.</p>	<p>The World Religions course teaches students about the major world religions, their contexts, development and core beliefs, influential figures and their contribution to world history. Minor religions and new religious movements are additional core areas of study.</p> <p>Students analyse a variety of different religious beliefs and practices to encourage empathy and understanding of diversity.</p> <p>World Religions is an interdisciplinary course. It addresses how religion relates to other socio-cultural factors including language, ethnicity, race, sexuality, gender and class. Students learn how religion plays a role in a wide variety of modern issues.</p>	<p>Philosophy is the study of humanity's most enduring and influential ideas. Students develop an understanding of how these ideas influence human action, thought, existence and knowledge.</p> <p>Students develop their knowledge and understanding of philosophical ideas, arguments and methodologies. They use philosophical investigation and develop insights into problem solving and decision making.</p> <p>The study of Philosophy is relevant to young people as they continue to be life-long learners and reflective, creative and informed citizens.</p>	<p>Global Studies is the study of political, economic, social and cultural relationships of the world. This interdisciplinary course explores global issues, global communities, global challenges and change.</p> <p>Students think critically about international politics, global economic forces, intercultural relationships, international co-operation and global citizenship.</p> <p>Students with an understanding of the concepts explored in the course will be well placed to better negotiate the world in which they live, study and work.</p>	<p>In this interdisciplinary course students learn in-depth contextual, regional and interregional knowledge of Asia, its diversity, history, geography, politics economics and culture.</p> <p>Students understand the global significance of Asia as a region and as a composite of diverse societies and cultures. Using different disciplinary approaches and methods students critically analyse contemporary issues in Asia and its place in the world. They consider future directions of Asian nations and the region. Students are challenged to evaluate.</p> <p>Australia's current and developing economic, social and political relationships with Asia.</p>
Unit 1	Religious Experience	(In the) Beginning(s)	Ethics	Global Networks	Diversity & identity in Asia
Unit 2	Religious Texts	The Big Questions	Epistemology	Transnational Actors	Asian Economic Influences
Unit 3	Identity, Communities and Traditions	Religious Life	Metaphysics	Peace & Conflict	Power, Politics & Change
Unit 4	Contemporary Issues in the Study of Religion	The Clash of Ideas	Philosophy of Language	Global Challenges	Challenges & Opportunities
Unit 5	A negotiated study unit is decided upon by a class, group(s) or individual student in consultation with the teacher and with the Principal's approval. The program of learning for a negotiated study unit must meet all the content descriptions as appears in the unit.				

