Asia Scope and Sequence for Studies of Society and Environment

Engaging young Australians with Asia
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The Asia Scope and Sequence for Studies of Society and Environment is based on State and Territory Studies of Society and Environment curriculums and syllabuses, as well as on the national Statements of Learning for Civics and Citizenship (MCEETYA, 2006).
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1 Engaging young Australians with Asia through the Studies of Society and Environment curriculum

1.1 Rationale

The Australian Government, through funding of the Asia Education Foundation (AEF) and in partnerships with education jurisdictions in each State and Territory, has been actively pursuing a studies of Asia agenda since 1992. During this period a number of policy, curriculum and pedagogy initiatives have been undertaken.

The growing significance of Asia for Australia provided the economic, strategic and cultural context for the endorsement of the National Statement for Engaging Young Australians with Asia in Australian Schools by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) in 2005. All education systems agreed through that document that the goal of Asia engagement is best met through the systematic, school-wide inclusion of studies of Asia and Australia within the mainstream curriculum across learning areas and year levels.

The AEF is supporting State and Territory education jurisdictions and schools to develop scope and sequence courses of study, K–10, across four learning areas: English, Studies of Society and Environment (SOSE), the Arts and Languages. The aim is to identify opportunities for teachers to introduce a focus on or strengthen engagement with Asia, rather than having to add new content or approaches.

The purpose of the Asia Scope and Sequence for Studies of Society and Environment is to:

- articulate key curriculum concepts and content across the compulsory years of schooling (to Year 10);
- provide advice and support to teachers of Studies of Society and Environment in order to facilitate their efforts to engage young Australians with Asia;
- point teachers to existing exemplary resources that allow students to engage with Asia in the Studies of Society and Environment classroom; and
- become the basis of an online schema linking to a repository of curriculum materials that will be extended over time, and that is freely available and accessible to teachers in Australian schools.

1.2 Studies of Society and Environment curriculums in Australia

The Asia Scope and Sequence for Studies of Society and Environment is based on State and Territory Studies of Society and Environment curriculums and syllabuses, as well as on the national Statements of Learning for Civics and Citizenship (MCEETYA, 2006). The content of Studies of Society and Environment* key learning area curriculums and syllabuses across Australia is, to a large extent, based on the concepts and methodologies appropriate to the academic disciplines that underpin the learning area (History, Geography, Political Science, Economics, Sociology, Anthropology). Each of the Australian States and Territories has developed particular perspectives on the ways in which these disciplines may be integrated within the Studies of Society and Environment learning area, and the extent to which they are regarded as ‘stand-alone’ disciplines within a Studies of Society and Environment framework. While there are elements of consistency of content between many of the State and Territory curriculum documents, there is no formal national consistency on each of the strands that have been listed in this Scope and Sequence. The strands that have been selected are those that represent the ‘best fit’ with the majority of Studies of Society and Environment curriculums and syllabuses throughout Australia.
In addition to State and Territory Studies of Society and Environment curriculum documents, the development of this Scope and Sequence has relied on the examples of content and perspectives provided in the national Statements of Learning for Civics and Citizenship and the associated Professional Elaborations. The national Statements of Learning for Civics and Citizenship describe a range of reasonable, appropriate and challenging learning experiences to assist students to become informed, competent and engaged citizens within Australia’s democracy. They identify some elements common to all curriculum policies for Civics and Citizenship across Australia that will provide a basis for education systems to develop greater consistency. The Statements of Learning will be implemented across all States and Territories by the beginning of 2008. They focus on presenting students with opportunities to learn key concepts and processes associated with civics and citizenship and to explore the role and influence of the media and information and communication technologies in influencing public debate and citizen engagement.

The national Statements of Learning for Civics and Citizenship have been organised around three themes:

- Government and Law includes institutions and the structure of government, values and practices regarding justice and decision-making and concepts of power and leadership;
- Citizenship in a Democracy includes knowledge, skills and values associated with rights and responsibilities, as well as ways in which people can participate in a democracy and be engaged with people in other places in local, national and global contexts; and
- Historical Perspectives includes perspectives on the past, changes in identity and cultural diversity and in political and civil rights over time.

Throughout the Asia Scope and Sequence for SOSE it is assumed that students will be provided with opportunities to use investigative approaches to understand key concepts, employ a range of perspectives on significant events and issues, and make informed and reasonable judgements about the ways in which they may become more engaged with Asia as a result of their learning. Core values such as commitment to democratic processes, social justice and ecological sustainability are explored throughout the text.

The Asia Scope and Sequence for SOSE has been developed to align with the learning outcomes described in the National Statement for Engaging Young Australians with Asia in Australian Schools. It will assist students to:

- understand the diversity of landscapes, systems and cultures in Asia;
- recognise the contribution of the people of Asia to Australian life in the past and the present;
- understand the interconnections between people, cultures and systems in the Asian region;
- understand key events, issues, ideas and beliefs and values of Asian countries that have had an effect on other cultures;
- critically analyse representations of Asian peoples and nations;
- understand particular episodes in the history of the Asian region that have made significant contributions to world development, knowledge and ethics;
- become involved in and, where possible, experience Asian cultures;
- analyse events or issues in Asia that have current interest or relevance and critically explore perspectives from which these events or issues are being reported;
- understand the importance of and the individual and collective responsibilities associated with global citizenship;
use information and communication technologies in developing deeper understandings about Asia; and

• develop shared understandings and exercise judgement and responsibility in matters of morality, ethics and social justice.

*Studies of Society and Environment (SOSE) is the term used in this document for the learning area. The writers acknowledge that some States and Territories use different nomenclature, eg Society and Environment (S&E) in Western Australia and South Australia; Humanities (P–3) in Victoria; and History, Geography, Economics (7–10) in Victoria and New South Wales; and Human Society and its Environment (HSIE) (K–6) in New South Wales. Henceforth, in this document, the title of the document will be abbreviated to Asia Scope and Sequence for SOSE.

1.3 Why young Australians need to engage with Asia

Today, 23 per cent of Australians were born overseas, with about 5 per cent of these born in Asia. Some 800,000 Australians speak an Asian language at home and our schools include teachers, students and parents from Asian backgrounds.

To nourish community harmony while maximising the benefits and opportunities to be derived from cultural diversity, schools must assist young people to:

• understand and appreciate the diversity of Asia’s peoples, environments, cultures, belief systems and societies;
• develop and communicate informed attitudes, values and behaviour towards Asian people, events, issues and lifestyles;
• know about contemporary and traditional Asia;
• make connections between Australia and Asia; and
• develop and practise intercultural sensitivity in their interactions with the peoples of Asia, both within and outside Australia.

All learners have a culture, and intercultural learning starts with the realisation that one’s own viewpoint is culturally determined. Learning about the peoples and cultures of Asia involves examining how those cultures are constructed and enacted over time, and the study of Society and Environment is central to this process. Learning about culture also depends on an interaction between known cultures and new cultures. Ultimately, it involves reconsidering who we are, and reflecting on the self, the other and one’s reactions to both.

In Australian schools, studies of Asia are likely to cover the subregions of:

• North-east Asia including China, Japan, North Korea, South Korea and Taiwan;
• South-east Asia including Indonesia, Myanmar (Burma), Thailand, Malaysia, Brunei, Singapore, Vietnam, Laos, Timor-Leste, the Philippines and Cambodia; and
• South Asia including India, Pakistan, Nepal, Bhutan, Bangladesh, Sri Lanka and the Maldives.

Some schools also extend the definition of Asia to the Asia-Pacific region.

The Asia Scope and Sequence for SOSE uses the term ‘peoples and cultures of Asia’ to encompass not only the diversity of the Asian region, but also the diversity of people of Asian backgrounds living in Australia. References to specific countries, cultures or issues are used only as examples, any of which can be adapted to reflect the needs of individual programmes.
1.4 Curriculum resources

The Asia Scope and Sequence for SOSE uses curriculum resources from Asia and Australia. Different types of resources may be used to assist students to appreciate and critique a range of perspectives, bias and stereotypes when investigating an area of content. Some examples of resources include:

- **Primary source materials** that provide individual or collective perspectives of an event, issue, place or person. They include, for example, sources that are representative of a particular time such as letters, photographs, journal entries, visual art, realia, maps, autobiographies, some newspaper reports, government publications and documentation, oral histories and political cartoons. Graphs and statistical information may also be regarded as primary sources.

- **Secondary source materials** that represent an interpretation of an event, issue, place or person based on evidence provided from a collection of primary and other sources. They include, for example, academic writing, history texts, school texts, some newspaper reports and interpretations of documents provided by government, non-government, individual and business sources.

These categories are not definitive and are used for convenience to avoid the need to constantly list all the types of texts to which teachers may refer. A resource may include elements of texts in other categories. All categories include both print and electronic resources; resources can be found, for example, in books, films, television programmes, CD-ROMs and websites.

It is important to note that the types of resources included in these categories may be similar to those found in Asian cultures, but that there may also be others in those cultures that differ from or are a variant of those listed.
2.1 Aspects

Four ‘aspects’ – Time, Continuity and Change; Place and Space; Systems, Resources and Power; and Culture – have been selected to underpin and structure the Asia Scope and Sequence for SOSE.

To assist teachers with planning, these aspects approximate the scope of the concepts, content and perspectives found in the following State and Territory Studies of Society and Environment curriculums and syllabuses:

- **Time, Continuity & Change**: Change and Continuity (NSW); Time, Continuity and Change (NT, Qld, SA and WA); Social Responsibility (Tas); History (Vic).
- **Place and Space**: Environments (NSW); Place, Landforms and Features (NT); Place and Space (Qld, WA); Place, Space and Environment (SA); Geography (Vic).
- **Systems, Resources and Power**: Social Systems and Structures (NSW); Environmental Awareness and Care, Natural Systems (NT); Systems, Resources and Power (Qld); Social Systems (SA); World Futures (Tas); Geography, Economics, Civics and Citizenship (Vic); Natural and Social Systems, Resources (WA).
- **Culture**: Cultures (NSW); Values, Beliefs and Cultural Diversity (NT); Culture and Identity (Qld); Societies and Cultures (SA); Personal Futures, Social Responsibility (Tas); Humanities, History, Civics and Citizenship (Vic); Culture (WA).

The Asia Scope and Sequence for SOSE is designed to be used in conjunction with local curriculum documents.

