EDUC289

Human Society and its Environment

S2 External 2018

Department of Educational Studies

Contents

General Information

Unit convenor and teaching staff
Convenor
Neil Harrison
neil.harrison@mq.edu.au
Contact via 98508716
29WW116
Wednesdays 4-6

Tutor
Carole Wellham
carole.wellham@mq.edu.au
29 Wally's Walk
Wednesdays

Tutor
Albert Marchetto
albert.marchetto@mq.edu.au
29 Wally's walk
Weednesdays

Credit points
3

Prerequisites
((12cp at 100 level or above) including (EDUC105 or EDUC106 or ECH126)) or admission to BEd(Sec)

Corequisites

Co-badged status

Unit description
This unit is designed to develop students' understanding of the issues central to the Human Society and its Environment curriculum in years K–6, and Geography and History syllabuses in years K–10. It caters for the needs of students requiring a background in this key learning area and incorporates aspects of Australian social, cultural and environmental heritage, civics and citizenship education, and global perspectives.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are

available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

UO1 develop an appreciation of the complex factors shaping Australian society;

UO2 acquire knowledge, skills, values and attitudes which enable informed decisions to be made about content and methodology in the Human Society and its Environment learning area across K - 10;

UO3 demonstrate an understanding of conceptual underpinnings and different perspectives about the key historical, social, cultural and environmental influences related to the study of Australian society;

UO4 identify important aspects of government policy and of the Australian political system, and its implications for HSIE education; and

UO5 demonstrate understanding and appreciation of Australia in its global context - including the concept of global citizenship and the processes of economic and cultural integration, geopolitics and cultural conflict.

General Assessment Information

ATTENDANCE FOR UNDERGRADUATE UNITS

Activities completed during weekly tutorials (internal) or o**n campus days (external)** are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit [and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements]. Attendance at all tutorials or on campus days is expected and the roll will be taken.

Unit Expectations

- Students are expected to read weekly readings before completing tasks and attending tutorials
- Students are expected to listen/attend weekly lectures before completing tasks and attending tutorials

Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

ELECTRONIC COMMUNICATION

It is the student's responsibility to check all electronic communication on a regular weekly basis. Communication may occur via:

- Official MQ Student Email Address

- The Dialogue function on iLearn
- Other iLearn communication functions

GENERAL ASSESSMENT INFORMATION

Assignment extensions and late penalties

Applications for extensions must be made via AskMQ at https://ask.mq.edu.au as a Special Consideration request before the submission date. Students who experience a disruption to their studies through ill-health or misadventure are able to apply for this request. Extensions can only be granted if they meet the Special Considerations policy and are submitted via https://ask.mq.edu.au/. This will ensure consistency in the consideration of such requests is maintained.

In general, there should be no need for extensions except through illness or misadventure that would be categorised as unavoidable disruption according to the University definition of same, see: https://students.mq.edu.au/study/my-study-program/special-consideration

Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed. For example: a task worth 50%, the 5% late penalty would therefore be a grade reduction of 2.5 marks per day. e.g. 5% of 50 = 2.5. 2 days late = 5 mark deduction.

No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

Requesting a remark of an assignment

If you have evidence that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within 7 days of the date of return of the assignment and provide a detailed assessment of your script against the task criteria. Evidence from your assignment must be provided to support your judgements.

Note: Failed assessments can not be re-submitted as they are all double-marked as a part of the moderation process.

Please note: The outcome of a re-mark may be a higher/lower or unchanged grade. Grades are standards referenced and effort is NOT a criterion.

Assessment Presentation & Submission Guidelines

Please follow these guidelines when you submit each assignment:

- Allow a left and right-hand margin of at least 2cm in all assignments.
- Please type all assignments using 12-point font and 1.5 spacing.
- All assessments must be submitted through Turnitin in .doc or .pdf format
- It is the onus of the student to ensure that all assessments are successfully submitted through Turnitin.
- Faculty assignment cover sheets are NOT required.

Draft Submissions & Turnitin Originality Reports

- Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.
- Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.
- The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.
- Generally, one Originality Report is generated every 24 hours up to the due date.

