Exploring Issues in Society

LEVEL 2	15 TCE CREDIT POINTS
COURSE CODE	BHF215116
COURSE SPAN	2016 — 2023
READING AND WRITING STANDARD	NO
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	NO

This course was delivered in 2022. Use A-Z Courses to find the current version (if available).

This course is designed to help learners gain an understanding of the complexities of a broad range of matters of public concern (issues) relating to the world we live in

It enables learners to develop their understanding of what defines an issue, its causes, impacts and possible resolutions. This course focuses on issues in Australia and globally; and how actions by government, communities or individuals in response to those issues can have an impact on individuals, families and communities. The course also looks at the range of positive and negative choices in response to issues, along with the range of community organisations and support available. Learners investigate and reflect on issues that may be of a personal or individual nature through to more global issues providing a broader context for investigations and contributing to the development of informed global citizens.

Course Description

This course provides basic knowledge about families and communities and social issues in community, national and global contexts. All units are delivered using an inquiry based approach.

Learners will develop knowledge of the concept of issues and how to explore issues from an individual, family, community, national and global perspective; the organisations that support and provide aid to individuals and communities and potential resolutions to social issues.

Skills will be developed in sourcing information, considering the relevance, accuracy and validity of information, and recording information. Learners will use information to support or challenge their own opinions and points of view and those of others.

Issues-based discussions and investigations focus on identifying potential problems, solutions, advantages & disadvantages of alternative actions and choices for individuals and families within communities.

The elective units provide the opportunity to focus the learning program on the areas of most interest or need for a particular group, whist maintaining an issues focus.

Rationale

This course is designed to help learners gain an understanding of the complexities of a broad range of matters of public concern (issues) relating to the world we live in.

It enables learners to develop their understanding of what defines an issue, its causes, impacts and possible resolutions.

This course focuses on issues in Australia and globally; and how actions by government, communities or individuals in response to those issues can have an impact on individuals, families and communities. The course also looks at the range of positive and negative choices in response to issues, along with the range of community organisations and support available.

Learners investigate and reflect on issues that may be of a personal or individual nature through to more global issues providing a broader context for investigations and contributing to the development of informed global citizens.

Aims

This Exploring Issues in Society course aims to develop learners':

- knowledge and understanding of social issues, families and communities in Australia
- awareness of community resources and organisations and inter-related functions
- understanding of the impact of world view on the shaping of society
- intercultural understanding and awareness of social and cultural diversity in Australia
- skills in identifying reliable and accurate information
- skills in communicating ideas, information and concepts related to social issues
- sense of belonging to and engagement with society as informed global citizens
- inquiry skills to identify and investigate potential problems and solutions for issues in society.

Learning Outcomes

On successful completion of this course, learners will be able to:

1. identify and define the nature of issues relating to individuals, families and communities
2. communicate ideas, information and solutions about individual, family and community issues
3. identify the role of community organisations in responding to social issues
4. identify a range of roles and functions of families and communities
5. undertake effective research into organisations and activities that respond to social issues
6. outline ideas, values and perspectives of self and others
7. investigate and participate in activities of organisations that support individuals, families and communities in Australia
8. identify and explain a range of responses to a range of social issues
9. explain the ways social and cultural differences contribute to public debate and issues
10. work effectively with others in a range of contexts
11. apply the principles of academic integrity and apply referencing/citation methodology
12. use evidence to support presentation of ideas, arguments and conclusions.

Access

In undertaking this course learners will engage with others in the classroom, in an online environment and in the community to participate in discussions and activities that respond to social issues.

Learners whose community engagement includes working with children MUST NOT undertake any of the practical components of this course involving interactions with children until they have obtained a Working with Vulnerable People Registration from the Tasmanian Department of Justice. A copy (scanned or photocopied) of each learner's Registration Card will be retained on file by the provider for a period corresponding to the provider's records and archive schedule/procedure.

Pathways

Exploring Issues in Society Level 2 can be delivered as a stand-alone course, or as part of a program of like courses in community service, food and nutrition, or health and well-being.

Exploring Issues in Society Level 2 provides a foundation for learners wishing to continue to further studies in areas including:

- Working with Children Level 2
- Introduction to Sociology and Psychology Level 2
- Community Service Learning Level 2
- Personal Health and Wellbeing Level 2
- Health Studies Level 3
- Food and Nutrition Level 3.

Course Size And Complexity

This course has a complexity level of 2.

At Level 2, the learner is expected to carry out tasks and activities that involve a range of knowledge and skills, including some basic theoretical and/or technical knowledge and skills. Limited judgement is required, such as making an appropriate selection from a range of given rules, guidelines or procedures. VET competencies at this level are often those characteristic of an AQF Certificate II.

This course has a size value of 15.

Course Delivery

Units may be delivered in a manner that will best suit the needs and interests of the learners.

