

New South Wales

Investigation: What do we mean by democracy?

Upper Primary	Lower Secondary	Middle Secondary	Upper Secondary
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Stage 3

Human Society & Its Environment K–6 Syllabus

Strand: Time and Change

- CCS3.2 – Explains the development of the principles of Australian democracy

Strand: Social Systems and Structures

- SSS3.8 – Explains the structures, roles, responsibilities and decision-making processes of State and federal governments and explains why Australians value fairness and socially just principles

History Years 7–10 Syllabus

Students in Stage 4 have the opportunities to develop knowledge and understanding of:

- different experiences of being a citizen and forms of government in civilisations of the past

Students learn about:	Students learn to:
<ul style="list-style-type: none">• Ancient societies<ul style="list-style-type: none">– civics and citizenship in the society or period	<ul style="list-style-type: none">• describe the ways in which the people of the society or period were governed

Investigation: Can we all make the decisions?

Upper Primary	Lower Secondary	Middle Secondary	Upper Secondary
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Stage 3

Human Society & Its Environment K–6 Syllabus

Strand: Time and Change

- CCS3.2 – Explains the development of the principles of Australian democracy

Strand: Social Systems and Structures

- SSS3.8 – Explains the structures, roles, responsibilities and decision-making processes of State and federal governments, and explains why Australians value fairness and socially just principles

History Years 7–10 Syllabus

Students in Stage 4 have the opportunities to develop knowledge and understanding of:

- different experiences of being a citizen and forms of government in civilisations of the past

Students learn about:	Students learn to:
<ul style="list-style-type: none">• Ancient societies<ul style="list-style-type: none">– civics and citizenship in the society or period	<ul style="list-style-type: none">• describe the ways in which the people of the society or period were governed

Investigation: How do you have your say?

Upper Primary	Lower Secondary	Middle Secondary	Upper Secondary
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Stage 3

Human Society & Its Environment K–6 Syllabus

Strand: Time and Change

- CCS3.2 – Explains the development of the principles of Australian democracy

Strand: Social Systems and Structures

- SSS3.8 – Explains the structures, roles, responsibilities and decision-making processes of State and federal governments and explains why Australians value fairness and socially just principles

Stage 4

Note: Corresponding curriculum content in NSW syllabuses to the issues and ideas of this Investigation is contained in the *HSIE K–10 Syllabus* and in the Stage 5 *Commerce* and *History Years 7–10* syllabuses as set out below.

Stage 5

Commerce Years 7–10 Syllabus

Core Part 2.1 Law and Society

Focus: Students develop an understanding of how laws affect individuals and groups and regulate society

Outcomes: 5.3, 5.7, 5.8	
Students learn about:	Students learn to:
Areas of law <ul style="list-style-type: none">• how laws are made<ul style="list-style-type: none">- constitutions	<ul style="list-style-type: none">• distinguish between the role of the federal and State constitutions in guiding law-making

Option 6 Political Involvement

Focus: Students develop an understanding of how political processes operate at various levels and how they can be involved in these processes to achieve desired outcomes

Outcomes: 5.2, 5.3, 5.4, 5.5, 5.7, 5.8	
Students learn about:	Students learn to:
Structure of government <ul style="list-style-type: none">• federal, State and local• levels of government responsibility Political action <ul style="list-style-type: none">• issues that concern the community	<ul style="list-style-type: none">• describe the roles and responsibilities of the various levels of government• identify key issues at different levels of government that affect the lives of individuals, young people and groups

Participation in the democratic process <ul style="list-style-type: none"> • methods of voting <ul style="list-style-type: none"> - first past the post - preferential - optional preferential - proportional • rights and responsibilities of individuals and groups in the democratic process • how to take action on political issues 	<ul style="list-style-type: none"> • investigate how an election is conducted • outline the range of voting methods • design an appropriate action plan to influence the decision-making process for an important community issue • research and report on methods of political action taken by individuals and groups
Current issues <ul style="list-style-type: none"> • current issues involving the political process 	<ul style="list-style-type: none"> • identify, monitor and report on a current issue relating to the political process

History Years 7–10 Syllabus

Students have the opportunities to develop knowledge and understanding of:

- different experiences of being a citizen and forms of government in civilisations of the past
 - key features of the Constitution
 - examples of constitutional change since Federation

Topic 1 Australia to 1914

Outcome: 5.1, 5.3	
Students learn about:	Students learn to:
<ul style="list-style-type: none"> • the Australian Constitution 	<ul style="list-style-type: none"> • describe the main features of the Australian Constitution

Investigation: How are we represented?