Please note:

- Students should regularly save a copy of all assignments before submission,
- Unless there are exceptional circumstances, no assessment will be accepted after the date that the assessment has been returned to other students.
- Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

University policy on grading

Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

Note: If you fail a unit with a professional experience component the fail grade will be on your transcript irrespective of the timing of when the placement takes place.

Criteria for awarding grades in the unit

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment-in-effect-from-session-2-2016

The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
D (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
Cr (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
P (Pass).	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes.
F (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

PROCEDURES and POLICIES

Withdrawing from this UG Unit

If you are considering withdrawing from this unit, please seek academic advice by writing to https://ask.mq.edu.au before doing so as this unit may be a co-requisite or prerequisite for units in the following semesters and may impact on your progression through the degree.

Withdrawing from this PG Unit

If you are considering withdrawing from this unit, please seek academic advice by writing to https://ask.mq.edu.au before doing so as this unit may be a co-requisite or prerequisite for units in the following semesters and may impact on your progression through the degree.

Other important policies

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the policies listed in this/the Unit Guide with regard to Learning and Teaching.

For this Unit, students must also be aware of the following specific requirements:

- Students must meet the mandatory requirements to undertake placements as specified in this/ the Unit Guide. These may include both University requirements and mandatory requirements specified by the accrediting authority such as the Working with Children check.

- Macquarie University operates under a 'Fit to Sit' model as specified in the University's Special Consideration Policy. For this Unit, this means that, when undertaking a placement, a student is declaring that they are fit to do so. It is the responsibility of the student to determine whether they are fit to undertake a placement. Therefore, if a student is feeling unfit to undertake a placement, they should not do so.

- If a Student is identified by the Unit Convenor as being 'At Risk', the Department's 'At Risk' procedure will be activated and they will not be able to withdraw themselves from this Unit.

- The timing of placements can vary. For placements early in the Session, Fail grades may be approved by the University prior to the end of Session for students who do not meet the placement expectations of the Unit.

Other policies that relate to Learning and Teaching (see Policy central):

Academic Honesty Policy

Assessment Policy

Grade Appeal Policy

Complaint Management Procedure for Students and Members of the Public

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

Student support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student enquiry service

For all student enquiries, visit Student Connect at ask.mq.edu.au

Equity support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

IT help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/ offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

Assessment Tasks

Name	Weighting	Hurdle	Due
Task 1	50%	No	19/09/18
Task 2	50%	No	14/11/18

Task 1

Due: **19/09/18**
Weighting: **50%**

Australia's multicultural society

Description

There is a belief amongst some of Australia's population that the White Australia Policy was born out of fear and insecurity about those who are racially or culturally different - and some contemporary government policies still reflect this past rhetoric. There is also a belief amongst some of Australia's population that the pathway towards developing a multicultural society has been successful and that Australia enjoys close links with many countries, particularly those of the Asian region.

Task:

• Describe the nature of *multiculturalism* and how it has developed in Australia. (500 words).

• Explain how *multiculturalism* in Australia has been impacted through our connections with the Asia-Pacific region (500 words).

• Critically assess the Australian government policy regarding refugees and asylum seekers (1000 words).

Length: 2000 words

On successful completion you will be able to:
- UO1 develop an appreciation of the complex factors shaping Australian society;
- UO2 acquire knowledge, skills, values and attitudes which enable informed decisions to be made about content and methodology in the Human Society and its Environment learning area across K - 10;
- UO3 demonstrate an understanding of conceptual underpinnings and different perspectives about the key historical, social, cultural and environmental influences related to the study of Australian society;
- UO5 demonstrate understanding and appreciation of Australia in its global context - including the concept of global citizenship and the processes of economic and cultural integration, geopolitics and cultural conflict.

Task 2

Due: **14/11/18**
Weighting: **50%**

Australia: a country where everyone gets a fair-go!

Description

Australia's national identity has been shaped over time by events, processes and people. Australia's history (such as wartime experiences and the early exploration of the Australian continent) has created images of Australia as being a 'classless' or 'egalitarian' society, in which everyone gets a 'fair go' including the 'Aussie battler'.