Unit 2 will be completed prior to commencing the practical component *Engagement with Community Issues*. It is also recommended that units relevant to the type of community engagement are commenced and at a stage of completion acceptable to the provider to demonstrate readiness in the learner to undertake community engagement. The nature and timing of community engagement is to be negotiated by learners with the provider and the community organisation/activity.

Where educational, ethical and legal responsibilities are a component of research, investigations and the practical component of the course, learners will be required to demonstrate appropriate skills to engage in the elected involvement in the community, e.g. working with children. This may include receiving the appropriate certification to allow involvement with children (Working with Vulnerable People Registration).

Learners must demonstrate capacity to:

- interact appropriately with organisers and other stakeholders
- complete observations that illustrate their understanding of appropriate engagement in a community activity
- acknowledge ethical issues (e.g. confidentiality, taking photos of children, copyright) in planning, written reflections and class discussions
- identify potential risks and engage in safe behaviours
- engage cooperatively in a community project.

Learners will undertake a minimum of one (1) and a maximum of three (3) types of community engagements. The number and nature of community engagement is at the discretion of the provider.

Each provider may use a different delivery method to address involvement in the community. It is recommended that the *Unit 1: Practical – Engagement with Community Issues* be undertaken when the learner has demonstrated a readiness and capability to interact with the community.

The facility to deliver Unit 1: *Practical – Engagement with Community Issues* will be determined by the community activity that the learner is planning to engage in and the interests, abilities and needs of the learner.

Course Requirements

Learners must complete **six Units** – four (4) compulsory units (including Unit 1: *Practical – Engagement with Community Issues*) and at least **two (2)** from 4 elective units.

In completing Unit 1: *Practical – Engagement with Community Issues*, learners will demonstrate that they have engaged with community projects or activities that develop understanding of the range of organisations, activities, aid and support that exists within their community or in a more national or global context.

Course Content

OVERVIEW

<table>
<tr><th colspan="2">COMPULSORY UNITS</th><th>ELECTIVE UNITS (Select 2)</th></tr>
<tr><td rowspan="3">Unit 1: Practical – Engagement with Community Issues

(30 hours – includes planning, preparation and reporting on engagement/s)</td><td>Unit 2: AN INTRODUCTION – Exploring Social Issues
(20 hours)</td><td rowspan="3"></td></tr>
<tr><td>Unit 3: Family, Community and Health
(30 hours)</td></tr>
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(20 hours)</td></tr>
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CONTENT DETAILS

UNIT 1: PRACTICAL-ENGAGMENT WITH COMMUNITY ISSUES

Practical engagement with the community will develop learners' knowledge and understanding of the range of organisations, activities, aid and support that exists within their community. The project will be selected based on the availability of community agencies and the learner's individual focus. Learners will identify the issue in consultation with providers prior to the selection of the community engagement. The project may have a more national or global focus in the form of awareness campaigns or fund raising.

Examples of practical learning environments that respond to issues include, but are not limited to:

URBAN PLANNING, RECREATION AND 'LIVEABLE' CITIES

- recycling, sustainability, global warming: tip shops and recycling centres
- balanced lifestyles: libraries, museums, art galleries, parks, sporting and recreation facilities council initiatives around 'liveable' cities: urban planning; wild life corridors
- child care availability and affordability
- schools including pre-school programs such as *Launching in to Learning*, Pre-kinder.

HEALTH, HOUSING AND FAMILY

- community health centre, family planning, Medicare and other health service providers
- Neighbourhood Houses and Community Centres
- government departments and agencies such as *The Department of Health and Community Services*, *Centrelink*, *Housing Tasmania*, *Tasmania Parks and Wildlife Service,* youth and family agencies e.g. *The Link Youth Health Service, Colony 47, Youth ARC (Department of Health)*
- Mental Health Services; Department of Health; Drug / Alcohol Programs
- non-profit charitable organisations e.g. *Anglicare*, *Salvation Army*, *Red Cross*, *Centacare*, *CatholicCare* and *Community Housing Limited*
- *safety and cultural diversity*: *Walk Safely To School*, *Red Nose Day*, *Harmony Day*, *Aboriginal Heritage Tasmania*
- philanthropy; community-based volunteer groups such as *Lions Club*, *Rotary Club*, *Scouts* and other local groups specific to the learners' community.

ENVIRONMENTAL SUSTAINABILITY AND FOOD SECURITY

- community gardens and food co-operatives
- community environmental activities such as *Clean Up Australia*

- community festivals that focus on issues specific to the local region e.g. food production; food security; rural employment; use of GMO in Tasmania. These may include: *Agfest; The Taste of Tasmania; Derwent Valley Autumn Festival; Festivale* etc. The festival/event will be selected according to the aims and outcomes identified as relating to current issues
- global projects such as those run by *Amnesty International* and *Greenpeace* or *Landcare* and other local conservation groups' projects specific to the learners' community.