Upper Primary	Lower Secondary	Middle Secondary	Upper Secondary
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Stages 4–5

Commerce Years 7–10 Syllabus

Core Part 2.1 Law and Society

Focus: Students develop an understanding of how laws affect individuals and groups and regulate society

Outcomes: 5.3, 5.7, 5.8	
Students learn about:	Students learn to:
<p>The legal framework</p> <ul style="list-style-type: none"> • reasons for laws <p>Areas of law</p> <ul style="list-style-type: none"> • how laws are made <ul style="list-style-type: none"> - constitutions • how laws are changed 	<ul style="list-style-type: none"> • explain the need for laws in society • examine the rules and regulations applied in schools and explain the similarities and differences with established laws in society • distinguish between the role of the federal and State constitutions in guiding law-making • examine the political process leading to legislative change

Stage 5

History Years 7–10 Syllabus

Students have the opportunities to develop knowledge and understanding of:

- different experiences of being a citizen and forms of government in civilisations of the past
 - Federation in 1901
 - key features of the Constitution
 - examples of constitutional change since Federation

Topic 1 Australia to 1914

Outcome: 5.1, 5.3	
Students learn about:	Students learn to:
<ul style="list-style-type: none"> • The reasons for Federation • the Australian Constitution 	<ul style="list-style-type: none"> • describe the main features of the Australian Constitution

Topic 6 Changing rights and freedoms

Outcomes: 5.1, 5.3	
Students learn about:	Students learn to:
<p>Events/issues</p> <ul style="list-style-type: none">• the role of the following in the struggle of Aboriginal peoples for rights and freedoms:<ul style="list-style-type: none">- 1967 referendum	<ul style="list-style-type: none">• outline the important developments in a key event/issue relating to the chosen study• explain the significance of the event/issue for the changing rights and freedoms of the chosen study

Investigation: How and why do Australians vote?

Upper Primary	Lower Secondary	Middle Secondary	Upper Secondary
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Stage 4

Note: Corresponding curriculum content in NSW syllabuses to the issues and ideas of this unit is contained in the *HSIE K–10 Syllabus* and in the Stage 5 *Commerce Years 7–10 Syllabus* as set out below.

Stage 5

Commerce Years 7–10 Syllabus

Option 6 Political Involvement

Focus: Students develop an understanding of how political processes operate at various levels and how they can be involved in these processes to achieve desired outcomes

Outcomes: 5.2	
Students learn about:	Students learn to:
<p>Participation in the democratic process</p> <ul style="list-style-type: none">• right to vote• methods of voting<ul style="list-style-type: none">– first past the post– preferential– optional preferential– proportional• rights and responsibilities of individuals and groups in the democratic process	<ul style="list-style-type: none">• identify which individuals have the right to vote• investigate how an election is conducted• outline the range of voting methods • design an appropriate action plan to influence the decision-making process for an important community issue

Investigation: How do electorates change over time?

Upper Primary	Lower Secondary	Middle Secondary	Upper Secondary
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Stage 4

Note: Corresponding curriculum content in NSW syllabuses to the issues and ideas of this unit is contained in the *HSIE K–10 Syllabus* and in the Stage 5 *Geography Years 7–10 Syllabus* as set out below.

Stage 5

Geography Years 7–10 Syllabus

Focus Areas 5A2 Changing Australian Communities

Focus: Ways in which communities in Australia are responding to change

Outcome: 5.10	
Students learn about:	Students learn to:
<p>Factors causing change in Australian communities</p> <ul style="list-style-type: none">• factors causing change including an overview of:<ul style="list-style-type: none">– demographic change <p>At least ONE Australian community</p> <ul style="list-style-type: none">• individuals, groups and levels of government involved in the process of change	<ul style="list-style-type: none">• describe the features causing change in Australian communities• analyse the strategies and actions of individuals, groups and different levels of government in responding to change

Investigation: How did Indigenous Australians achieve civic rights?