2.1.1 Time, Continuity and Change

Time, Continuity and Change provides opportunities for students to understand and value specific aspects of the past in order to develop the critical thinking skills required to engage with Asia now and in the future. Concepts of time, continuity, change, causation and heritage are used to interpret and explain significant events, issues and patterns of change in Asia and Australia and to investigate the roles, intentions and motives of people and groups.

Students will develop and apply explicit knowledge of significant individuals, ideas and events in Asia from ancient to modern times. They will also become aware of Australia and the world’s engagement with the peoples of Asia over time and the contributions of people from Asia to Australian society.

Students will develop skills in acquiring information (locating, accessing, manipulating, selecting) and in research and critical inquiry (identifying issues and problems, identifying the origins of sources, identifying values and the beliefs that underpin them).

Students will develop understandings that enable them to analyse and reflect on how people’s actions and values are shaped by their understanding and interpretation of the past and will be encouraged to participate in actions that demonstrate and extend their learning.

2.1.2 Place and Space

Place and Space provides students with opportunities to explore key geographic concepts and skills as they apply in different contexts in Asia and in Australia. Students will develop understandings about natural and built environments and the natural or human processes that have contributed to the development of those environments. Students will explore the relationship between people and places, including ways in which humans have adapted to or used the environment and ways in which people care for places. Place and Space develops students’ understandings of the concepts of place, space, location, association, distribution, interrelationship and environmental sustainability.
Students will develop skills in creating and interpreting maps, graphs, statistical data, photographs, satellite images and electronic forms of information. They will apply investigative approaches to deepen their understandings.

Students will develop an appreciation of the intrinsic value of places, analyse and evaluate strategies to care for and manage places, and consider how alternative approaches may contribute to a more environmentally sustainable future.

Opportunities for students to participate in a range of actions in local and international contexts that arise as a result of their learning in Place and Space are featured throughout.

2.1.3 Systems, Resources and Power

Systems, Resources and Power integrates understandings and perspectives associated with economics, government and civics and citizenship. Students will develop understandings about systems that operate in the natural and social worlds by exploring concepts of needs, wants, supply, production, distribution, power and decision-making. By exploring the elements of systems and cycles, students will deepen their understanding of the interdependent nature of social and natural systems. Students will develop skills associated with undertaking research, including developing questions, accessing and interpreting relevant sources and drawing conclusions about their findings. They will employ a variety of means to demonstrate their understanding about systems and cycles in local contexts and in contexts from Asia.

Students will analyse and evaluate their understandings of systems and processes, and will be invited to engage in social action in response to their learning, in ways that are appropriate and relevant to their particular contexts. They will be encouraged to consider how groups reach consensus about appropriate actions and be provided with opportunities to reflect on the process and outcomes of the actions taken.

2.1.4 Culture

Culture focuses on cultural diversity and change, perceptions influenced by cultural backgrounds, the construction of identities and a sense of belonging through membership of various groups. Students will explore the beliefs, values, customs and practices of diverse societies and cultures in Asia, as well as the interactions of Australians with these societies and cultures, both in Asia and in Australia, in order to develop intercultural understandings.

Students will develop and apply specific knowledge of how culture in the countries of Asia is transmitted by the shared understandings and practices of various groups based on ancestry, language, belief systems, education, moral and ethical codes, the arts, symbolism, customs and rituals.

Students will develop understandings that the cultures of Asia and of Australia are dynamic and change over time, and that people are constantly remaking cultures as forms of expression and meaning. This will enable students to more effectively understand their own and others’ changing cultures.

Students will develop skills in investigating, reasoning, participating and communicating using a range of primary and secondary sources including texts, artefacts, photographs, interviews and electronic media in order to develop intercultural understandings. Opportunities for students to apply their understandings to ‘real world’ contexts by participating in relevant actions in a wider context (local, national or global) are featured throughout.
2.2 Reading the Scope and Sequence

The *Asia Scope and Sequence for SOSE* describes a developmental continuum (the ‘sequence’) through four stages of schooling and at two levels of detail. The ‘scope’ of this document refers to the advice provided about the range of countries and diversity of themes and topics that connect learnings about Asia and Australia and can be taught within a Studies of Society and Environment programme.

<table>
<thead>
<tr>
<th>Lower Primary (to the end of Year 3)</th>
<th>Upper Primary</th>
<th>Lower Secondary</th>
<th>Middle Secondary (to the end of Year 10)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview</td>
<td>Professional Elaboration</td>
<td>Overview</td>
<td>Professional Elaboration</td>
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<tr>
<td>Overview</td>
<td>Professional Elaboration</td>
<td>Overview</td>
<td>Professional Elaboration</td>
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</tbody>
</table>

The Overviews by stage of schooling provide a high-level picture of development, while the Professional Elaborations develop these into detailed advice linked to exemplary resources for engaging young Australians with Asia through the Studies of Society and Environment curriculum.

The opportunities to learn described in the Overviews and Professional Elaborations are intended to be reasonable, challenging and appropriate. They represent what students can attain by the end of the stage rather than at its beginning.

The Overviews by stage of schooling and the Professional Elaborations should be read together, with the Professional Elaborations expanding on and providing more specific detail to clarify the intent of the Overviews. Each Overview and Elaboration subsumes the knowledge, skills, understanding and capacities of those that precede it.

2.2.1 Selecting content

The Professional Elaborations in this document provide the connections between opportunities to learn and appropriate resources. They have been designed to illustrate the diversity of Asia rather than provide an in-depth focus on one particular country. In selecting content, curriculum designers in schools need to strike a balance between in-depth studies of selected countries and broader, more general studies that explore themes, topics or issues. Auditing the primary or secondary curriculum at the school level is important. An audit will provide data about the school’s capacity to deliver both in-depth, sustained and sequentially developed understandings of some countries in Asia as well as an infusion of content in specific units that delivers understandings of diversity or of key events or themes relevant to local curriculum.

2.2.2 Resources

The exemplary print and electronic resources listed in the Elaborations and the References are intended as suggestions only. The lists are not exhaustive and draw primarily on Access Asia resources. In many cases the suggested resources are suitable as stimulus material to support engagement with Asia; in other cases, a resource identifies full lesson plans and units of work that are appropriate for exploring the concepts and ideas outlined.

Appropriate web resources can be found at the AEF website ([http://www.asiaeducation.edu.au](http://www.asiaeducation.edu.au)). This resource has not been listed or repeated in each section, but should be explored before planning lessons.
2.3 Overviews by stage of schooling

2.3.1 Lower and Upper Primary

These Overviews have been developed for primary teachers. They summarise the more detailed content of the Professional Elaborations, which describe in detail the knowledge, skills, understandings and capacities that students in Australia should have the opportunity to learn in the Studies of Society and Environment learning area. Overview statements that are shaded are derived from the national *Statements of Learning for Civics and Citizenship*.

<table>
<thead>
<tr>
<th>Time, Continuity and Change</th>
<th>Place and Space</th>
<th>Systems, Resources and Power</th>
<th>Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lower Primary</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students develop skills in locating and evaluating information about people, events and ideas in the past and engage with concepts of time, continuity and change and interpretations and perspectives from a variety of sources. They:</td>
<td>Students develop skills in locating and interpreting a range of pictorial and other sources about natural and built places, the interaction between people and places and how to care for places. They:</td>
<td>Students develop skills in locating and evaluating information about decision-making and power, elements of systems and flows of production from a variety of sources. They:</td>
<td>Students develop skills in locating and evaluating information about cultural practices, cultural identity, and cohesion and diversity from a variety of sources. They:</td>
</tr>
<tr>
<td>- identify some factors that have shaped the lives of individuals and communities in a country in Asia and in Australia</td>
<td>- recognise features of natural and built environments in a country in Asia and in Australia</td>
<td>- recognise how and why rules are made in familiar contexts in Australia and in countries in Asia</td>
<td>- understand that peoples in Asia and Australia belong to cultural groups that have particular forms of cultural expression</td>
</tr>
<tr>
<td>- recognise that some aspects of people’s lives change and some stay the same when exploring the lives of individuals and groups in Australia and Asia</td>
<td>- understand how people in a country in Asia and in Australia use the local environment to satisfy their needs for food, water, work or services</td>
<td>- investigate how people in Australia and some countries in Asia may have similar or different understandings about people’s rights and responsibilities</td>
<td>- identify similarities and differences in the cultural expression of groups and communities in Asia and Australia</td>
</tr>
<tr>
<td>- explore how the life stories of people from Asia and Australia shape how they view the past.</td>
<td>- recognise how communities in Asia and in Australia may care for places.</td>
<td>- understand that some services are provided by governments or community groups in countries in Asia and in Australia.</td>
<td>- explore how in Australia and in countries in Asia there may be different viewpoints, ways of living, languages and belief systems.</td>
</tr>
<tr>
<td>Time, Continuity and Change</td>
<td>Place and Space</td>
<td>Systems, Resources and Power</td>
<td>Culture</td>
</tr>
<tr>
<td>-----------------------------</td>
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</tr>
<tr>
<td>Upper Primary</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students locate information about people, events and ideas in the past, and engage with concepts of time and change and interpretations and perspectives from a variety of sources. They:</td>
<td>Students locate and interpret a range of visual and written representations of natural and built environments, interdependence between people and places and environmental sustainability. They:</td>
<td>Students locate and interpret information about systems, sources of power and authority from a variety of primary and secondary sources. They:</td>
<td>Students locate information about cultural practices, cultural identity, and cohesion and diversity from a variety of primary and secondary sources. They:</td>
</tr>
<tr>
<td>- recognise that there is a sequence and order to significant events, people’s lives and ideas and that these can be related to particular contexts</td>
<td>- investigate significant physical features in Asia and Australia and reflect on the similarities and differences in environments within and between countries</td>
<td>- understand how beliefs and values can influence government and the law in a country in Asia</td>
<td>- recognise that beliefs, values and traditions of groups in and from Asia influence the nature of their cultures</td>
</tr>
<tr>
<td>- understand that change and continuity in the lives of people living in, and from Asia, reflect the beliefs of individuals and groups</td>
<td>- investigate immediate geographic, social and economic connections between Asia and Australia</td>
<td>- understand that there may be a variety of rights and responsibilities associated with citizenship in a country in Asia and citizenship in Australia</td>
<td>- understand that while communities in and from Asia have social organisations reflecting particular beliefs, that these can be subject to change</td>
</tr>
<tr>
<td>- explore how people’s experiences, beliefs and heritages may lead to differing perspectives about past or current events involving Asia and Australia.</td>
<td>- understand that people in the countries of Asia and in Australia may have different views about which places or living things should be cared for and managed.</td>
<td>- understand the level and nature of interactions between countries of Asia and Australia in the supply of goods or services.</td>
<td>- investigate how cultural groups in Asia and Australia exert an influence on individual and group identity.</td>
</tr>
</tbody>
</table>
2.3.2 Lower and Middle Secondary

These Overviews have been developed for secondary teachers. They summarise the more detailed content of the Professional Elaborations, which describes the knowledge, skills, understandings and capacities that students in Australia should have the opportunity to learn in the Studies of Society and Environment learning area. Overview statements that are shaded are derived from the national Statements of Learning for Civics and Citizenship.