Task:

- Describe how the concept and practice of *egalitarianism* has developed in Australia. (700 words)
- Critically assess how globalisation has impacted "our" understanding of egalitarianism in Australia. (For example, who gets a fair-go, and why? Think about geography and those who live in regional, remote and urban locations. Consider how egalitarianism applies to particular groups in Australia, with particular reference to Aboriginal and Torres Strait Islander people). (1300 words)

Length: 2000 words

On successful completion you will be able to:
- UO2 acquire knowledge, skills, values and attitudes which enable informed decisions to be made about content and methodology in the Human Society and its Environment learning area across K - 10;

- UO3 demonstrate an understanding of conceptual underpinnings and different perspectives about the key historical, social, cultural and environmental influences related to the study of Australian society;
- UO4 identify important aspects of government policy and of the Australian political system, and its implications for HSIE education; and
- UO5 demonstrate understanding and appreciation of Australia in its global context - including the concept of global citizenship and the processes of economic and cultural integration, geopolitics and cultural conflict.

Delivery and Resources

External students

Attendance at All on-campus sessions is compulsory. These will be held on:

- **Saturday 8 September - 9.00am–12.00pm and 1.00pm–5.00pm**
- **Saturday 13 October – 9.00am–12.00pm and 1.00pm–5.00pm**

RECOMMENDED TEXTS

Prescribed Texts:

The following is available online and from the University Cooperative Bookshop and it is **essential** for this unit.

NESA (2015). Geography K-10. Retrieved 7 February, 2018 from: http://syllabus.nesa.nsw.edu.au/assets/geographyk10/downloads/geographyk10_full.pdf

NESA (2012). *History K-6: Syllabus*. Retrieved 7 February, 2018 from http://syllabus.nesa.nsw.edu.au/assets/historyk10/downloads/historyk10_full.pdf

Recommended Reading, References and Resources

** Australian Broadcasting Commission (2018). *Class Act*. Retrieved 15 July: http://www.abc.net.au/radionational/projects/class-act**/ [absolute must for task 2]**

Burgess, D. (2012). *Teach Like A PIRATE*. Dave Burgess Consulting Incorporated.

Gilbert, R. & Hoepper, B. (Eds.), (2017). *Teaching humanities and social sciences: history, geography, economics & citizenship in the Australian curriculum* (6e). South Melbourne (Vic): Centage Learning.

Harris, M., Nakata, M. & Carlson, B. (2013). *The politics of identity: Emerging Indigeneity*. Sydney: UTSePress.

Harrison, N. and Sellwood, J. (2016). *Learning and Teaching in Aboriginal and Torres Strait Islander education* (3e). Melbourne: Oxford University Press.

Harrison, N. (2015). Learning and Teaching on Darug country**.** Retrieved 20 January, 2018 from: www.learndarug.com/

Hunter, J. (2015). *Technology Integration and High Possibility Classrooms: Building from TPACK.* Routledge Taylor & Francis

Marr, D. (2017). 'The White Queen'. In *Quarterly Essay*, issue 65.

Maude, A. (2014). *Understanding and Teaching the Australian Curriculum: Geography for Primary Schools*. Hawker Brownlow Education.

Maude, A. (2014). Comments on the recommendations relating to Geography in the review of the Australian Curriculum. *Geographical Education*, 27: 13-18.

Maude, A. M. (2013) Developing a national geography curriculum for Australia, International Research in Geographical and Environmental Education, 23:1, 40-52.

Reynolds, R. (2014). *Teaching humanities and social sciences in the primary school (3e)*. Melbourne: Oxford University Press.

Taylor, T., Fahey, C., Kriewaldt, J. Boon, D. (2012). *Place and Time: Explorations in Teaching Geography and History*. Frenchs Forest: Pearson.

Further Professional reading and references:

Altman, J. and Kerins, S. (2012). *People on Country: Vital Landscapes, Indigenous Futures*. Federation Press

Attwood, B. and Forster, S. (Eds.) (2003). *Frontier Conflict: The Australian Experience.* National Museum of Australia.

Bisley, N. (2007). *Rethinking Globalisation*. Palgrave Macmillan.

Butler, K. (2000). Overcoming Terra Nullius: Aboriginal perspectives in schools a site of philosophical struggle. *Educational Philosophy and Theory,* 32(1): 94–101.