CRIME, JUSTICE AND HUMAN RIGHTS

- Local Councils in regard to defacing or damaging public property
- *Crimestoppers*
- organisations and programs that address poverty and human rights, e.g. *World Vision*; *Amnesty International*; *Legal Aid*; *Racism – No Way!*; *St Vincent de Paul*
- Neighbourhood Watch
- Prison Education/Rehabilitation programs
- *Worksafe Tas*
- *Advocacy Tasmania.*

UNIT 2: AN INTRODUCTION – EXPLORING SOCIAL ISSUES

This *introductory unit* is investigated through learner exploration of contemporary social issues (matters of public concern) and includes developing an understanding of the definition of an 'issue', causes, impacts and solutions through investigating family structure and function, and community in the region in which they live.

Social issues may arise out of the opinions and action of individuals, groups, communities and governments that impact on society.

Some common social issues include poverty, housing, violence, justice, human rights, equality and crime. Issues arise around conflicting viewpoints, creating tension which may escalate to a higher authority.

Learners will investigate all of the following topics:

- issues as matters of public concern – identification and categorisation of issues
- the difference between the phenomenon (the situation itself) and an issue (public concern about the situation)
- why issues arise
- how individuals and groups, including the media, can contribute to positive and / or negative impacts by either escalating issues or assisting with solutions to problems
- views about whether the issue is deserving of more or less community attention
- how to source information regarding issues – the difference between a fact and an opinion
- assessing information to determine the relevance and accuracy of information gathered
- an investigation of the differences, similarities and connections between local, state, national and global issues
- the ways social and cultural diversity may contribute to public debate
- whether or not an issue can be resolved and the range of choices (positive and negative) individuals have in their response to issues and any consequential actions by government, communities or other individuals.

UNIT 3: FAMILY, COMMUNITY AND HEALTH

Learners investigate topics to gain an understanding of the range of family and social structures that may exist in local and global communities. They will also develop an understanding of the roles that families may play in local, national and global communities and the types of support organisations that exist.

Learners will investigate the needs of families, including health that can be met by the functioning of the community through its services such as community centres, parks, playgrounds, rubbish collection and disposal, foot paths, wild life reserves, walking tracks and beach restoration or beautification to create sustainable societies and environments. They will also investigate health and those factors that impact on health, health providers, health care systems and the roles that individuals and families can play within the community e.g. becoming scout leader, volunteering at a community library.

Topics studied will include Family, Community and Health:

FAMILY
Learners investigate what family is, how they function and what roles they play in society.

Topics will include but are not limited to:

- changes to family structure in Australia (in the twentieth and twenty first centuries), similarities and differences to common family structures globally; impact of global events such as WWII; the impact of changing statistics concerning marriage and divorce
- investigating family types and the issues that can be associated with each of these, e.g. same sex families, single parent families, blended families
- identifying family support services – local community and surrounding area.

COMMUNITY
Learners investigate what a community is, how they function and what roles they play in society.

Topics will include but are not limited to:

- identifying local, state, national and global communities
- identifying organisations and the services they provide, e.g. local council
- investigating the impact of the relationship between individuals, families and communities.

HEALTH
Learners investigate the importance of health and the factors that impact on family and community health and health care systems.

Topics will include but are not limited to:

- health care systems
- defining a healthy lifestyle
- mental health
- lifestyle related diseases; includes obesity, eating disorders and the 'beauty myth'; smoking; heart disease; respiratory and lung diseases; cancer; drug and alcohol use/misuse.

Studies may also include but are not limited to:

- technology – medical, food production; impact of insecticides and GMO; bio-ethics
- preventative health measures; alternative medicines; the 'natural' supplements industry
- Indigenous health.

UNIT 4: INCOME AND POVERTY

Learners will investigate at least **one (1)** of the following **three (3)** topics:

1. HOUSING AND HOMELESSNESS

Topics will include but are not limited to:

- Housing options
    - family home; share houses; mobile housing; group houses
    - assisted living; crisis accommodation
    - housing costs – rental vs buying; locally and nationally; in city and rural
    - housing in developing countries versus developed countries including utilities (access to clean water, sanitation).
- Homelessness
    - reasons for homelessness in Australia/globally (financial, unemployment, family breakdown)
    - identifying financial and housing support that community organisations provide for the homeless.

2. INCOME AND EMPLOYMENT

Topics will include but are not limited to:

- unemployment statistics in Australia and globally (with reference to at least one (1) developed country and one (1) developing country)
- personal and business debt
- unemployment/underemployment/employment statistics and impact
- racism and discrimination – impact on employment, education and housing
- workplace issues e.g. bullying, safety, unions.

3. POVERTY

Topics will include but are not limited to:

- causes of poverty
- defining poverty
- impact of poverty
- poverty in one (1) developed country (e.g. Australia) and one (1) developing country (e.g. Afghanistan, Cambodia, Myanmar, Sudan).

