

Online and Underground

Links to curriculum frameworks for each state and territory have been made below and outline educational outcomes which the 'Online and Underground' tour can address. If you there is a particular outcome you would like to focus on during you tour, please inform our booking staff when making a booking.

ACT:

Later Adolescence (Years 9-10)

KLA	ELA	Essential content	
		Students have opportunities to understand and learn:	
Social Sciences	<u>21</u> :The student understands about Australia and Australians	<u>21.LA.4</u> the events, people and movements that shaped the development of Australia (e.g. colonisation and expansion, development of governments, participation in major wars) and the contexts in which events and actions occurred (e.g. social and economic context, motivation and beliefs of individuals)	<ul style="list-style-type: none"> • International memory of the world • Newspapers (social values and norms of the time)
Design and Technology	<u>25</u> : The student designs, makes and appraises using technology	<u>25.LA.2</u> factors affecting design (e.g. function, form, end user context, quality, trends, resource availability, safety)	<ul style="list-style-type: none"> • Change of systems as technology changes (eg newspaper: microfilm; digitisation and tube system)
English	<u>8</u> : The students listen and speaks with purpose and effect	<u>8.LA.5</u> monitor their own attentiveness and use strategies to assist active listening in challenging situations (e.g. taking notes, adjusting posture, choosing position in an audience)	<ul style="list-style-type: none"> • Oral Presentation
	<u>9</u> : The student reads effectively	<u>9.LA.10</u> read and interpret a range of sophisticated imaginative,	<ul style="list-style-type: none"> • Explanation of how to navigate search engines

		information and argument texts in printed and electronic formats, for a variety of purposes	(eg picture Australia, Music Australia etc)
Interdisciplinary	6: The student uses Information and communication Technologies effectively	<u>6.LA.2</u> perform advanced ICT searches, selecting appropriate sources of digital information in response to identified needs and research questions	<ul style="list-style-type: none"> Develop research skills eg How to search a variety of databases

ACT:

ACT Year 12 Certificate (Years 11-12)

Course	Assessment criteria	
Art and Design	<u>Contexts:</u> understanding of historical, social and cultural contexts of art and design;	<ul style="list-style-type: none"> Newspapers (social values and norms of the time) How to search pictures Australia database
Business Studies	<u>Communication:</u> the ability to select, interpret and present information from a variety of sources and in a variety of forms appropriate to the material and audience.	<ul style="list-style-type: none"> Develop research skills eg How to search a variety of databases (eg: pictures Australia, Music Australia etc)
Cultural Studies	<u>Investigation:</u> accuracy, thoroughness, comprehension and appreciation of perspective in locating, selecting, recording and acknowledging relevant data from sources	
Design and Technology	<u>Technology Skills:</u> effective research methods	
English	ability to locate, synthesise and reference material from various sources	
Geography	inquiry skills	
Legal	range of inquiry skills	

Studies		
Theory of Knowledge	use of appropriate research and reference strategies	
	<u>Investigation</u> : accuracy, thoroughness, comprehension and appreciation of perspective in locating, selecting, recording and acknowledging relevant data from sources	

New South Wales

Stage 5 (Years 9 & 10)

KLA	Learning outcomes	Indicators	
History	<u>5</u> : Students will develop: the skills to undertake the process of historical inquiry	<u>5.8</u> locates, selects and organises relevant historical information from a number of sources, including ICT, to undertake historical inquiry	<ul style="list-style-type: none"> Develop research skills eg How to search a variety of databases (eg: pictures Australia, Music Australia etc)
	<u>5</u> : Students will develop a knowledge and understanding of significant developments in Australia's social, political and cultural history	<u>5.1</u> explains social, political and cultural developments and events and evaluates their impact on Australian life	<ul style="list-style-type: none"> Develop research skills eg How to search a variety of databases (eg: pictures Australia, Music Australia etc) Newspapers (social values and norms of
Geography	<u>5</u> : Students will develop skills in acquiring, processing and Communicating geographical information	<u>5.1</u> identifies, gathers and evaluates geographical information	<ul style="list-style-type: none"> Develop research skills eg How to digital collection
English	<u>9</u> : A student demonstrates understanding of the ways texts reflect personal and	<u>9.6</u> the ways different and changing views of the world shape meaning	<ul style="list-style-type: none"> Newspapers (social values and norms of

	public worlds.		
	<u>11:</u> A student uses, reflects on, assesses and adapts their individual and collaborative skills for learning with increasing independence and effectiveness.	<u>11.4</u> choose learning processes, resources and technologies appropriate for particular tasks and situations	<ul style="list-style-type: none"> • Develop research skills eg How to search a variety of databases •

New South Wales

Stage 6 (Years 11 & 12)

HSC Course	Objective	Learning outcomes	Indicators	
English (Standard)	Students will develop skills in investigation, imaginative and critical thinking, and synthesis of ideas.	<u>9.</u> A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas.	<u>9.1</u> using, individually and in groups, different available technologies to investigate, clarify, organise and present ideas	<ul style="list-style-type: none"> • Develop research skills eg How to search a variety of databases (eg: pictures Australia, Music Australia etc)
		<u>10.</u> A student analyses and synthesises information and ideas from a range of texts for a variety of purposes, audiences and contexts.	<u>10.1</u> collecting, selecting, interpreting and drawing conclusions about information and ideas in a range of texts from personal, social, historical, cultural and workplace contexts	
English (Advanced)	Students will develop skills in independent investigation, individual and collaborative learning.	<u>10.</u> A student analyses and synthesises information and ideas from a range of texts for a variety of purposes, audiences and	<u>10.1</u> collecting, selecting, interpreting and drawing conclusions about information and ideas in a range of texts in personal, social, historical, cultural and workplace contexts	