Castles, F. G. (1991), *Australia Compared: People, Policies and Politics*, Allen & Unwin.

Castles, S., Cope, B., Kalantzis, M. and Morrissy, M. (1992). *Mistaken Identity: Multiculturalism and the Demise of Nationalism in Australia.* (3rd Ed.), Pluto Press.

Garrett, P. (2015). *Peter Garrett – A Memoir: Big Blue Sky*, Allen and Unwin

Clarke, A. (2008). *History's children: History wars in the classroom*. Sydney: UNSW Press.

Gittins, R. (2015). *Gittins: A life among budgets, bulldust and bastardry*, Allen and Unwin

Day, D. (2005). *Claiming a Continent: A New History of Australia*, Harper Perennial.

Davison, G. (2003), Conflict in the Museum, in Attwood, B. & Foster, S. (Eds.) *Frontier Conflict: The Australian Experience*. National Museum of Australia, pp. 201–214.

Elder. C. (2007). *Being Australian: Narratives of National Identity.* Allen & Unwin.

Gilbert, R & Hoepper, B. (eds.), (2014). Teaching humanities and social sciences: history, geography, economics & citizenship in the Australian curriculum (5e). South Melbourne (Vic): Centage Learning.

Hammar, J. (2015). *Daughter of the Territory*, Allen and Unwin

Healey, J. (2010). Australian National Identity. *Issues in Society*, Vol. 313. The Spinney Press.

Jericho, G. (2012). *The Rise of the Fifth Estate: Social Media and Blogging in Australia*. Scribe Publications: Brunswick.

Kelly, P. (2000), *Paradise Divided: The Changes, the Challenges, the Choices for Australia.* Sydney: Allen & Unwin.

Kelly, P. (2001). *100 Years: The Australian Story.* Sydney: Allen & Unwin.

Kelly, P. (2009). *The March of Patriots: The Struggle for Modern Australia*. Melbourne University Press.

Kelly, P. (2014). *Triumph and Demise: The Broken Promise of a Labor generation*. Melbourne University Press.

Lawless, J & Cameron, K. (2012). *Discovering history: Lower Primary*. Melbourne: Pearson.

Megalogenis, G. (2012). *The Australian Moment*. Penguin Books Australia.

Markus, A., Jupp, J. & McDonald, P. (2009). *Australia's Immigration Revolution*. Crows Nest: Allen & Unwin.

McBride S. and Wiseman J. (Eds.) (2000). *Globalisation and its Discontent*, Macmillan.

Megalogenis, G. (2012). *The Australian Moment*. Penguin Books, Melbourne.

Mudrooroo (1995), *Us Mob – History, Culture, Struggle: An Introduction to Indigenous Australia*. Angus and Robertson.

Price, K. (2012). *Aboriginal and Torres Strait Islander education: An introduction for the teaching profession*. London: Cambridge.

Report of the Civics Expert Group (Chair: Stuart Macintyre) (1994). *Whereas the People … Civics and Citizenship Education*. Canberra: Australian Government Publishing Service.

Singleton, G., Aitkin, D., Jinks, B. and Warhurst, J. (2000). *Australian Political Institutions,* Longman.

Welsh, F. (2005). *Great Southern Land*. London: Penguin Books.

Professional Associations

Geography Teachers Association of NSW (2018). Retrieved February 7, 2018 from http://www.gtansw.org.au/

History Teachers' Association of Australia (2018). Australian Curriculum: History Units. Retrieved February 7, 2018 from http://www.achistoryunits.edu.au/

Key Australian website references:

Australian Broadcasting Commission (2018). Splash. Retrieved February 7, 2018 from http://splash.abc.net.au/media/-/m/29466/ramadan?source=early-primary-history

Australian Broadcasting Commission (2017). *Indigenous languages map*. Retrieved February 7, 2018 from http://www.abc.net.au/indigenous/map/

Harrison, N. (2015). Learning and Teaching on Darug country**.** Retrieved 15 July, 2018 from: www.learndarug.com/

Australian Children's Television Foundation Education Services Australia (2018). *My Place for teachers.* Retrieved 29 June, 2018 from http://www.myplace.edu.au/decades_timeline/1780/decade_landing_22.html?tabRank=4