<table>
<thead>
<tr>
<th>Time, Continuity and Change</th>
<th>Place and Space</th>
<th>Systems, Resources and Power</th>
<th>Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students develop skills in the use of historical and contemporary sources to explore past people, ideas and events, concepts of time and change and interpretations and perspectives. They:</td>
<td>Students develop skills in creating and interpreting maps and other representations of data to explore changes in land use, interactions between people and places and environmental management. They:</td>
<td>Students develop skills in locating and interpreting a variety of contemporary and traditional primary and secondary sources to explore expressions of governance, interdependence, rights, responsibilities, power and influence. They:</td>
<td>Students develop skills in and understanding of the use of historical and contemporary sources to explore cultural practices, cultural identity, and cohesion and diversity. They:</td>
</tr>
<tr>
<td>- understand some of the significant ideas, peoples and movements that have shaped past and present societies in the Asia-Pacific region</td>
<td>- describe and explain how increased urbanisation and changes in technology have affected the way people use the land in urban and rural areas in Asia</td>
<td>- understand the key principles and features of Australia’s democratic system of government and law and compare these with principles and features of systems of government and law in a country in Asia</td>
<td>- recognise how the cultural beliefs and traditions of people in Australia and Asia can change over time</td>
</tr>
<tr>
<td>- explore how people have responded to change in Asia and examine the evolving nature of Australia’s response to its region</td>
<td>- understand how natural and human factors have contributed to major environmental challenges in some countries in Asia and consider the responsibilities associated with the management of these challenges</td>
<td>- identify the ways in which Australians are environmentally and economically connected to other peoples and governments in the Asia-Pacific region</td>
<td>- compare how cultural groups in Australia and Asia modify their belief systems and social organisation in order to adapt to changing contexts</td>
</tr>
<tr>
<td>- examine how differences in people’s beliefs and values contribute to how they interpret issues and events in Asia and Australia.</td>
<td>- understand that there are different priorities and perspectives on the preservation of significant natural and built features in Asia.</td>
<td>- examine how effective leadership, good governance and collective action have contributed to the achievement of shared national visions in countries in Asia.</td>
<td>- investigate how gender, race and socioeconomic status can influence the personal, group and cultural identity of peoples in Australia and Asia.</td>
</tr>
<tr>
<td>Middle Secondary</td>
<td>Time, Continuity and Change</td>
<td>Place and Space</td>
<td>Systems, Resources and Power</td>
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</tr>
<tr>
<td>Students develop skills in the use and evaluation of sources, sequence events to show understanding of continuity, change and causation and appreciate varying historical perspectives and interpretations. They:</td>
<td>Students develop skills in interpreting and creating graphic and other representations of places and extend their understandings about people’s interactions with natural and built environments and sustainable practices. They:</td>
<td>Students develop skills to critically analyse a range of sources to explore dimensions of global citizenship, including opportunities to enact these in a variety of contexts. They:</td>
<td>Students develop skills in the use and evaluation of historical and contemporary sources and show empathic understanding of cultural practices, cultural identity and cohesion and diversity. They:</td>
</tr>
<tr>
<td>• recognise how people, ideas or events have contributed to the development of political and civil rights or national unity in Asia</td>
<td>• assess how substantial changes to natural environments in Asia have impacted on natural and built environments</td>
<td>• examine the influence of global events and issues on Australia’s relationship with countries in Asia</td>
<td>• understand that contemporary cultures in Asia reflect change and continuity in beliefs and traditions</td>
</tr>
<tr>
<td>• consider how change occurs in the countries of Asia and in Australia and the many forms it may take</td>
<td>• consider how increases in the frequency of social and economic exchanges between people in the Asian region have impacted on natural and built environments</td>
<td>• explore how opportunities for global citizenship can enable young Australians to engage with and contribute to environmental sustainability, social justice and democracy in Asia</td>
<td>• compare how contemporary cultures in Australia and Asia reflect the degree to which they have maintained cohesion and allowed diversity over time</td>
</tr>
<tr>
<td>• examine how, over time, changes occur in the interpretations and perspectives relating to Asia and Australia.</td>
<td>• understand the environmental costs and benefits of economic growth in countries of Asia.</td>
<td>• consider how young Australians can contribute to the ‘global good’ through economic engagement with people from Asia.</td>
<td>• evaluate the impact of government policies and legislation on national identity in Asia and Australia and the extent to which this has changed over time.</td>
</tr>
</tbody>
</table>
## 2.4 Professional Elaborations – Primary

### 2.4.1 Lower Primary

In the lower years of primary schooling, learning experiences about Asia should be designed to stimulate interest, awareness and psychological comfort with cultural contrasts and comparisons. The aim is that students will begin to understand and appreciate something about the diversity of Asia’s peoples, environments, cultures, religions and societies, both within and outside Australia. The examples have been chosen to illustrate a diversity of options rather than provide an in-depth focus on one or two countries or topics. Schools are encouraged to include both depth and breadth in selecting content about the Asian region.

Professional Elaborations that are shaded are derived from the national *Statements of Learning for Civics and Citizenship*.

<table>
<thead>
<tr>
<th>TIME, CONTINUITY AND CHANGE (Lower Primary)</th>
<th>Exemplary resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students develop skills in locating and evaluating information about people, events and ideas in the past and engage with concepts of time, continuity and change and interpretations and perspectives from a variety of sources.</td>
<td>National Museum of Australia website, <a href="#">Get Involved</a> allows students to ‘publish’ their family’s stories. Asia Counts (Primary) includes teaching activities about Keiko and Chong Ling’s daily lives. Asia:NZ Foundation website, <a href="#">Living in Our Family</a> has information and curriculum ideas about families from five countries in Asia. AEF website, the <a href="#">Talking Heads</a> project encourages students to engage in cross-generational and cross-cultural communication.</td>
</tr>
</tbody>
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<thead>
<tr>
<th><strong>Engaging with Asia through the Studies of Society and Environment curriculum</strong></th>
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</thead>
<tbody>
<tr>
<td>Students identify some factors that have shaped the lives of individuals and communities in a country in Asia and in Australia. They:</td>
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<tr>
<td>• identify connections with Asia when exploring their own and others’ family histories (eg travel, ancestry, friendships, wartime or aid involvement)</td>
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<tr>
<td>• identify similarities and differences between their life and the lives of their peers in a country in Asia (eg use chronology and sequencing to compare schooling, family life, rites of passage by constructing comparative time lines, posters, mind maps and flow charts)</td>
<td></td>
</tr>
<tr>
<td>• describe significant changes in their own family over generations and compare these with changes experienced by families in a country in Asia (eg explore change and continuity when examining family relationships, important events, past and present life stories).</td>
<td>National Museum of Australia website, <a href="#">Get Involved</a> allows students to ‘publish’ their family’s stories. Asia Counts (Primary) includes teaching activities about Keiko and Chong Ling’s daily lives. Asia:NZ Foundation website, <a href="#">Living in Our Family</a> has information and curriculum ideas about families from five countries in Asia. AEF website, the <a href="#">Talking Heads</a> project encourages students to engage in cross-generational and cross-cultural communication.</td>
</tr>
</tbody>
</table>

| Students recognise that some aspects of people’s lives change and some stay the same when exploring the lives of individuals and groups in Australia and Asia. They: | |
| • reflect on the lives, traditions, practices and beliefs of people in a country in Asia (eg how people value and celebrate different things, such as places of spiritual significance, religious epics, new year celebrations, rites of passage) | |
| • explore simple cause and effect relationships to understand change in a country in Asia (eg how technology can transform traditional practices such as communication, farming or transport) | |
| • examine aspects of migration to Australia of peoples from a country in Asia (eg using calendars and time lines, identify the main periods of migration). | The [Snapshots of Asia](#) series includes examples of customs and celebrations in Asia. [In Our Own Backyard](#) has a section exploring the entrepreneurial use of mobile phones. AEF website, [Go Indonesia](#) has student activities about the connections between the Maccassans and Australia (under ‘Sulawesi’). |
TIME, CONTINUITY AND CHANGE (Lower Primary)
Students develop skills in locating and evaluating information about people, events and ideas in the past and engage with concepts of time, continuity and change and interpretations and perspectives from a variety of sources.

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<tbody>
<tr>
<td>Students explore how the life stories of people from Asia and Australia shape how they view the past. They:</td>
<td><em>The Really Big Food Project</em> includes examples of how to investigate topics.</td>
</tr>
<tr>
<td>• identify, collect, organise and describe evidence to illustrate the heritage of Australians of Asian descent (eg artefacts, photographs, oral histories, storybooks, websites) and use these to better understand the lives of others</td>
<td><em>Access Asia: Primary Teaching and Learning Units,</em> <em>Friends and Neighbours</em> includes suggestions for gathering information from visitors to the classroom.</td>
</tr>
<tr>
<td>• explore and consider what artefacts and realia reveal about the values of peoples in a country in Asia (eg what a range of unfamiliar objects in a mystery box might represent about different people and their lives)</td>
<td>Immigration Museum website, the <em>Small Object Big Story</em> project explores the use of evidence in family histories and migration.</td>
</tr>
<tr>
<td>• examine how narratives that are collected and passed on by communities, including those from and within Asia, are used to shape community values and behaviour (eg the values and attitudes conveyed through an oral history or a traditional story).</td>
<td><em>Small objects, family stories</em></td>
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</table>
PLACE AND SPACE (Lower Primary)
Students develop skills in locating and interpreting a range of pictorial and other sources about natural and built places, the interaction between people and places and how to care for places.