Proposed courses to be written under the Humanities & Social Sciences Framework					
Course	Pre Modern History	Modern History	Ancient History	Leadership	Indigenous Culture & Language
Classification	A/T/M	A/T/M	A/T/M	A/T/M	A/T/M
Course Rationale	<p>The Pre Modern History curriculum enables students to study life in the pre modern period (c. 400-1750 CE) based on the analysis and interpretation of physical and written remains.</p> <p>Pre modern history stimulates students' curiosity and imagination and enriches their appreciation of humanity and the value of the past. It shows how the world and its people have changed, as well as the significant legacies that exist into the present.</p> <p>Students develop transferable skills associated with the process of historical inquiry.</p>	<p>The Modern History curriculum enables students to study the forces that have shaped today's world and provides them with a broader and deeper comprehension of the world in which they live. The focus is on the 20th century providing opportunities to make connections with the changing world of the 21st century.</p> <p>Modern History enhances students' curiosity and imagination and their appreciation of larger themes, individuals, movements, events and ideas that have shaped the contemporary world.</p> <p>Students pose increasingly complex questions and are introduced to the complexities associated with the changing nature of evidence.</p>	<p>The Ancient History curriculum enables students to study life in early civilisations based on the analysis and interpretation of physical and written remains.</p> <p>Ancient History stimulates students' curiosity and imagination and enriches their appreciation of humanity and the value of the ancient past. It shows how the world and its people have changed, as well as the significant legacies that exist into the present.</p> <p>Students develop skills in analysis and investigate ancient societies with an in-depth study of specific features that further develops their historical skills.</p> <p>Students develop transferable skills associated with the process of historical inquiry. They challenge accepted theories.</p>	<p>Students analyse leadership over time investigating individuals who have influenced history and society, through an investigation of theories, models, and principles.</p> <p>Students develop their own thinking and construct models and explore in practical ways how they function as a leader and reflect on their own and others' performances.</p> <p>Through this course students will examine values and develop further social intelligence.</p>	<p>Students will explore the complexities of identity, social justice and human rights issues relevant to the world's oldest continuing culture.</p> <p>In this course, students explore the complexities and rich opportunities of 'walking in two worlds'. The course provides learning that allows students to examine and shape their values and attitudes.</p> <p>Students with an understanding of the concepts explored in the course will be well placed to better negotiate the world in which they live, study and work.</p>
Unit 1	Transformation	Understanding the Modern World	Investigating The Ancient World	Leadership Theories	Communities, Cultures & Identities
Unit 2	Golden Ages	Change in the 20th Century	Ancient Societies	Styles of Leadership	Representation & Perspectives
Unit 3	Conflict	Modern Nations	People, Power & Authority	Leadership in context	Ways of Knowing
Unit 4	Power	The Modern World since 1945	Reconstruct the Ancient World	Effective Leadership	Language & Wellbeing
Unit 5	A negotiated study unit is decided upon by a class, group(s) or individual student in consultation with the teacher and with the Principal's approval. The program of learning for a negotiated study unit must meet all the content descriptions as appears in the unit.				

Proposed courses to be written under the Humanities & Social Sciences Framework

Course	Futures	Digital Citizenship	Humanities Methods	Humanities & Social Sciences
Classification	A/T/M	A/T/M	A/T/M	A/T/M
Course Rationale	<p>The world is facing many challenges. To arrive at solutions and to predict the challenges of the future requires different thinking and different ways of interacting.</p> <p>Students need to think about the future and have skills that will enable them to address multi-faceted issues and to continue to work towards a sustainable and equitable world.</p> <p>Interdisciplinary studies, such as this one, build skills and develop attributes such as critical thinking, flexibility, awareness of perspective, tolerance of difference and uncertainty and risk taking.</p> <p>Consideration of ethics, civic responsibility and global citizenship encourages problem solving and optimistic outlook on the future.</p>	<p>The Digital Citizenship course enables students to explore the role that the digital environment plays in society. They explore the political, economic and cultural factors that influence the development and spread of the Internet.</p> <p>Students critically examine how digital technology has reshaped the modern world and are challenged to explore possible future developments.</p> <p>This interdisciplinary course draws upon skills and knowledge from across the Humanities. Students critically analysis the effects of digital media and the Internet on their lives, and are empowered to use IT more effectively and ethically.</p>	<p>In the Humanities Methods course, students learn and apply methods of research in the Humanities. They explore the underlying principles of empirical research and data analysis, and gain an understanding of the practical aspects of conducting research.</p> <p>This course draws upon skills and knowledge from across the Humanities, and from other disciplines as well.</p> <p>Humanities Methods empowers students to make evidence based decisions to face challenges encountered in the modern world.</p>	<p>A course that makes provision to draw units from courses written under the Humanities & Social Sciences Framework.</p>
Unit 1	Future Scenarios	History of the Internet	Understanding Research Method	
Unit 2	New World Order	Experience of the Internet	Ethical Research and Practices	
Unit 3	Technology today & tomorrow	Business of the Internet	Qualitative Methods	
Unit 4	A changed World	Politics of the Internet	Quantitative Methods	
Unit 5	A negotiated study unit is decided upon by a class, group(s) or individual student in consultation with the teacher and with the Principal's approval. The program of learning for a negotiated study unit must meet all the content descriptions as appears in the unit.			

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