Unit Schedule

OVERVIEW OF THE WEEKLY CONTENT AND PROGRAM FOR EDUC289

WEEK	TOPIC AREA AND PRESENTER	READINGS
3	• L1 Human Society and its Environment KLA: An introduction • L2 How has a national approach towards education and curriculum reform influenced teaching and learning in NSW schools?	**For reflections and critiques: the following 2 papers should be read together** Maude, A. M. (2013) Developing a national geography curriculum for Australia, International Research in Geographical and Environmental Education, 23:1, 40-52. For L2 see the goals of education: MCCETYA (2008) *Melbourne Declaration on Educational Goals for Young Australians: http://www.curriculum.edu.au/verve/_resources/ National_Declaration_on_the_Educational_Goals_for_Young_Australians.pdf*
	• L3 How would you explain an Australian identity? • L4 How has Australia's identity been shaped by its physical and human environments?	*David Marr (2017). 'The White Queen'. In *Quarterly Essay*, issue 65. (also see week 3) pages 1-19 Harris, M., Nakata, M. & Carlson, B. (2013). *The politics of identity: Emerging Indigeneity*. Sydney: UTSePress. Australian Human Rights Commission: Face the facts: cultural diversity: see… https://www.humanrights.gov.au/face-facts-cultural-diversity **For L4** Harrison, N. & McLean, R. (2017). Getting yourself out of the way: listening and belonging in the city. *Geographical Research,* 55:4, 359-368. Bawaka Country, Suchet-Pearson,S.,Wright,S.,Lloyd,K.and Burarrwanga, L., (2013). Caring as country: towards an ontology of co-becoming in natural resource management. Asia Pacific Viewpoint, 54, 185–197.

WEEK	TOPIC AREA AND PRESENTER	READINGS
	• **L7 Has Australia always been a multicultural society?**	*Marom, Lilach (2016). A New Immigrant Experience of Navigating Multiculturalism and Indigenous Content in Teacher Education. *The Canadian Journal of Higher Education;* vol. 46 (4):* 23-40. Stephen May & Christine E. Sleeter Eds. (2010).*Critical Multiculturalism: Theory and Praxis.* Routledge
	• **L8 How do we approach an increasingly conservative society in Australia?**	SBS: 'You can't ask that' http://iview.abc.net.au/collection/you-cant-ask-that
	• **L5 Exploring Aboriginal and Torres Strait Islander histories and cultures (1).** • **L6 Exploring Aboriginal and Torres Strait Islander histories and cultures (2).**	**@IndigenousX:** https://indigenousx.com.au/ **For a critique see:** Harrison, N. (2012). Aborigines of the Imaginary: Applying Lacan to Aboriginal education. *Asia-Pacific Journal of Teacher Education,* 40(1), 5-14. Fredericks, B. (2013). We don't leave our identities at the city limits': Aboriginal and Torres Strait Islander people living in urban localities. *Australian Aboriginal Studies,* (1), 4-16. **L6 What is working**: Harrison, N. and Greenfield, M. (2011). Relationship to place: positioning Aboriginal knowledge and perspectives in classroom pedagogies. *Critical Studies in Education*, 52, 65-76.

WEEK	TOPIC AREA AND PRESENTER	READINGS
	• **L9 Is Australia's egalitarian society a myth or a reality?**	**A must listen** Australian Broadcasting Commission (2018). *Class Act*. Retrieved 15 July: http://www.abc.net.au/radionational/projects/class-act/ **[absolute must for task 2]**
	• **L10 What could be more important than teaching content in HSIE?**	A must read: "Land of the fair-go no more". See: http://theconversation.com/land-of-the-fair-go-no-more-wealth-in-australia-is-becoming-more-unequal-63327
	• L11 How is Australia's national identity informed by its literature and popular culture? • L12 How has Australia's national identity been shaped by its wartime experiences? *Presented by guest lecturer Mr Alberto Marchetto*	Elder, C. (2007). *Being Australian: Narratives on National Identity*. Crows Nest: Allen & Unwin [Part 2.7: The Cultural Nation: Art, Cinema and Music, pp. 181–211]. Bryant, N. (2009). On Framing Australia. *The Australian*. 21 March 2009. Keating, P. (1993) Remembrance Day Speech: Eulogy at the funeral service of the Unknown Australian Soldier, 11 Nov. 1993. http://www.awm.gov.au/media/keating.mp3
	• **L13 Civics and citizenship and values education** • **L14 Governing Australia**	George Megalogenis, (2010). *Trivial Pursuit: Leadership and the End of the Reform Era. In Quarterly Essay* 40 (available @libary online Reynolds, R. (2014). *Teaching humanities and social sciences in the primary school (3e)*. chapter 3 Yencken, D. (2010). *The Role of Government in Australia*. The Australian Collaboration.