<table>
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| Students recognise features of natural and built environments in a country in Asia and in Australia. They:  
• describe the flora, fauna and features of natural places using examples from a country in Asia and from Australia (eg rainforests, coastal areas, mountains, rivers, deserts, volcanoes)  
• describe the differences between natural and built places using examples from a country in Asia and Australia and make simple comparisons between natural and built places in Asia and Australia  
• explain how the natural features of a place can influence where people live in a country in Asia (eg water sources or flat, fertile land) and compare these judgements with where most people live in Australia. | Indonesia Kaleidoscope and Images of Asia: The Environment include images of natural and built places. Images of Asia: The Environment, Teacher Guide contains suggested activities. Access Asia: Primary Teaching and Learning Units looks at animals of Asia. The River provides a useful cross-curricular link with English. |
| Students understand how people in a country in Asia and in Australia use the local environment to satisfy their needs for food, water, work or services. They:  
• describe how and why communities in Asia may have changed the natural environment to satisfy their needs (eg irrigation, terracing)  
• describe how people in a country in Asia and in Australia rely on the natural environment to provide work, food and water (eg farming, fishing, recreation)  
• compare the influence of natural and built features on the daily routines of people who live in urban or rural areas in countries in Asia (eg going to school, getting water and food). | Images of Asia: The Environment contains images of rice fields, terracing and irrigation. AEF website, Postcards from the Paddies describes how rice is produced. AEF website, Life in a Yi Village contains photographs of natural landscapes and people’s daily routines. |
| Students recognise how communities in Asia and in Australia may care for places. They:  
• understand the reasons why communities in Asia and in Australia need to care for places  
• identify significant places in their community and in Asia that need to be cared for (eg home, school, parks, heritage sites, meeting places, shrines)  
• recognise the variety of ways in which individuals or community groups care for places in a country in Asia and in Australia  
• compare how they care for their local environment (home, classroom, school, community) with how a child in a country in Asia does so. | Voices and Values: Citizenship in Asia has a section on ‘Caring for the earth’. (A good teacher reference) The Really Big Beliefs Project explores ideas and practices that are important to various religious groups. Inside King Sejong’s Gate has a section about an ‘open-air’ museum and burial site. AEF website, My Place Asia Australia fosters inter-cultural connections. Images of Asia: Animals and Their Homes |
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<tr>
<td>• explore the contexts of rules, the reasons why we have rules, how rules are made and by whom in familiar contexts and compare these with similar contexts in a country in Asia (eg rules in games, in the classroom, in families)</td>
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<tr>
<td>• evaluate the fairness of some rules and the punishments for breaking rules in familiar contexts (eg games, family, classroom, school) and compare these to examples from a country in Asia</td>
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<tr>
<td>• compare how and why rules in families in Australia and in a context in Asia may change (eg changes due to technology, immigration, family structure, social mobility)</td>
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<tr>
<td>• identify a rule that they believe is unfair and discuss a range of ways in which they could legitimately engage in changing that rule.</td>
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<tr>
<td>Students investigate how people in Australia and in some countries in Asia may have similar or different understandings about people’s rights and responsibilities. They:</td>
<td>Vietnam: Young People, Old Country: Primary, ‘Meeting families in Vietnam’. (A good teacher reference) AEF website, Life in a Yi Village contains images and activities about the daily life of children in a Chinese village. Inside King Sejong’s Gate explores children’s expectations in schools and families.</td>
</tr>
<tr>
<td>• consider a range of rights that exist in familiar contexts and compare them with rights in equivalent contexts in a country in Asia (eg the right to go to school)</td>
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<tr>
<td>• understand that people may have different perspectives about people’s rights according to where they live and what they believe in (eg rights associated with age, class or gender)</td>
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<tr>
<td>• understand that some rights can be associated with responsibilities, using examples from their own families and from families in countries in Asia (eg care of younger siblings).</td>
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<tr>
<td>Students understand that some services are provided by governments or community groups in countries in Asia and in Australia. They:</td>
<td>Indonesia Kaleidoscope, ‘Making a decision Balinese style’ examines consultation and consensus decision-making. In Our Own Backyard includes a section on the action taken by environmentalists to preserve Cambodia’s wildlife. TLF Learning Object, Neighbourhood Charter looks at developing a charter for the local community.</td>
</tr>
<tr>
<td>• describe a range of services provided in their local community (eg postal, emergency, health, police, sport, recreation) and compare these with services provided in a community in Asia</td>
<td></td>
</tr>
<tr>
<td>• categorise these services according to whether they are provided by the government or community groups and discuss the similarities and differences between services provided in each context</td>
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<tr>
<td>• discuss a range of decision-making processes that could be used to decide how they might contribute to their local community (eg voting)</td>
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<tr>
<td>• participate in actions that benefit the local community and reflect on and evaluate the outcomes and process used.</td>
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### CULTURE (Lower Primary)

Students develop skills in locating and evaluating information about cultural practices, cultural identity and cohesion and diversity from a variety of sources.

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</table>
| Students understand that peoples in Asia and Australia belong to cultural groups that have particular forms of cultural expression. They:  
  - identify and gather information about the diverse customs and practices of people from Asia in their community  
  - understand the rites and rituals associated with belief systems (ethical and moral beliefs) in Asia and compare these with their own or class members’ practices (e.g. special foods, clothing, gift giving, decorations, singing, dancing, ceremony)  
  - appreciate that there are varied belief systems in the cultures of Asia and in Australia and that these may emphasise particular values (e.g. influence of older people and leaders on a way of life; the portrayal of male and female roles in stories). | The **Snapshots of Asia** series has sections on celebrations and the family that provide stimulus materials about customs and practices.  
  - *Access Asia: Primary Teaching and Learning Units*, ‘Jataka Tales’ deals with a range of moral lessons. (Cross-curricular link with English)  
  - **Small objects, family stories** |
| Students identify similarities and differences in the cultural expression of groups and communities in Asia and Australia. They:  
  - explore how the peoples and cultures of Asia express their identity through clothes, language and cultural activities  
  - investigate symbols and icons that have special meaning for particular peoples and cultures in Asia (e.g. origins and use of the Garuda symbol in the countries of South-east Asia)  
  - identify some symbols used by peoples and cultures of Asia to represent their shared values and discuss what these might reveal about their cultural identity (e.g. flags, money, products, designs, flora, fauna). | The **Snapshots of Asia** series could be used to explore these themes.  
  - *Images of Asia: Symbols, patterns and designs* provides images of symbols and patterns from Asia.  
  - *Asia Counts* (Primary), ‘What’s that flag?’ contains teaching activities. (Cross-curricular link with Mathematics)  
  - *The Really Big Beliefs Project* and *The Really Big Food Project* explore expressions of identity and values. |
| Students explore how in Australia and in countries in Asia there may be different viewpoints, ways of living, languages and belief systems. They:  
  - describe the similarities and differences between an aspect of their life in Australia and the same aspect of life in an Asian culture (e.g. schooling)  
  - recognise that countries in Asia, like Australia, are characterised by ethnic and cultural diversity (e.g. in Malaysia there are people of Malay, Chinese and Indian descent who may have distinct languages, beliefs and values)  
  - recognise that in some cultures in Asia and Australia, in the past and/or the present, there may be examples of systemic unfairness (e.g. discrimination based on gender, caste, race, skin colour, language or religion). | AEF website, *Go Indonesia* explores the daily life of a Balinese child.  
  - AEF website, *Go Indonesia* and *Go Philippines* include activities that emphasise regional and ethnic diversity.  
  - *Film Asia* explores the role of girls in traditional Chinese society through the film *Mulan*. |
2.4.2 Upper Primary

In the upper years of primary schooling, students should progressively be engaged with a range of studies of Asia and Australia, aimed at developing a body of knowledge. During this period, students learn to identify similarities and differences between cultures, to use their knowledge base as evidence and to interact respectfully with people from different cultures.

The aim is that students will continue to develop their understanding and appreciation of the diversity of Asia’s peoples, environments, cultures, religions and societies. As they begin to actively compare and contrast what they learn about the peoples and cultures of Asia, including those people of Asian backgrounds living in Australia, with what they know about their own culture, students will begin to develop and communicate informed attitudes, values and behaviour towards Asia’s people, events, issues and lifestyles. The examples have been chosen to illustrate a diversity of options rather than provide an in-depth focus on one or two countries or topics. Schools are encouraged to include both depth and breadth in selecting content about the Asian region.

Professional Elaborations that are shaded are derived from the national Statements of Learning for Civics and Citizenship.

<table>
<thead>
<tr>
<th>TIME, CONTINUITY AND CHANGE (Upper Primary)</th>
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</tr>
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<tbody>
<tr>
<td>Students locate information about people, events and ideas in the past, and engage with concepts of time and change, and interpretations and perspectives from a variety of sources.</td>
<td><strong>Australia Kaleidoscope</strong> has a case study that looks at Japanese migration to Broome. <strong>AEF website, ‘Go Indonesia’</strong> has a unit called <strong>Transport in Indonesia</strong>, which contrasts traditional and contemporary forms of transport. <strong>In Our Own Backyard</strong> includes a section on how technology is changing lives in India. See ‘The Solar Lamp Story’.</td>
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**Engaging with Asia through the Studies of Society and Environment curriculum**

Students recognise that there is a sequence and order to significant events, people’s lives and ideas and that these can be related to particular contexts. They:

- examine the histories of cultural groups within their school and community, identifying Asia–Australia relationships where they occur
- explore significant changes in the lives of groups of people over time in one or two countries in Asia and predict changes based on their findings (eg how information technology is changing the lives of people in Singapore or Korea)
- compare the roles of men, women and children over time in one or two countries in Asia (eg changing attitudes to children and work in traditional and contemporary Thailand and Japan).

**Exemplary resources**

**Australia Kaleidoscope** has a case study that looks at Japanese migration to Broome. **AEF website, ‘Go Indonesia’** has a unit called **Transport in Indonesia**, which contrasts traditional and contemporary forms of transport. **In Our Own Backyard** includes a section on how technology is changing lives in India. See ‘The Solar Lamp Story’.