ELECTIVE UNITS

Learners must complete and at least **two (2)** from 4 elective units.

Across the two (2) units elected for study, learners will cover at least once, each of individual, community, national and global perspectives. Two perspectives will be investigated in one study and the remaining two will be investigated in the second study. For example, learners may study Unit 5: Population and Migration from national and global perspectives and Unit 7: Societies and Environments from individual and community perspectives.

UNIT 5: POPULATION AND MIGRATION

This unit focuses on issues related to human demography including population growth, fertility, ethnicity and migration. This unit may incorporate impacts on social and physical environments.

Topics may include but are not limited to:

- population growth (why is population growth of concern globally? Youth bulge / deficit); Baby Boomers; impact of fertility rates (over-population/under-population); issues that occur as a result of this, e.g. employment, food security, housing, support for the aged; global issues such as infant mortality rates and life expectancy in developing countries
- fertility (sperm/egg donors, gender selection, Adoption, IVF, Contraception, Miscarriage, Abortion, Surrogacy, Multiple pregnancy, Teenage pregnancy, age of first time mothers)
- migration and ethnicity: What are some of the main reasons for migrating to / from Australia? How has Australia's ethnic structure changed over time (post WWII)? Australian post Federation policies including Populate or Perish, White Australia Policy and the Baby Bonus
- the changing role of women in Australia and globally; challenges to education and rights of women in some societies; employment; impact on population growth
- refugees and asylum seekers; government policies.

UNIT 6: INFLUENCE OF TECHNOLOGY

This unit focuses on the impact of technology and media on society.

TECHNOLOGY

- increased use of the internet in Australia and globally
- decision making – costs, choices, hardware and software, phone and internet access, image, hardware, e.g. mobile phones – new versus second hand, obsoletism (appliances designed to break down in a particular time-frame)
- negative impacts of technology – cyberbullying; accuracy of on-line profiles, safety in social media interactions (e.g. Facebook, Instagram, Twitter), identity theft, pirating, hacking, spam
- influence of technology/ media on choices: advertising, promotional campaigns, celebrity promotions, trends
- the impact of technology and media on a globalised world.

Studies may also include but are not limited to:

- NBN in Australia and global competitiveness
- income generation, e.g. business advertising, blogs, Gumtree, Ebay and others
- intellectual property.

UNIT 7: SOCIETIES AND ENVIRONMENTS

Learners will investigate what the environment is, the factors that impact on the environment as well as how the environment impacts on individuals, families and communities. Learners will develop an understanding of the significance of environmental choices, sustainability and the responsibility of individuals, families, communities and governments including carbon footprint, lifestyle choices, using finite natural resources, the need for sustainable business and government policies and how the environment can affect health, food security and cost of resources, e.g. electricity.

Learners will select one (1) topic to investigate. Topics may include but are not limited to:

- the role of councils in creating living and sustainable environments; urban planning; wild life corridors; creative architectural design that is environmentally friendly; litter & waste management, water quality; energy choices; recycling
- the nature of environmental change (e.g. sea level rise), the role of environmental 'watch dogs', e.g. Greenpeace
- deforestation (globally)
- potential solutions for problems relating to environmental damage and climate change energy choices – use of finite natural resources; renewable energy
- natural disasters; tsunami, volcanoes, earthquakes; global warming; how individual, family and community choices might impact; early warning systems; disaster mitigation (planning) and impact
- genetic modification – GMO; choices at the supermarket; legislation on packaging and declaration of contents; impact on poverty and food production
- war and terrorism and the impact on society and environments, e.g. minefields in Vietnam, Africa
- the impact of beliefs, values, culture and religion; world view and the response to environmental issues
- transport, travel, leisure; impact on the environment.

UNIT 8: CHILDREN OR THE AGED

This unit focuses on issues related to vulnerable groups such as children or the aged.

Learners will investigate **one (1)** of the following topics:
EITHER
1. Children
OR
2. Aged

1. CHILDREN
Topics may include but are not limited to:

- displaced children
- the rights of the child
- child care options
- exploitation of children
- children in the workforce
- costs and equitable access to education
- child nutrition and health
- bullying
- cost of raising children/financial support.

OR

2. AGED
Topics may include but are not limited to:

- role of the aged in society
- aged care; impact of the 'baby boomers'
- community activities; community support; education
- employment; ageism
- types of aged care and housing
- exploitation; legal requirements of aged care
- health
- government policies.

Work Requirements

UNIT 1: PRACTICAL – ENGAGEMENT WITH THE COMMUNITY

Learners will prepare a range of documentation of their engagement with a community project in the form of a portfolio. The portfolio is a visual and written record that may include:

- documentation of communications with the provider and community groups. This might include letters, emails, logs of discussions and negotiations with the provider, interviews, feedback sheets
- planning and preparation for community engagement (templates and check lists may be used)
- relevant permissions (e.g. parental) and/or copy of certificates, e.g. Working with Children Registration
- a report on the nature and purpose of the activity and the organisation the learner was involved in. This may include a written report (400–500 words). Other material may include but is not limited to: brochures, interviews, photographs, media releases (of the organisation), timetables/agenda/programmes, relevant advertising, feedback and media coverage.
- personal statement on aims, outcomes and reflections. This statement may be provided in the form of a given template.