• **L15 What are the contemporary challenges and opportunities associated with the interconnections between Australia and countries of the Asia region? Has this changed over time?**		Reynolds, R. (2014). *Teaching humanities and social sciences in the primary school (3e)*. **Chapter 8.** Flannery, T. (2008). Now or Never: A sustainable future for Australia? *Quarterly Essay* Flannery, T. (2012). After the future: Australia's new extinction crisis. *Quarterly Essay*
• **L16 What are the futures for Australia's environments and communities?**		

• **L17 How is Australia's place in the world changing economically?**	Reynolds chapter 4 and esp. chapter 8. Steger, B. (2008). *Globalization: A very short introduction*. Chapter 1: Globalization: A contested concept, pp. 1–16.
• **L18 What is cultural integration? How has this process connected and changed people and places in Australia and throughout the world?**	
• **L19 The changing economic and cultural significance of Sydney and its pathway towards achieving a sustainable future**	Harrison, N. & McLean, R. (2017). Getting yourself out of the way: listening and belonging in the city. *Geographical Research,* 55:4, 359-368. Rey, J. & Harrison, N. (2018). Sydney as an Indigenous place: Goanna walking brings people together. *AlterNative. Doi: http://journals.sagepub.com/doi/10.1177/1177180117751930*

1. Assessment program

ASSESSMENT summary

Task	Due Date	Unit Outcomes Addressed	Brief Description of Task
Task 1 *Australia's multicultural society* (50%)	19/09/18	UO1; UO2; UO3	A critical evaluation of Australian government policy
Task 2. *Australia: a country where everyone gets a fair-go!* (50%)	14/11/18	UO2; UO3; UO4;	This task focuses on the concept and reality of Australia as an 'egalitarian' society

Please note:

You must also meet all the attendance requirements (see Section 4).

To demonstrate your satisfactory achievement of the Unit's Learning Outcomes both assessment tasks are to be attempted.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- Academic Appeals Policy
- Academic Integrity Policy
- Academic Progression Policy
- Assessment Policy
- Fitness to Practice Procedure
- Grade Appeal Policy
- Complaint Management Procedure for Students and Members of the Public
- Special Consideration Policy *(Note: The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.)*

Undergraduate students seeking more policy resources can visit the Student Policy Gateway (https://students.mq.edu.au/support/study/student-policy-gateway). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit Policy Central (https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central).

Student Code of Conduct

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- Workshops

- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

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IT Help

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When using the University's IT, you must adhere to the Acceptable Use of IT Resources Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- UO2 acquire knowledge, skills, values and attitudes which enable informed decisions to be made about content and methodology in the Human Society and its Environment learning area across K - 10;
- UO5 demonstrate understanding and appreciation of Australia in its global context - including the concept of global citizenship and the processes of economic and cultural integration, geopolitics and cultural conflict.

Assessment task

- Task 2

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to

handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- UO1 develop an appreciation of the complex factors shaping Australian society;
- UO2 acquire knowledge, skills, values and attitudes which enable informed decisions to be made about content and methodology in the Human Society and its Environment learning area across K - 10;
- UO3 demonstrate an understanding of conceptual underpinnings and different perspectives about the key historical, social, cultural and environmental influences related to the study of Australian society;
- UO4 identify important aspects of government policy and of the Australian political system, and its implications for HSIE education; and
- UO5 demonstrate understanding and appreciation of Australia in its global context - including the concept of global citizenship and the processes of economic and cultural integration, geopolitics and cultural conflict.