Students understand that change and continuity in the lives of people living in, and from Asia, reflect the beliefs of individuals and groups. They:

- understand push and pull factors that contribute to people migrating to Australia from a country in Asia (eg use letters, journals, historical accounts to compare push and pull factors for economic migrants and political refugees)
- explore some of the challenges faced by refugees from Asia in travelling to Australia (eg dangers inherent in the journeys of refugees from Vietnam to Australia in the 1970s and 1980s)
- identify how people from a country in Asia have contributed to their local community (eg develop questions and interview a person born in Asia, or of Asian descent, to identify his/her own or family’s contribution to the community).

**Exemplary resources**

The National Centre for History Education website, Making History: Upper Primary Units, **History at Home** helps students develop their research skills by exploring their local community. **TLF Learning Object, The Journey of Hong Hai** describes events for a group of refugees travelling to Australia from Vietnam in the 1970s. **In Our Own Backyard** tells the stories of individuals who have migrated to Australia. **Australia Kaleidoscope** focuses on the experiences of migrants and their contributions to Australian society. **Migrant Stories**
### TIME, CONTINUITY AND CHANGE (Upper Primary)

Students locate information about people, events and ideas in the past, and engage with concepts of time and change and interpretations and perspectives from a variety of sources.

#### Engaging with Asia through the Studies of Society and Environment curriculum

- Students explore how people’s experiences, beliefs and heritages may lead to differing perspectives about past or current events involving Asia and Australia. They:
  - explore some past and contemporary views and attitudes of people from Asia and Australia to a conflict in Asia (e.g., Chinese occupation and annexation of Tibet; civil conflict in Sri Lanka)
  - discuss the experiences and perspectives of immigrants or refugees from one or two countries in Asia in adapting to life in Australia (e.g., how language, background and work skills can contribute to their overall experience when settling in Australia)
  - explore a preferred future for Australian identity and heritage (e.g., changing views of what it is to be an Australian over time, and how these may develop in the future as a result of immigration from, and other contact with, people from Asia).

#### Exemplary resources

- The [Immigration Museum](https://www.immigrationmuseum.com.au) website provides good examples of time lines.
- *In Our Own Backyard*, Rhani’s story, is about the difficulties facing some migrants to Australia.
- *In Our Own Backyard* explores Australian identity and globalisation.
PLACE AND SPACE (Upper Primary)

Students locate and interpret a range of representations of natural and built environments, interdependence between people and places and environmental sustainability.

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| Students investigate significant physical features in Asia and Australia and reflect on the similarities and differences in environments within and between countries. They: | **Google Earth**  
*Asia Counts (Primary)*, ‘What goes with what?’ familiarises students with aspects of geography in Asia.  
*Images of Asia: Environments* includes images of different landforms.  
*Asia Counts (Primary)*, units 2 and 4 focus on the weather and size of countries in Asia.  
*Vietnam: Young People, Old Country: Primary*, chapters 3 and 4 provide useful activities for students exploring Vietnam’s geography.  
AEF website, *A trip to Vietnam: What will you find?* includes lesson ideas and resources. |
| • use geographic terms such as continent, country and region as they apply to maps of Asia and Australia  
• locate and describe key political boundaries and natural features in Asia and Australia, and discuss how natural features might affect where people live (eg mountains, deserts, coastal plains)  
• recognise and account for the diversity of rural and urban landscapes, climates and populations in Asia and explain the similarities and differences between regions (eg tropical and temperate regions)  
• create and interpret maps to identify and represent a variety of natural and human features in countries in Asia. | *In Our Own Backyard* has a section on the changing manufacture of items like ice-cream and cars.  
*Indonesia Kaleidoscope* includes a chapter called ‘The origin of rice’.  
*Asia Counts (Primary)*, ‘Where did you get your car?’ has activities that explore connections with Asia.  
The AEF website has a lesson plan called *Thinking about the future*. |
| Students investigate immediate geographic, social and economic connections between Asia and Australia. They: | **Getting Connected: What’s Asia Got to Do with Me?** |
| • identify and categorise connections with Asia from everyday life (eg items that are manufactured in Asia, food, ideas, practices, technology) and recognise the range and diversity of connections with Asia  
• investigate the origins and development of everyday items from Asia, including the human and natural resources required to produce them (eg crafts, rice growing, technological goods)  
• recognise the nature and frequency of personal connections experienced by students with people from Asia (eg through people in the local community, travel or tourism) and graphically represent them on a map of Asia  
• consider the nature and frequency of Australians’ contact and connections with Asia and people from Asia in both the short and medium term. | **Exploring North-East Asia: China, Japan, Korea** includes a chapter on ‘Endangered Species’.  
The AEF website has a lesson plan called *Crowded India*.  
*Asia at a Glance (SOSE)* provides a template for students to investigate an endangered species in Asia.  
*Discovering Democracy*, ‘Joining In’ has activities related to the importance of community groups and project planning. |
| Students understand that people in the countries of Asia and in Australia may have different views about which places or living things should be cared for and managed. They: | |
| • identify, describe and analyse the causes of a current global environmental issue that is prevalent in Asia and Australia (eg deforestation, endangered species, water, air pollution)  
• investigate how different groups have responded to a current environmental issue in Asia and Australia (eg campaigns related to endangered species)  
• consider a range of relevant and achievable actions they may engage in to alleviate an environmental issue in Asia. | |

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**SYSTEMS, RESOURCES AND POWER (Upper Primary)**

Students locate and interpret information about systems, sources of power and authority from a variety of primary and secondary sources.

<table>
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| Students understand how beliefs and values can influence government and the law in a country in Asia. They:  
  - provide examples of how national shared values or beliefs can influence government and the law in countries in Asia (eg mandate from Heaven in China, Confucian beliefs about qualities of leadership)  
  - identify key personnel in judicial and parliamentary systems and make comparisons about the powers of these personnel in a country in Asia and in Australia (eg judges, political leaders)  
  - investigate ways in which laws can be changed in a country in Asia and in Australia  
  - recognise that Australians must abide by the laws of the countries they visit (eg compare media reports from Asia and Australia to make judgements about the values and practices that underpin legal decisions and punishments). | **Voices and Values**, 'Chinese Family Matters' explores Confucian values.  
**A Thai Journey**, 'My Leader, My King' examines the role of the monarchy in Thailand.  
AEF website, **Go Indonesia** includes information on leadership and political systems.  
The **Go Philippines** CD-ROM includes sections that explore political change.  
The **Asia NZ Foundation** website includes lesson plans. See 'Leaders'. |

| Students understand that there may be a variety of rights and responsibilities associated with citizenship in a country in Asia and citizenship in Australia. They:  
  - articulate the formal ways in which people are able to express their status as citizens and their associated rights and responsibilities in countries in Asia and in Australia (eg voting, taxes, protest, collective actions)  
  - understand the diversity of informal ways in which people in communities in Asia and Australia can express their citizenship (eg volunteering, cooperation, commitment to the family)  
  - investigate examples of collective action that have benefited local communities in a country in Asia (eg establishing women's collectives in Bangladesh, volunteers helping earthquake victims in Japan)  
  - consider and implement ways in which they can participate in classroom or community activities that identify and celebrate individual and collective rights (eg collaborative projects, class charters). | **Look Global** includes a chapter on 'Rights versus Reality'.  
**Voices and Values**, 'Japanese style' explores a range of ways in which Japanese students and groups contribute to the community.  
**In Our Own Backyard** includes a section about the Indian Ocean tsunami and how various countries responded.  
**Discovering Democracy**, 'Joining In' and **Look Global**, 'Cooperation at the local level' provide stimulus materials for local action.  
**Voices and Values: Citizens – You and Me** |

| Students understand the level and nature of interactions between countries of Asia and Australia in the supply of goods or services. They:  
  - identify a consumer product from Asia and describe the natural and/or human resources and stages required to produce that product  
  - investigate the interdependent nature of trade relations between Australia and countries in Asia (eg iron ore to China, textiles from China) and the nature and level of government intervention in this relationship (eg tariffs)  
  - consider the possible social, economic and political impact of increased trade between Australia and the Asian region (eg by developing concept maps, flow charts, futures wheels) and suggest possible future directions. | **In Our Own Backyard** includes a section on trade with Asia.  
The **Really Big Food Project** explores the processes of growing and manufacturing some types of food.  
The AEF website has a lesson plan called **Trade links with Asia**.  
**Getting Connected: What's Asia Got to Do with Me?** |
### CULTURE (Upper Primary)

Students locate information about cultural practices, cultural identity and cohesion and diversity from a variety of primary and secondary sources.

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| Students recognise that beliefs, values and traditions of groups in and from Asia influence the nature of their cultures. They:  
- recognise that peoples in the countries and regions of Asia hold diverse beliefs and values (e.g., contrast the educational and social opportunities for girls and women in developed countries such as Singapore, Japan or South Korea and developing countries such as the Philippines, Indonesia or Cambodia)  
- identify some features of a major religion originating or practised in Asia (e.g., Buddhism, Hinduism, Islam) and understand how these religions have similar or different values  
- understand how cultural heritages are transmitted by language, religion and belief systems, customs, rituals and education (e.g., the impact of Confucianism on Chinese, Japanese or Korean society and culture). | The Really Big Beliefs Project online resources explore belief systems in Asia and Australia.  
Voices and Values explores the diversity of values in the Asian region.  
Exploring North-East Asia: China, Japan, Korea looks at the teachings of Confucianism and Buddhism.  
Access Asia: Primary Teaching and Learning Units, "Troy starts school" shows how a child in Japan learns manners, customs and rules. |
| Students understand that while communities in and from Asia have social organisations reflecting particular beliefs, that these can be subject to change. They:  
- explore how people from Asia may hold contrasting views about events involving Asia and Australia (e.g., devise interview questions about a current issue for a guest speaker)  
- recognise that the peoples of Asia may identify with multiple groups based on their nationality, class, gender, religion (e.g., the majority of Thais and Cambodians are Buddhists, but they are divided by history and culture)  
- understand that identity is open to change and is shaped by heredity, gender and social and cultural experiences (e.g., why descendants of Chinese immigrants to Australia during the gold rushes may no longer identify with their Chinese heritage; changes experienced by youth when immersed in another culture). | In Our Own Backyard discusses the nature of interview-based activity.  
Film Asia, My Sky, My Home explores the different class-based experiences of two boys in Indonesia.  
Japan Diary provides a cross-curricular link with English to explore cultural identity. |
| Students investigate how cultural groups in Asia and Australia exert an influence on individual and group identity. They:  
- understand that different communities originating from Asia in Australia may have different historical experiences, beliefs and traditions and that these affect group identity  
- understand the importance of various festivals for people from Asia (e.g., Chinese New Year, national days) through organising similar celebrations in the school community and reflecting on how they unite communities  
- examine how the media’s depiction of individual rights, roles and responsibilities can challenge or undermine traditional authority in communities in and from Asia (e.g., respect for elders, religious or tribal law, religious authority). | TLF Learning Object, Fiona Chiu: Chinese Family Tree is about the experiences of Chinese in Australia.  
Access Asia: Primary Teaching and Learning Units includes activities about Chinese New Year.  
In Our Own Backyard explores stereotypes and identity. |
2.5 Professional Elaborations – Secondary

2.5.1 Lower Secondary

In the lower years of secondary schooling, students should be progressively engaged with a range of studies of Asia and Australia across the curriculum, aimed at developing a conceptual framework and a set of skills. During this period, students learn to undertake research to explain similarities and differences between cultures, to use their knowledge base as evidence, and to interact respectfully with people from different cultures.