Word count: 400–500 words.

UNIT 2: INTRODUCTION – EXPLORING SOCIAL ISSUES

Learners engage in scaffolded activities to develop understanding of the topics they will be investigating.

Learners will create a flow chart or visual map of the nature of social issues (includes individual, family, and community). This is a progressive activity as a result of discussions, provider demonstrations and brief research activities. These include:

- how issues are identified and categorised
- causes of social issues
- individuals and groups that impact on the phenomenon
- factors impacting on views and opinions, e.g. religion, world view, cultural background
- how to research issues – sources of information (including relevance, accuracy and validity of information)
- differences, similarities and connections between individual, family and community
- resolution of documented issues – range of choices.

Word count 200–300 words.

UNIT 3: FAMILY, COMMUNITY AND HEALTH

Learners will create a list of individual, community, state and national contemporary issues. Ideas may be developed through a brainstorming activity.

This may be presented in a poster (with support documentation), collage, electronic or multi-modal presentation and will include community, state and national services that respond to these issues, using headings to identify and categorise services. It is recommended that a range of formats be used by learners throughout the delivery of the course.

Word count: approximately 300–400 words plus images, data, tables, etc...

UNIT 4: INCOME AND POVERTY

Learners write a report* on a topic (Housing and Homelessness OR Income and Unemployment OR Poverty).

This will include an overview of the specific issue, data relating to the topic (e.g. unemployment figures), the differences between Australia and at least one (1) other developing country and potential resolutions to the issue (this may be identified through previous similar examples of issues).

Learners will respond in writing to one (1) or more topics from the unit in depth. Formats may include poster (with support documentation), short essay, digital (blog) or multi-modal. Oral presentation of investigation may be used. It is recommended that a range of formats be used by learners throughout the delivery of the course.

Word count 500–600 words.

*A report will include an overview of the topic, specific headings relevant to the topic, graphs, tables or diagrams relating to data, identifying those most affected (e.g. certain industries may fail causing specific job loss), and, where relevant, geographical information. For example, drought in a developing country may have caused loss of crops causing food insecurity and loss of income. Geographical data relating to topography, rainfall and climate may be relevant in a report on poverty.

ELECTIVES

Learners will choose 2 electives.

UNIT 5: POPULATION AND MIGRATION

Learners complete an investigation into the factors that impact on population growth and the impact of growth on society and lifestyle in Australia and globally (one (1) country other than Australia may be referred to). Studies may include but are not limited to:

- an investigation into services provided by the local community that support individuals and families in relation to sexual health and fertility;
- an investigation into services provided by the local community that support individuals and families in relation to health;
- an investigation into the Australia's population growth in the 20th and 21st Centuries
- an investigation into the impact of ethnicity and migration in Australia.

Learners will respond in writing to one (1) or more topics from the unit in depth. Formats may include poster (with support documentation), short essay, digital (blog) or multi-modal. Oral presentation of investigation may be used. It is recommended that a range of formats be used by learners throughout the delivery of the course.

Word count 500–600 words.

UNIT 6: IMPACT OF TECHNOLOGY

Learners will investigate the changes in Technology, its development, growth, costs and impact on society.

This will include an overview of the global impact of changes in technology; changes to manufacturing and the impact on individuals, families and communities. (May be Australian or global)

Learners will respond in writing to one (1) or more topics from the unit in depth. Formats may include poster (with support documentation), short essay, digital (e.g. blog), or multi-modal. Oral presentation of investigation may be used. (It is recommended that a range of formats be used by learners throughout the delivery of the course.)

Word count 500–600 words.

UNIT 7: SOCIETIES AND ENVIRONMENTS

Learners will research the connection and dependence of societies and environments. (May be Australian or global)

Learners will respond in writing to one (1) or more topics from the unit in depth. Formats may include poster (with support documentation), short essay, digital (blog) or multi-modal. Oral presentation of investigation may be used. (It is recommended that a range of formats be used by learners throughout the delivery of the course.)

Word count 500–600 words.

UNIT 8: CHILDREN AND THE AGED

Learners will research contemporary issues in relation to vulnerable groups such as children and the aged. This includes researching and completing the unit investigation topics on rights, care options, health and well-being, costs of care and exploitation. (May be Australian or global.)

Learners will respond in writing to one (1) or more topics from the unit in depth. Formats may include poster (with support documentation), short essay, digital (e.g. blog) or multi-modal. Oral presentation of investigation may be used. (It is recommended that a range of formats be used by learners throughout the delivery of the course.)