Assessment tasks

- Task 1
- Task 2

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- UO2 acquire knowledge, skills, values and attitudes which enable informed decisions to be made about content and methodology in the Human Society and its Environment learning area across K - 10;
- UO3 demonstrate an understanding of conceptual underpinnings and different perspectives about the key historical, social, cultural and environmental influences related to the study of Australian society;

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- UO1 develop an appreciation of the complex factors shaping Australian society;
- UO2 acquire knowledge, skills, values and attitudes which enable informed decisions to be made about content and methodology in the Human Society and its Environment learning area across K - 10;
- UO3 demonstrate an understanding of conceptual underpinnings and different perspectives about the key historical, social, cultural and environmental influences related to the study of Australian society;
- UO4 identify important aspects of government policy and of the Australian political system, and its implications for HSIE education; and
- UO5 demonstrate understanding and appreciation of Australia in its global context - including the concept of global citizenship and the processes of economic and cultural integration, geopolitics and cultural conflict.

Assessment tasks

- Task 1
- Task 2

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- UO1 develop an appreciation of the complex factors shaping Australian society;
- UO2 acquire knowledge, skills, values and attitudes which enable informed decisions to

be made about content and methodology in the Human Society and its Environment learning area across K - 10;

- UO3 demonstrate an understanding of conceptual underpinnings and different perspectives about the key historical, social, cultural and environmental influences related to the study of Australian society;

- UO4 identify important aspects of government policy and of the Australian political system, and its implications for HSIE education; and

- UO5 demonstrate understanding and appreciation of Australia in its global context - including the concept of global citizenship and the processes of economic and cultural integration, geopolitics and cultural conflict.

Assessment tasks

- Task 1
- Task 2

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- UO1 develop an appreciation of the complex factors shaping Australian society;

- UO2 acquire knowledge, skills, values and attitudes which enable informed decisions to be made about content and methodology in the Human Society and its Environment learning area across K - 10;

- UO3 demonstrate an understanding of conceptual underpinnings and different perspectives about the key historical, social, cultural and environmental influences related to the study of Australian society;

- UO4 identify important aspects of government policy and of the Australian political system, and its implications for HSIE education; and

- UO5 demonstrate understanding and appreciation of Australia in its global context - including the concept of global citizenship and the processes of economic and cultural integration, geopolitics and cultural conflict.

Assessment tasks

- Task 1
- Task 2

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- UO1 develop an appreciation of the complex factors shaping Australian society;
- UO2 acquire knowledge, skills, values and attitudes which enable informed decisions to be made about content and methodology in the Human Society and its Environment learning area across K - 10;
- UO3 demonstrate an understanding of conceptual underpinnings and different perspectives about the key historical, social, cultural and environmental influences related to the study of Australian society;
- UO4 identify important aspects of government policy and of the Australian political system, and its implications for HSIE education; and
- UO5 demonstrate understanding and appreciation of Australia in its global context - including the concept of global citizenship and the processes of economic and cultural integration, geopolitics and cultural conflict.

Assessment task

- Task 1

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- UO1 develop an appreciation of the complex factors shaping Australian society;
- UO3 demonstrate an understanding of conceptual underpinnings and different perspectives about the key historical, social, cultural and environmental influences related to the study of Australian society;
- UO4 identify important aspects of government policy and of the Australian political system, and its implications for HSIE education; and

Assessment task

- Task 2

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- UO2 acquire knowledge, skills, values and attitudes which enable informed decisions to be made about content and methodology in the Human Society and its Environment learning area across K - 10;
- UO3 demonstrate an understanding of conceptual underpinnings and different perspectives about the key historical, social, cultural and environmental influences related to the study of Australian society;
- UO4 identify important aspects of government policy and of the Australian political system, and its implications for HSIE education; and
- UO5 demonstrate understanding and appreciation of Australia in its global context - including the concept of global citizenship and the processes of economic and cultural integration, geopolitics and cultural conflict.

Assessment task

- Task 2

Changes since First Published

Date	Description
01/08/ 2018	Change made: The professional experience block listed for mid-session has been deleted in the revised version.

Changes since First Published