The aim is that students will expand their knowledge of traditional and contemporary Asia to make links between the peoples and cultures of Asia and the rest of the world, including Australia. As well as comparing and contrasting what they learn about Asian cultures with what they know about their own culture, students will begin to be able to counter stereotypical views of Asia’s peoples, cultures, societies and organisations, including those in relation to people of Asian backgrounds living in Australia. The examples have been chosen to illustrate a diversity of options rather than provide an in-depth focus on one or two countries or topics. Schools are encouraged to include both depth and breadth in selecting content about the Asian region.

Professional Elaborations that are shaded are derived from the national Statements of Learning for Civics and Citizenship.

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<tr>
<th>TIME, CONTINUITY AND CHANGE (Lower Secondary)</th>
<th>Exemplary resources</th>
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<tr>
<td>Students develop skills in the use of historical and contemporary sources to explore past people, ideas and events, concepts of time and change and interpretations and perspectives.</td>
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<tr>
<td>Engaging with Asia through the Studies of Society and Environment curriculum</td>
<td>Exploring North-East Asia: China, Japan, Korea has material on ‘Ancient China’ and ‘Feudal Japan’. The AEF website has lesson materials on Early Civilisations: Old Kingdoms, Great Kings and Trade Empires. A Thai Journey includes a chapter on ancient Sukhothai. Into India includes a chapter on historical change in India.</td>
</tr>
<tr>
<td>Students understand some of the significant ideas, peoples and movements that have shaped past and present societies in the Asia-Pacific region. They:</td>
<td>Contributions from the Past</td>
</tr>
<tr>
<td>• explore the social, political and cultural achievements of early civilisations in South and East Asia and compare these to the achievements of ancient civilisations in Africa, West Asia and Europe (eg river valley civilisations, political organisation, development of writing)</td>
<td></td>
</tr>
<tr>
<td>• examine the origin, development, spread and lasting impact of significant belief systems originating in Asia (eg Hinduism, Buddhism, Confucianism), and explore how these are living religions for many people in Australia</td>
<td></td>
</tr>
<tr>
<td>• investigate the motives and assumptions underpinning European voyages of discovery, and subsequent colonisation and resistance (eg in-depth study of French, Dutch or British intervention in a country in Asia).</td>
<td></td>
</tr>
</tbody>
</table>
**TIME, CONTINUITY AND CHANGE (Lower Secondary)**

Students develop skills in the use of historical and contemporary sources to explore past people, ideas and events, concepts of time and change and interpretations and perspectives.

### Engaging with Asia through the Studies of Society and Environment curriculum

Students explore how people have responded to change in Asia and examine the evolving nature of Australia’s response to its region. They:
- explore how the attitudes and actions of individuals and groups may be influenced by how they benefit from change (eg explore through narrative, role-play or dialogue, Chinese, Tartar and western views of the Yuan dynasty in China)
- explore a period of significant historical change in Asia and how individuals and groups have responded to this (eg in-depth study of the impact of westernisation in Japan, China or Thailand)
- investigate aspects of Australia’s past and continuing engagement with countries in Asia (eg Australia’s attitudes to and involvement in past and contemporary independence movements in South-east Asia).

### Exemplary resources

- **Film Asia** has support materials for the study of Indochine (Vietnam) and Yellow Earth (China).
- **Voices and Visions: China** includes film clips about the Cultural Revolution.
- **Asia at a Glance (SOSE)**, ‘Investigating Japanese History’ provides a structure for students to find out about feudal Japan.
- **CrossCurrents**, primary sources explore historical events in countries such as China, Vietnam and India.
- **Critical Literacy: Readings and Resources** includes a unit that applies critical literacy skills to the issue of tourism in the Asia-Pacific region.
- **A Thai Journey** has a chapter on tourism.
### PLACE AND SPACE (Lower Secondary)

Students develop skills in creating and interpreting maps and other representations of data to explore changes in land use, interactions between people and places and environmental management.

#### Engaging with Asia through the Studies of Society and Environment curriculum

<table>
<thead>
<tr>
<th>Students describe and explain how increased urbanisation and changes in technology have affected the way people use the land in urban and rural areas in Asia. They:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• investigate the reasons for increased urbanisation in selected contexts in Asia and consider the environmental, economic and social costs and benefits for individuals and governments</td>
</tr>
<tr>
<td>• compare and contrast the use of technologies in farming or resource development over time in a country in Asia and the ways these changes have impacted on land use and management</td>
</tr>
<tr>
<td>• use a range of mapping techniques and sources to prepare a futures perspective on possible changes in land use in a city or rural area in Asia and the reasons for those changes (eg cities such as Mumbai, Jakarta and Bangkok and rural areas such as the Mekong delta).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exemplary resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Asia at a Glance (SOSE)</strong> includes a chapter called ‘Living in the City’.</td>
</tr>
<tr>
<td><strong>Google Earth</strong></td>
</tr>
<tr>
<td><strong>Environments: Asia-Pacific</strong> includes case studies about people on the move.</td>
</tr>
<tr>
<td><strong>A Thai Journey</strong>, ‘Red light or green light’ examines urban traffic issues in Bangkok. See the AEF website for online support materials.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students understand how natural and human factors may have contributed to major environmental challenges in some countries in Asia and consider the responsibilities associated with the management of these challenges. They:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• understand the extent to which natural climatic cycles, human factors such as land use and location can contribute to the occurrence of natural disasters in some countries in Asia (eg flooding in Bangladesh, access to potable water in many countries in Asia and in Australia)</td>
</tr>
<tr>
<td>• investigate the ways in which people from various countries in Asia have been proactive in meeting the challenges created by natural events and cycles (eg cyclone and tsunami early warning devices)</td>
</tr>
<tr>
<td>• consider the roles and responsibilities of all governments, non-government agencies and individuals in the Asian region in responding to the effects of environmental crises</td>
</tr>
<tr>
<td>• discuss and implement ways of engaging themselves and others in environmentally sustainable practices.</td>
</tr>
</tbody>
</table>

| **Asia at a Glance (SOSE)** includes a webquest called The Bangladesh floods of 1998. |
| **A Thai Journey**, ‘Water, water – where?’ is about managing water resources. See also the online support materials. |
| **Look Global**, ‘More precious than Gold’ explores water issues. |
| **Go Global**, ‘Meeting present and future needs’ explores ecological sustainability. The AEF website has teaching materials on Thailand: Caring for the Earth. |

| **Water, Water Everywhere?** |

<table>
<thead>
<tr>
<th>Students understand that there are different priorities and perspectives on the preservation of significant natural and built features in Asia. They:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• develop a set of environmental, historical or religious criteria to identify which natural or built features in Asia should be protected</td>
</tr>
<tr>
<td>• investigate the economic and social costs and benefits of preserving national and international heritage sites and treasures in countries in Asia (eg the ongoing maintenance of the Taj Mahal, the human use of heritage sites such as Ha Long Bay)</td>
</tr>
<tr>
<td>• examine the ways in which competing demands on significant sites may be managed and sustained, and prepare arguments for and against the preservation of significant sites that are located in Asian cities experiencing rapid growth (eg the redevelopment of the old city of Beijing, the preservation of heritage sites in Seoul).</td>
</tr>
</tbody>
</table>

| Go Global, ‘Meeting present and future needs’ explores ecological sustainability and the principles of ecologically sustainable development. |
| **Into India**, ‘Saving the Symbols’ is about the preservation of the Taj Mahal and the endangered tiger project. |
**SYSTEMS, RESOURCES AND POWER (Lower Secondary)**

Students develop skills in locating and interpreting a variety of contemporary and traditional primary and secondary sources to explore expressions of governance, interdependence, rights, responsibilities, power and influence.