Word count 500–600 words.

Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating 'A', 'B', or 'C', according to the outcomes specified in the standards section of the course.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Providers offering this course must participate in quality assurance processes specified by TASC to ensure provider validity and comparability of standards across all awards. To learn more, see TASC's quality assurance processes and assessment information.

Internal assessment of all criteria will be made by the provider. Providers will report the learner's rating for each criterion to TASC.

Quality Assurance Process

The following processes will be facilitated by TASC to ensure there is:

- a match between the standards of achievement specified in the course and the skills and knowledge demonstrated by learners
- community confidence in the integrity and meaning of the qualification.

Process – TASC will verify that the provider's course delivery and assessment standards meet the course requirements and community expectations for fairness, integrity and validity of qualifications that TASC issues. This will involve checking:

- learner attendance records; and
- course delivery plans (the sequence of course delivery/tasks and when assessments take place):
    - assessment instruments and rubrics (the 'rules' or marking guide used to judge achievement)
    - class records of assessment
    - examples of learner work that demonstrate the use of the marking guide
    - samples of current learner's work, including that related to any work requirements articulated in the course document.

This process may also include interviews with past and present learners. It will be scheduled by TASC using a risk-based approach.

Criteria

The assessment for Exploring Issues in Society Level 2 will be based on the degree to which the learner can:

1. locate, organise and record information from practical and theoretical sources
2. communicate ideas and information on a range of issues
3. outline own and others' ideas, values and perspectives
4. identify and describe the nature of, and relationships between, issues
5. plan, undertake and report on own involvement in community activities
6. work effectively and cooperatively with others

Standards

Criterion 1: locate, organise and record information from practical and theoretical sources

The learner:

Rating A	Rating B	Rating C
uses a range of strategies and sources to access and select a wide range of relevant information	uses a range of strategies and sources to access and select relevant information	uses a limited range of sources that have been provided in order to collect information
identifies and explains the relevance and accuracy of a range of sources and information	identifies and discusses the relevance and accuracy of specific identified sources and information	identifies and discusses the relevance and accuracy of given sources and information
organises, structures and records observations and findings in a range of clear and concise formats	structures and presents observations and information effectively in a limited range of formats	presents observations and information in prescribed formats
uses in-depth planning to complete activities to a high standard on time	uses planning to complete activities to required standard on time	uses provided planning strategies to complete activities to required standards on time
uses grammatical conventions, spelling and punctuation in a range of written responses	uses grammatical conventions, spelling and punctuation in specified written responses	uses grammatical conventions, spelling and punctuation in specified written responses as directed
uses appropriate referencing and citation methods.	uses some appropriate referencing and citation methods.	uses referencing and citation methods as directed.

Criterion 2: communicate ideas and information on a range of issues

The learner:

Rating A	Rating B	Rating C
clearly communicates information, and own and others' ideas and opinions on a range of issues in different contexts (individual, family, community, state, national, global)	clearly communicates information, and own and others' ideas and opinions on a range of issues in different contexts (individual, family, community, state, national, global)	communicates information, own and others ideas and opinions on prescribed issues in a range of contexts (individual, family, community, state, national, global)
uses a range of appropriate terms to explain ideas and concepts, and to clearly communicate meaning	uses appropriate terms to explain ideas and concepts in specific contexts	uses appropriate terms to explain ideas and concepts when provided with guidelines
explains the nature and characteristics of a range of issues	identifies the nature and characteristics of identified issues	identifies the nature and characteristics of given issues
uses evidence effectively to support presentation of ideas, arguments and conclusions in a range of responses	uses evidence to support presentation of ideas, arguments and conclusions	uses evidence, with guidance, to support presentation of ideas, arguments and conclusions
explains the nature and characteristics of a range of resolutions to issues identified in discussions and inquiry	outlines the nature and characteristics of a range of resolutions to issues identified in discussions and inquiry	identifies the nature and characteristics of resolutions to issues identified in discussions and research
uses effective and appropriate communication skills with peers and other adults in a range of contexts.	uses effective and appropriate communication skills with peers and other adults in prescribed contexts.	uses appropriate communication skills with peers and other adults in prescribed contexts, as directed.

Criterion 3: outline own and others' ideas, values and perspectives

The learner:

Rating A	Rating B	Rating C
effectively uses tools and methods of reflection* to explain understanding of a range of contexts and issues	effectively uses tools and methods of reflection* to describe understanding of contexts and issues	uses prescribed tools and methods of reflection* as directed to identify personal position and understanding of contexts and issues
explains ideas, values and perspectives of others supported by a range of evidence identified from texts and data	outlines ideas, values and perspectives of others supported by evidence identified from texts and data	lists ideas, values and perspectives of others supported by provided evidence from texts and data
expresses and explains own ideas, values and perspectives, and identifies relationships to others' opinions	outlines own ideas, values and perspectives and identifies a relationship to others' opinions	identifies own ideas, values and perspectives and makes links with others' opinions
explains the influence of social and cultural contexts, life experiences and expectations in shaping own and others' personal responses to social issues.	identifies the influence of social and cultural contexts in shaping individual and community responses to social issues.	identifies aspects of social and cultural contexts, life experiences and expectations in shaping own and others responses to social issues.