Upper Primary	Lower Secondary	Middle Secondary	Upper Secondary
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Stage 5

History Years 7–10 Syllabus

[Students] have the opportunities to develop knowledge and understanding of:

- different experiences of being a citizen and forms of government in civilisations of the past
 - key features of the Constitution
 - examples of constitutional change since Federation
 - the changing rights and freedoms of various groups
 - events and issues of political significance and their impact on the changing nature of civil society

Topic 1 Australia to 1914

Outcome: 5.1, 5.3	
Students learn about:	Students learn to:
<ul style="list-style-type: none">• voting rights of different groups in Australia at Federation	<ul style="list-style-type: none">• identify the voting rights of Aboriginal peoples at Federation

Topic 3 Australia between the Wars

Outcomes: 5.1, 5.4	
Students learn about:	Students learn to:
1930s <ul style="list-style-type: none">• stolen children	<ul style="list-style-type: none">• describe the experiences of the chosen group/s

Topic 6 Changing Rights and Freedoms

Outcomes: 5.1, 5.3	
Students learn about:	Students learn to:
Change over time <ul style="list-style-type: none">• changing government policies towards Aboriginal peoples over time including:<ul style="list-style-type: none">– self-determination Group <ul style="list-style-type: none">• the varying experiences of:<ul style="list-style-type: none">– the stolen generations	<ul style="list-style-type: none">• account for continuity and/or change over time in the relevant study• examine the experiences of the chosen group/s using a range of sources

<p>Events/issues</p> <ul style="list-style-type: none"> the role of the following in the struggle of Aboriginal peoples for rights and freedoms: <ul style="list-style-type: none"> 1967 Referendum 	<ul style="list-style-type: none"> outline the important developments in a key event/issue relating to the chosen study explain the significance of the event/issue for the changing rights and freedoms of the chosen study
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Topic 7 People Power and Politics in the Post-war Period

Outcomes: 5.3	
Students learn about:	Students learn to:
<p>Section B: People Power</p> <ul style="list-style-type: none"> Events/Issues <ul style="list-style-type: none"> Freedom Rides Individuals <ul style="list-style-type: none"> Charles Perkins 	<ul style="list-style-type: none"> assess the significance of the chosen study for Australia in the post-war period examine the role of the significant individual in the chosen study

Life Skills

Topic 4 Significant People, Issues and Events from 1900 to 1945

Outcomes: LS.6, LS.8, LS.9	
Students learn about:	Students learn to:
<ul style="list-style-type: none"> voting rights of different groups of Australians at the beginning of the 20th century 	<ul style="list-style-type: none"> identify people who had no voting rights in 1900, eg some Aboriginal peoples, some women explore how voting rights were achieved for all Australians, eg suffragette movement

Topic 5 Significant People, Issues and Events from 1946 to 2000

Outcomes: LS.8	
Students learn about:	Students learn to:
<ul style="list-style-type: none"> changing rights and freedoms 	<ul style="list-style-type: none"> investigate the processes that led to greater rights and freedoms for Aboriginal peoples in the post-war period

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

Upper Primary	Lower Secondary	Middle Secondary	Upper Secondary
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Stage 5

History Years 7–10 Syllabus

Students have the opportunities to develop knowledge and understanding of:

- different experiences of being a citizen and forms of government in civilisations of the past
 - the changing rights and freedoms of various groups
 - events and issues of political significance and their impact on the changing nature of civil society

Students learn about:	Students learn to:
<ul style="list-style-type: none"> • South-East Asia <ul style="list-style-type: none"> – the nature of colonisation – the consequences of colonisation – the experiences of colonisation 	<ul style="list-style-type: none"> • define the concept of colonisation • explain how and why colonisation occurred • explain the results of colonisation for indigenous and non-indigenous peoples

Topic 7 People Power and Politics in the Post-war Period

Outcomes: 5.3	
Students learn about:	Students learn to:
Section A: Australia as a Global Citizen <ul style="list-style-type: none"> • Australia's role in the following: <ul style="list-style-type: none"> – United Nations 	<ul style="list-style-type: none"> • outline key developments in Australia's role within the UN in the post-war period • assess an achievement of Australia in its role within the UN

Life Skills

Topic 5 Significant People, Issues and Events from 1946 to 2000

Outcomes: LS.7	
Students learn about:	Students learn to:
<ul style="list-style-type: none"> • Australia's relationship with other countries 	<ul style="list-style-type: none"> • recognise and explore Australia's changing relationship with other countries since World War II, eg South-East Asia