### Engaging with Asia through the Studies of Society and Environment curriculum

**Exemplary resources**

<table>
<thead>
<tr>
<th>Students understand the key principles and features of Australia’s democratic system of government and law and compare these with principles and features of systems of government and law in a country in Asia. They:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• explore the principles underpinning government and civil society in Australia and compare these with the principles in operation in a country in Asia (eg separation of powers, rule of law, representation)</td>
</tr>
<tr>
<td>• compare and contrast the structure of democracy in Australia with that of a country in Asia (eg levels of government, voting rights, terms of office, elections, role and power of leaders, role of judiciary)</td>
</tr>
<tr>
<td>• use descriptions of issues or events in the media to investigate how courts in Australia and in countries in Asia uphold the law and protect democratic rights (eg Indonesia, Malaysia, Singapore).</td>
</tr>
<tr>
<td><strong>Discovering Democracy</strong>, ‘Should the People Rule?’ explores laws and rights in Australia.</td>
</tr>
<tr>
<td><strong>CrossCurrents</strong>, ‘Who Rules?’ includes narratives about the nature of rule.</td>
</tr>
<tr>
<td><strong>Access Asia: Secondary Teaching and Learning Units</strong>, ‘People and Power’ examines notions of power and political systems.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students identify the ways in which Australians are environmentally and economically connected to other peoples and governments in the Asia-Pacific region. They:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• investigate the roles and responsibilities of companies, producers and consumers in relation to social justice issues in the Asia-Pacific region (eg products made using child labour)</td>
</tr>
<tr>
<td>• evaluate the impact of government policies, international environmental agreements and citizens’ actions on environmental practices in Asia (eg logging in China, whaling in the Indian Ocean, aid programmes)</td>
</tr>
<tr>
<td>• analyse media portrayals of issues related to Asia to identify viewpoints, biases and stereotypes and investigate how the media and information and communication technologies are used to influence people’s views about Australia’s connection with governments in the Asia-Pacific region.</td>
</tr>
<tr>
<td><strong>CrossCurrents</strong>, ‘Bolder than Borders’ explores Australia’s interconnectedness with the Asian region.</td>
</tr>
<tr>
<td><strong>Look Global</strong>, ‘Making a difference’ explores issues related to Australian aid.</td>
</tr>
<tr>
<td><strong>Environments: Asia Pacific</strong> includes case studies about projects that make a difference.</td>
</tr>
<tr>
<td>Look Global, ‘Image, media and people’ has activities that can be adapted to contexts in Asia.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students examine how effective leadership, good governance and collective action have contributed to the achievement of shared national visions in countries in Asia. They:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• identify the context for, and the characteristics of, effective leadership as demonstrated by the contribution of significant leaders in a country in Asia (eg Aung San Suu Kyi, Nehru)</td>
</tr>
<tr>
<td>• investigate how leaders in countries in Asia have used the national and/or international media to articulate a sense of nationhood and to mobilise popular support (eg Ho Chi Minh)</td>
</tr>
<tr>
<td>• consider different perspectives of the contributions of effective leaders in Asia and reasons for changes in perceptions of their leadership over time (eg Mao Zedong).</td>
</tr>
<tr>
<td><strong>Into India</strong>, ‘Spinning a Nation’ provides perspectives about leadership in India in the 20th century.</td>
</tr>
<tr>
<td><strong>CrossCurrents</strong>, ‘Nation Building’ is about various leaders in Asia.</td>
</tr>
<tr>
<td><a href="https://www.aef.org.au">A Thai Journey</a> includes a chapter called ‘My Leader, My King’.</td>
</tr>
</tbody>
</table>
### CULTURE (Lower Secondary)
Students develop skills in, and understanding of, the use of historical and contemporary sources to explore cultural practices, cultural identity and cohesion and diversity.

<table>
<thead>
<tr>
<th>Engaging with Asia through the Studies of Society and Environment curriculum</th>
<th>Exemplary resources</th>
</tr>
</thead>
</table>
| Students recognise how the cultural beliefs and traditions of people in Australia and Asia can change over time. They: | In Our Own Backyard has a section about the impact of global culture on young people.  
Japan Forum website, Dear explores how Japanese teenagers construct identity.  
Voices and Visions: China, film clips of Red Army opera and other musical performances show the influence of tradition on recent cultural phenomena.  
Australia Kaleidoscope has case studies that explore Australia’s cultural heritages.  
Voices and Visions: Australia/Asia |
| • explore how the globalisation of culture has impacted on young people in Asia and Australia (eg punk rock in Japan, manga in Australia) | |
| • reflect on how individuals, groups or nations in Asia use art, music, literature, theatre or film to investigate or construct a cultural identity (eg Hindu epic poems such as the Mahabharata and Ramayana, Japanese historical novels such as Musashi and Hong Kong martial arts films) | |
| • investigate and celebrate Australia’s changing rich cultural heritages and explore contemporary discussions about Australia’s identity and future (eg values reflected in national celebrations and commemorations, what these represent to diverse people and groups and how they have changed over time). | |
| Students compare how cultural groups in Australia and Asia modify their belief systems and social organisation in order to adapt to changing contexts. They: | Voices and Values: Citizenship in Asia includes a chapter called ‘Indonesian Unity in Diversity’.  
Voices and Visions: India includes a short story about caste.  
Film Asia, The Cup looks at how one group manages significant change.  
Voices and Values, ‘Citizens Count!’ includes a section on ‘Asian Values’. |
| • explore the range of belief systems and/or moral codes in their community and compare these with a comparable community in a country in Asia (eg Taoism, Buddhism and Communism in China) | |
| • understand that within their own community, as in the countries of Asia, there are elements of cohesion and diversity that undergo change (eg social class in Australia and the evolving nature of the caste system in India) | |
| • investigate and discuss the knowledge, perceptions and beliefs about an Asian country and its cultural values within their class and school (eg perceptions and reality about wealth and poverty, issues of religion and secularism). | |
| Students investigate how gender, race and socioeconomic status can influence the personal, group and cultural identity of peoples in Australia and Asia. They: | Australia Kaleidoscope includes case studies that challenge stereotypes.  
Inspirations includes images of people and items from Asia that challenge stereotypes.  
The Voices and Visions CD-ROM series provides useful alternative representations.  
Film Asia explores several films that focus on constructions of identity, including East is East and Chicken Rice War. |
| • explore how outward signs and symbols of status have been and are used by ethnic groups or classes in an Asian country to express their cultural identity, and compare them with the signs and symbols used by groups in Australia (eg apparel, appearance, possessions, roles on certain occasions, language) | |
| • investigate and discuss the range of opinions and views held by people in the local community about aspects of life in Asia and develop practical, informed strategies that respond to community misunderstandings (eg views about gender, education, wealth, poverty, beliefs in the countries of Asia) | |
| • recognise how dominant and marginalised identities can be constructed by the media and examine how viewpoints are represented or omitted (eg how a country in Asia is represented in the Australian media and the fairness of such a representation). | |
2.5.2 Middle Secondary

In the middle years of secondary schooling students can synthesise, analyse, reflect on and apply their learning to personal experiences of Asia in an increasingly independent way. They engage in cultural exchange, reflecting their enhanced understanding of their own culture, and their richer and broader framework of knowledge and understanding of Asian cultures.

The aim is that students will increasingly empathise with people from different cultural backgrounds, and develop the intercultural values and skills to participate in, learn from, contribute to and engage confidently in diverse cultural environments at home and abroad. The examples have been chosen to illustrate a diversity of options rather than provide an in-depth focus on one or two countries or topics. Schools are encouraged to include both depth and breadth in selecting content about the Asian region.

Professional Elaborations that are shaded are derived from the national Statements of Learning for Civics and Citizenship.

<table>
<thead>
<tr>
<th>TIME, CONTINUITY AND CHANGE (Middle Secondary)</th>
<th>Exemplary resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students develop skills in the use and evaluation of sources, sequence events to show understanding of continuity, change and causation and appreciate varying historical perspectives and interpretations.</td>
<td>Asia at a Glance (SOSE) includes a chapter called ‘From Ferdinand Marcos to Corazon Aquino’. Go Korea! website, Then and now is about historical influences. Global Voices includes a chapter on the Vietnam war and the country’s subsequent transformation. In Our Own Backyard includes a section on the UN, Australia’s youth ambassador programme and multilateral agencies. Look Global, ‘United we stand, divided we fall’ looks at local and global cooperation.</td>
</tr>
</tbody>
</table>

Students recognise how people, ideas or events have contributed to the development of political and civil rights or national unity in Asia. They:

- investigate the historical context and evaluate the contributions of individuals and organisations that have campaigned for expanded human rights and democracy in a country in Asia (eg Mahatma Gandhi in British India, the People Power movement in the Philippines)
- investigate the impact of some European ideologies and beliefs on change and conflict in Asia (eg Marxist revolutions in China, Korea, Vietnam or Laos, the democratic movement in Myanmar)
- explore Australia’s involvement in regional associations (eg ASEAN, APEC, SEAMEO) that have been developed to encourage dialogue and cooperation.
### TIME, CONTINUITY AND CHANGE (Middle Secondary)

Students develop skills in the use and evaluation of sources, sequence events to show understanding of continuity, change and causation and appreciate varying historical perspectives and interpretations.

<table>
<thead>
<tr>
<th>Engaging with Asia through the Studies of Society and Environment curriculum</th>
<th>Exemplary resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students consider how change occurs in the countries of Asia and in Australia and the many forms it may take. They:</td>
<td></td>
</tr>
<tr>
<td>• consider the impact that war has had on people and countries when exploring the Asia-Australia relationship (eg how attitudes to Asia have changed through global conflict in the 20th and 21st centuries)</td>
<td></td>
</tr>
<tr>
<td>• explore the impact of changes in technology, medicine and communication on countries in the Asia-Pacific region and the contribution of Australians to such change (eg the Colombo Plan, AusAID and non-government organisations)</td>
<td></td>
</tr>
<tr>
<td>• investigate the economic, social and cultural causes and effects of changes in Australia’s policies on immigration from Asia over time and make reasoned predictions about future policy directions.</td>
<td></td>
</tr>
<tr>
<td>Global Voices, ‘Australia in the world’ explores changing perceptions of Asia. Look Global includes a list of NGO programmes in the Asia-Pacific region and their websites. The Go Korea! website has sections on the impact of technology and modernisation. Discovering Democracy – Middle Secondary Units, ‘What Sort of Nation?’ has information about immigration, social and economic policies in Australia.</td>
<td></td>
</tr>
<tr>
<td>Students examine how, over time, changes occur in the interpretations and perspectives relating to Asia and Australia. They:</td>
<td></td>
</tr>
<tr>
<td>• critically analyse various accounts of an historical event and suggest why they may differ (eg accounts of the Lambing Flats riots in New South Wales in 1860-61)</td>
<td></td>
</tr>
<tr>
<td>• understand that there will be a range of perspectives about past and contemporary events in Asia and select and discuss sources that represent these perspectives (eg varying explanations for the end of the Ming dynasty voyages of discovery, perspectives about the partition of India and Pakistan)</td>
<td></td>
</tr>
<tr>
<td>• incorporate historical and futures perspectives into the investigation of national and global issues involving the countries of Asia and Australia’s response to these (eg influences, reasons for and solutions to international terrorism).</td>
<td></td>
</tr>
<tr>
<td>The Chinese Heritage of Australian Federation website has lesson plans and resources related to the Chinese in Australia. Global Voices has a chapter on the recent history of Timor-Leste. See also the chapter covering the terrorist attacks in Bali. CrossCurrents has materials about China and Australia that focus on the two countries’ current and future interconnections.</td>
<td></td>
</tr>
</tbody>
</table>
### PLACE AND SPACE (Middle Secondary)

Students develop skills in interpreting and creating graphic and other representations of places and extend their understandings about people’s interactions with natural and built environments and sustainable practices.