*Examples include but are not limited to: essay; template; oral report; diary; written reflection

Criterion 4: identify and describe the nature of, and relationships between, issues

The learner:

Rating A	Rating B	Rating C
lists and explains relationships between individual, family, state, community, national and global issues	lists and describes key characteristics of the relationship between individual, family, state, community, national and global issues	lists key characteristics of the relationship between individual, family, state, community, national and global issues using provided guidelines
explains factors at individual, local and national levels that have contributed to the creation of global issues	identifies and describes factors at individual, local and national levels that have contributed to the creation of global issues	given specific global issues, identifies factors at individual, local and national levels that have contributed to the creation of global issues
describes and explains how factors at a global level have contributed to a range of issues at an individual, local and national level	describes how factors at a global level have contributed to a range of issues at an individual, local and national level	given specific factors at a global level, identifies how they have contributed to issues at an individual, local and national level
describes and explains a range of choices (positive and negative) individuals, communities and governments have in responding to a range of specific issues	describes a range of choices (positive and negative) individuals and communities have in responding to a range of specific issues	lists choices (positive and negative) individuals and communities have in responding to a particular issue
describes and explains how actions taken in national responses to particular global issues may impact at individual and community levels	identifies and describes how actions taken in national response to specific global issues may impact at individual and community levels	identifies how actions taken in national response to specific global issues may impact at individual and community levels
describes and explains how actions taken at individual and community levels may impact	identifies and describes how actions taken at individual and community	identifies how actions taken at individual and community levels may impact on

on a range of global issues.	levels may impact on global issues.	global issues.

Criterion 5: plan, undertake and report on own involvement in community activities

The learner:

Rating A	Rating B	Rating C
identifies, plans and negotiates the nature of own community involvement	identifies, discusses and plans the nature of own community involvement	identifies and plans the nature of own community involvement from given options
engages appropriately in a range of learning activities relating to community awareness and access	engages appropriately in learning activities relating to community awareness and access	engages as directed in learning activities relating to community awareness and access
collects, assesses and uses accurate and relevant information from practical engagement with a project	collects and uses accurate and relevant information from practical engagement with a project	collects and records relevant information from practical engagement with a project
identifies and explains connections between community engagement and a range of relevant broader issues	identifies and discusses connections between community engagement and relevant broader issues	identifies and lists connections between community engagement and provided broader issues
proposes further discussion and investigation about community engagement activities to respond to identified issues	discusses community engagement activities to respond to identified issues	engages in discussion about community engagement activities to respond to identified issues
investigates, selects and uses strategies to record, reflect and assesses own community engagement.	selects and uses strategies from a range of provided options to record and reflect on own community engagement.	selects and uses strategies from a limited range of provided options to record and reflect on own community engagement.

Criterion 6: work effectively and cooperatively with others

The learner:

Rating A	Rating B	Rating C
maintains cooperative engagement* with others in a range of activities	maintains cooperative engagement* with others in prescribed activities	maintains cooperative engagement* with others in structured activities
interacts consistently in an appropriate manner with others in planned and spontaneous contexts	interacts with others in an appropriate manner in planned activities	follows instructions and interacts with others appropriately in a supportive role
works effectively with others in planning and implementing activities	works effectively with others to support the planning and implementation of activities	works cooperatively, following guidelines and instructions on the planning and implementation of activities
performs, monitors, assesses and adjusts own tasks to the successful completion of individual and group activities	performs and monitors own tasks to the successful completion of individual and group activities	performs tasks to contribute to the completion of individual and group activities
uses appropriate and effective strategies to solve problems.	uses prescribed strategies to solve problems.	uses prescribed strategies to solve problems, with direction.

*Includes but is not limited to: response to direction; sharing of tasks; contributing ideas; using appropriate communication skills (including language body)

Qualifications Available

Exploring Issues in Society Level 2 (with the award of):

EXCEPTIONAL ACHIEVEMENT

HIGH ACHIEVEMENT

COMMENDABLE ACHIEVEMENT

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT

Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 6 ratings.

The minimum requirements for an award in Exploring Issues in Society Level 2 are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)
5 'A' ratings, 1 'B' rating

HIGH ACHIEVEMENT (HA)
3 'A' ratings, 2 'B' ratings, 1 'C' rating

COMMENDABLE ACHIEVEMENT (CA)
3 'B' ratings, 3 'C' ratings

SATISFACTORY ACHIEVEMENT (SA)
5 'C' ratings

PRELIMINARY ACHIEVEMENT (PA)
3 'C' ratings

Course Evaluation

The Department of Education's Curriculum Services will develop and regularly revise the curriculum. This evaluation will be informed by the experience of the course's implementation, delivery and assessment.