#### Engaging with Asia through the Studies of Society and Environment curriculum

Students assess how substantial changes to natural environments in Asia have impacted on natural and built environments. They:

- understand the geographic, political and economic reasons for major changes to natural systems in Asia (eg Three Gorges Dam, Mekong River system)
- use a range of sources to analyse the possible environmental and social costs and benefits of major environmental changes in current and proposed contexts in Asia
- compare and contrast the features of major environmental changes in Asia with similar projects in Australia and consider alternative responses and their short and long term environmental and social effects.

#### Exemplary resources

The *Mekong Quest* CD-ROM looks at a range of perspectives and issues.

*Environments: Asia-Pacific* has a case study about the Three Gorges Dam project.

*Vietnam: Young People, Old Country,* ‘Casuarinas and Sand Dunes’ is a case study about sustainable development.

*Go Global* includes materials on meeting present and future needs and ecologically sustainable development.

Students consider how increases in the frequency of social and economic exchanges between people in the Asian region have impacted on natural and built environments. They:

- identify, describe and examine the geographic context of natural and built attractions of current and emerging tourist destinations for Australians in Asia and prepare promotional material that describes appropriate behaviours and activities for Australian tourists in Asia
- prepare relevant case studies to investigate the environmental, economic and social effects of activities of Australian corporations in Asia (eg Rio Tinto, BHP Billiton, Oixiana Ltd)
- develop an action plan that identifies the responsibilities of individuals and relevant governments, corporations and other businesses in ensuring sustainable growth in tourism in Asia.

*Environments: Asia-Pacific* includes three case studies about tourism and the environment.

*Globalise Me!* has chapters on the impact of global companies and technology.

*CrossCurrents* has a section that describes the operations of an Australian mining company in a community in Laos.

*In Our Own Backyard* has a section on the transnational car industry.

Students understand the environmental costs and benefits of economic growth in countries of Asia. They:

- use statistical and other data to identify places in Asia that have experienced strong economic growth and make informed generalisations about the reasons for this growth (eg China, Korea)
- investigate the environmental costs of continued economic growth and the ways these have been addressed in countries in Asia, with particular reference to the development of infrastructure, changes in land use, urbanisation, policies regarding air quality, distribution of and access to resources and decision-making (eg restrictions on fuel emissions in New Delhi and Bangkok, local community actions)
- make reasoned predictions about the potential economic, political and social effects that continued economic growth in Asia may have for future Australian governments and individual Australians.

The *DFAT* website has up-to-date statistics on trade and international economies.

*Vietnam: Young People, Old Country (Secondary)* includes a section called ‘A Nation in Change’.

*Environments: Asia Pacific* has case studies exploring environmental themes such as water and urbanisation.

*A Thai Journey* includes a chapter on traffic in Bangkok.

AEF website, *Conserving and Preserving Thailand* has materials about community-based organisations.
**SYSTEMS, RESOURCES AND POWER (Middle Secondary)**

Students develop skills to critically analyse a range of sources to explore dimensions of global citizenship, including opportunities to enact these in a variety of contexts.

<table>
<thead>
<tr>
<th>Engaging with Asia through the Studies of Society and Environment curriculum</th>
<th>Exemplary resources</th>
</tr>
</thead>
</table>
| Students examine the influence of global events and issues on Australia’s relationship with countries in Asia. They:  
- explore the ways international events and developments can affect Australia’s relationships with countries in Asia (eg terrorism, changed status of Timor-Leste, responsibilities associated with international relations and agreements)  
- investigate the nature and purpose of regional trade and other international agreements with countries in Asia and how Australia’s relations with countries in the region may have changed over time (eg ASEAN)  
- evaluate the significance of mutually beneficial economic, cultural, political and strategic relations between countries in Asia and the ways in which they can be sustained by governments and businesses in the region. | The [Global Education](#) website has several topics that include material about Australia’s role in the region.  
Global Voices explores Australian perspectives on the Asian region and Australia’s role in relation to Timor-Leste.  
The [DFAT](#) website has up-to-date statistics on trade and international economies.  
[Regional Communities: Building a Sustainable Future](#) |
| Students explore how opportunities for global citizenship can enable young Australians to engage with and contribute to environmental sustainability, social justice and democracy in Asia. They:  
- examine and evaluate the role and effectiveness of international organisations in protecting human rights and contributing to social justice and how young people can contribute to this process (eg Amnesty International)  
- investigate ways in which people from different countries in Asia work together to protect the environment or democratic rights and the regional and global impact of these initiatives (eg World Wildlife Fund, zoos, individual and collective actions in local communities)  
- critique media representations of people from Asia and Asian governments in the reporting of a contemporary issue and, using information and communication technologies and other sources, provide alternative perspectives on the issue  
- initiate and engage in ways to prevent and counter acts of racism, prejudice and discrimination in their school (eg class code of conduct, dispersal of information and ideas for responsible action within the school community or through the use of information and communication technologies). | [Globalise Me!](#) ‘Beyond Borders’ looks at the UN and other political interventions.  
[CrossCurrents](#) explores several examples of active citizenship and activism.  
AEF website, [Individuals make a difference: Pakistan](#) and [Volunteers in Singapore](#) look at the actions of individuals and groups.  
The [Racism No Way](#) website has suggestions on and approaches to countering acts of racism. |
| Students consider how young Australians can contribute to the ‘global good’ through economic engagement with people from Asia. They:  
- investigate the working conditions of some people in Asia in the production of goods exported to Australia and consider their role as ethical consumers of these goods (eg workers involved in the production of clothing in China and of sporting goods in Indonesia and the Philippines)  
- analyse the operations of Australian mining, service or manufacturing industries in the Asian region and the economic costs and benefits of these operations for respective governments, business, communities and workers (eg Oxiana Ltd in Laos)  
- prepare a guide for consumers or investors about a transnational company operating in Asia assessing the company’s practices in terms of environmental sustainability, employee rights and local community support and engagement. | The [Fair Wear](#) website includes teaching materials about buying clothing ethically.  
The Global Education website includes a learning quest called [Can Australians care about fashion and about global issues at the same time?](#)  
[CrossCurrents](#), ‘Bolder than borders’ focuses on globalisation.  
[Go Global](#), ‘It’s good business’ is about appropriate economic decisions. |
**CULTURE (Middle Secondary)**

Students develop skills in the use and evaluation of historical and contemporary sources and show empathic understanding of cultural practices, cultural identity and cohesion and diversity.

<table>
<thead>
<tr>
<th>Engaging with Asia through the Studies of Society and Environment curriculum</th>
<th>Exemplary resources</th>
</tr>
</thead>
</table>
| Students understand that contemporary cultures in Asia reflect change and continuity in beliefs and traditions. They:  
  - promote socially just responses to perceptions of cultures associated with a current issue (eg identify, critically analyse and respond to ethnocentrism or racism in media portrayals)  
  - explore how external factors (eg colonialism, religious beliefs, technology) have impacted on the culture of a country or region in Asia (eg the influence of Middle Eastern and European culture in Malaysia, Indonesia or the Philippines, the revival of the traditional silk industry in Thailand)  
  - examine some positive and negative affects of globalisation on cultural practices in the countries of Asia (eg debate over some multinationals' exploitation of workers in Asian countries; the impact of UNESCO, UNICEF and UN conventions on the education and rights of children). | **Into India**, ‘Threads of Time’ explores influences on the fashion and fabric trade in India.  
The **Inspirations** art cards explore the influences on artworks in countries of Asia.  
The **Global Education** website has a huge variety of topics and resources for teachers. |
| Students compare how contemporary cultures in Australia and Asia reflect the degree to which they have maintained cohesion and allowed diversity over time. They:  
  - identify and critically analyse cultural stereotyping about people from Asia or Australia in the mainstream media of Australia or a country in Asia (eg ethnocentrism in Australian soap operas; anti-Japanese newspaper reporting in China)  
  - identify and compare the core values of a range of groups in Asia and Australia today using case studies, guest speakers, media studies (eg religious groups, political parties, cultural and ethnic groups)  
  - examine how gender is socially constructed and the extent to which this affects adolescent identities and opportunities (eg compare how the expectations of boys to exhibit key characteristics in a country in Asia or in Australia may differ as a result of cultural and/or socioeconomic factors). | **In Our Own Backyard** has a section on cultural stereotyping and identity.  
The **AEF** and **AETA** websites have portals to a number of Asian newspapers.  
The **Go Korea!** website, **Then and now** and **Ideas and Influences** explore the changing nature of Korean society.  
The **Film Asia**, **Sumo Do Sumo Don’t** explores group and individual identity in contemporary Japan. |
| Students evaluate the impact of government policies and legislation on national identity in Asia and Australia and the extent to which this has changed over time. They:  
  - examine the development of multiculturalism in Australia and explore ways in which government policies, including those on immigration, have changed over time (eg Immigration Restriction Act 1901, Migration Act 1958, current immigration policy, Racial Discrimination Act 1975)  
  - examine the causes, impact and effects of nationalism and centrism in a country of Asia (eg China's response to internal dissent or cultural diversity in central Asia, elements of unity and dishuny in Thailand)  
  - investigate instances of cultural change in an Asian country resulting from government legislation or policies (eg the Indian Government's social and economic policies and their impact, the one language policy in China, the impact of UN conventions). | **Discovering Democracy – Middle Secondary Units**, ‘What Sort of Nation?’ includes a section on multiculturalism.  
Global Voices includes a chapter on the impact on Chinese women of events and government decisions over the past century.  
The **AEF** website and **Voices and Values** contain sections on China’s one child policy. |
Access Asia: Primary teaching and learning units 1999, Curriculum Corporation, Melbourne.
Agostino, Helen & Kiting, Kathy 1999, Indonesia Kaleidoscope, Curriculum Corporation, Melbourne.
Ainsworth, Geoff & Fraser, Julia 1999, Inside King Sejong’s Gate, Access Asia, Curriculum Corporation and The University of Melbourne, Melbourne.
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Hoepper, Brian; Hennessy, Julie; Brown, Paul; Henderson, Deborah; Mills, Martin & Walton, Olivia 2005, Global Voices: Historical inquiries for the 21st century, Jacaranda, Milton.
In Our Own Backyard 2006, Curriculum Corporation, Melbourne.
Kiernan, Jan & Reeves, Howard 2001, Asia Counts, Curriculum Corporation, Melbourne.
MacArthur, Anne 2005, Inspirations: Art ideas for primary and middle years, Curriculum Corporation, Melbourne.


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