In addition, stakeholders may request Curriculum Services to review a particular aspect of an accredited course.

Requests for amendments to an accredited course will be forwarded by Curriculum Services to the Office of TASC for formal consideration.

Such requests for amendment will be considered in terms of the likely improvements to the outcomes for learners, possible consequences for delivery and assessment of the course, and alignment with Australian Curriculum materials.

A course is formally analysed prior to the expiry of its accreditation as part of the process to develop specifications to guide the development of any replacement course.

Course Developer

The Department of Education acknowledges the significant leadership of Ms Lisa Herd and Dr Heidi Hottes in the development of this course.

Expectations Defined By National Standards In Content Statements Developed by ACARA

There are no content statements developed by ACARA that are relevant to this course.

Accreditation

The accreditation period for this course is from 1 January 2016 to 31 December 2022.

Version History

Version 1 – Accredited on 5 February 2016 for use from 1 January 2016 to 31 December 2020. This course replaces Exploring Issues in Society (BHF210111) that expired on 31 December 2015.

Version 1.a - Accreditation renewed on 18 August 2020 for the period 1 January 2021 to 31 December 2021, with the following amendments: updating of the names of noted organisations; and removal of 'basic' and 'main' from criteria standard elements.

Version 1.b - Renewal of Accreditation on 14 July 2021 for the period 31 December 2021 until 31 December 2022, without amendments.

Appendix 1

GLOSSARY

Term	Explanation
Adapt	to make suitable to or fit for a specific use or situation
Analyse	identify components and the relationship between them; draw out and relate implications
Apply	use, utilise, employ in a particular situation
Appropriate	suitable or proper in the circumstances; suitable for a particular person, condition, occasion, or place; fitting
Assess	make a judgement of value, quality, outcomes or results
Basic	essential or elementary
Categorise	organise information, people or issues into common groups with common characteristics
Climate Change	a change in global or regional climate patterns, sea levels and polar and glacial ice; attributed to the use of fossil fuels increasing levels of atmospheric carbon dioxide; in particular, a change apparent from the mid to late 20th Century onwards
Complexities	factors in a complicated process or situation; especially in relation to issues
Conservation	the use and preservation of natural resources in order to prevent depletion
Contemporary	modern; of or occurring in the present
Consequential	an effect, result or conclusion as a result of certain actions in response to an issue
Community	a social group whose members live in a particular location, share government, and often have a common cultural and historical heritage
Culture	activities and ideas of a group of people with shared traditions

Term	Explanation
Define	state meaning and identify essential qualities
Demographics	the statistical data of a population including average age, life expectancy, income, etc...; vital characteristics of a population
Demonstrate	show by example
Describe	provide characteristics and features
Discuss	identify issues and provide points for and/or against
Distinguish	recognise or note: indicate as being distinct or different from; to note differences between
Diversity	the cultural variety and cultural differences that exist in the world, a society, or organisation
Effective	successful in producing a desired or intended result
Engage	to draw into, involve or attract attention
Environment	combination of external physical conditions; relating to the natural world and the impact of human activity on its condition: relating to or arising from a person's surroundings (social environment)
Ethnic Group	a group in society that shares characteristics such as culture, religion and language
Evidence	information or resources helpful in forming a conclusion or judgement
Explain	relate cause and effect; make the relationships between things evident; provide why and or how
Express	to convey feelings, opinions, etc...

Term	Explanation
Globalisation	worldwide integration, expansion and development
Identify	recognise and name
Implement	to put into practical effect; carry out
Innovative	to introduce something new or different
(Social) Issue	a social problem; social issues may arise out of the opinions and actions of individuals, groups, communities and governments that impact on society
(Social) Interaction	social communication, action or influence
Investigate	plan, inquire into and draw conclusions about

Justify	support an argument or conclusion

Term	Explanation
Media	a form of mass communication
Migration	moving from one country or region to another
Multimodal	characterised by several different modes of activity or occurrence, e.g. linguistic, visual, audio
Observe	to become aware of, through careful and directed attention; to watch attentively
Organise	systematically order and arrange
Outline	use general terms to indicate the main features of an idea or concept
Pertinent	relevant; relating to the subject or topic
Public Concern	of concern to people in society

Term	Explanation
Range	a number of different things of the same general type; breadth
Relevant	applicable and pertinent
Resolution	solutions or outcomes for resolving issues/problems
Select	choose in preference to another or others
Stimulate	to cause to be interested or engaged
Strategy	a plan of action intended to accomplish a specific goal
Sustainability	the capacity of something to be maintained indefinitely into the future; especially in relation to environmental, social, cultural longevity
World view	beliefs or life philosophy held by an individual or a group

Tasmanian Government

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