		contexts.		
		<u>9.</u> A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas	<u>9.3</u> monitoring and assessing the most appropriate technologies and processes for particular purposes of investigating, clarifying, organising and presenting ideas in personal, social, historical, cultural and workplace contexts.	
English (ESL)	Students will develop skills in flexible and critical thinking.	<u>10.</u> A student assesses the appropriateness of a range of processes and technologies in the investigation and organisation of information and ideas	<u>10.1</u> using, individually and in groups, different available technologies to investigate, clarify, organise and present ideas	
			<u>10.3</u> assessing technologies for particular purposes of investigating, clarifying, organising and presenting ideas in personal, social, historical, cultural and workplace contexts	
	Students will develop skills in individual and collaborative learning.	<u>11.</u> A student analyses and synthesises information and ideas from a range of texts in a range of modes and media	<u>11.1</u> collecting, selecting, interpreting and drawing conclusions about information and ideas in a range of texts from personal, social, historical, cultural and workplace contexts	
Visual arts	<u>7.</u> practice	<u>P7:</u> A student explores the conventions of practice in art criticism and art history	<ul style="list-style-type: none"> • Newspapers (social values and norms of the time) • Develop research skills eg How 	
		<u>H7:</u> A student applies their understanding of practice in art criticism and art		

		history	to search a variety of databases (pictures Australia)
	<u>8.</u> conceptual framework	<u>P8:</u> explores the roles and relationships between concepts of artist, artwork, world and audience through critical and historical investigations of art <u>H8:</u> applies their understanding of the relationships among the artist, artwork, world and audience	
Modern History	<u>3</u> the process of historical inquiry	<u>P3.2 & H3.2</u> locate, select and organise relevant information from different types of sources	<ul style="list-style-type: none"> Develop research skills eg How to search a variety of databases (eg: pictures Australia, Music Australia , NLA digital collections etc)
Ancient History	<u>3</u> the process of historical inquiry	<u>P3.1 & H3.1</u> locate, select and organise relevant information from a variety of sources	
Geography	<u>8.</u> investigate geographically	<u>P8</u> selects, organises and analyses relevant Geographical information from a variety of sources <u>H8</u> plans geographical inquiries to analyse and synthesise information from a variety of sources	
Society and Culture	investigate and engage in effective evaluation, analysis and synthesis of information from a variety of sources	<u>P8</u> selects, organises and considers information and sources for usefulness, validity and bias	
		<u>H8</u> selects, organises and evaluates information and sources for usefulness, validity and bias	
Legal Studies	<u>5.</u> investigating, analysing, synthesising and communicating legal information and issues.	<u>P5.1 & H5.1</u> selects and organises relevant legal information from a variety of sources and evaluates information and sources for usefulness, validity and bias	
Economics	<u>9.</u> investigate and engage in effective analysis, synthesis and evaluation of economic information	<u>P9 & H9</u> selects and organises information from a variety of sources for relevance and reliability	

	from a variety of sources		
Business studies	<u>5.</u> investigate, analyse, synthesise and evaluate business information and issues from a variety of perspectives	<u>P5.1 & H5.1</u> selects, organises and evaluates information and sources for usefulness and reliability	
Aboriginal studies	<u>4.</u> investigate issues and communicate information from a variety of perspectives	<u>P4.1</u> investigates and organises relevant information from a variety of sources including the use of information technologies	
		<u>H4.1</u> investigates, analyses and synthesises information from Aboriginal and other perspectives	

Victoria

Victorian Essential Learning Standards Level 6 (Years 9 & 10)

Strand	Domains	Dimensions	Key elements of standards	
			Students:	
Discipline-based Learning	The Humanities	Humanities knowledge and understanding	analyse changes in technology, medicine and communication	<ul style="list-style-type: none"> Change of systems as technology changes (eg newspaper: microfilm; digitisation and tube system)
		Historical reasoning and interpretation	frame research questions and locate relevant resources, including contemporary media and online resources. They identify,	<ul style="list-style-type: none"> Develop research skills eg How to search a variety of databases

			comprehend and evaluate a range of primary and secondary sources, including visual sources	
	English	Speaking and Listening	draw on a range of strategies to listen to and present spoken texts	<ul style="list-style-type: none"> • Oral Presentation
Interdisciplinary learning	Design, Creativity and Technology	Investigating and designing Analysing and evaluating	locate and use relevant information to help their design thinking and identify the needs of a variety of client/user groups	<ul style="list-style-type: none"> • Develop research skills eg How to search a variety of databases
	Information and Communications Technology	ICT for communicating	apply techniques to locate more precise information from websites, including searching general and specialised directories, and applying proximity operators	

Victoria

Victorian Certificate of Education (VCE) (Years 11 & 12)

VCE Course	Unit/ Area of study	Outcome	Key Skills	
History	Unit 1: Applied history in the local community	3. On completion of this unit the student should be able to research and interpret an aspect of his/her community's history	locate and select relevant historical sources	<ul style="list-style-type: none"> • Develop research skills eg How to search a variety of databases (eg: pictures Australia, Music Australia)
	Unit 2: Twentieth century history 1945-2000 Area of Study 2: Movements of the	2. On completion of this unit the student should be able to evaluate the impact of a challenge(s) to	locate and select relevant sources	

	people	established social, political and/or economic power during the second half of the twentieth century		etc) <ul style="list-style-type: none"> • Newspapers (social values and norms of
	Koorie history Unit 2 Area of Study 1: Living black	<u>1.</u> On completion of this unit the student should be able to describe a range of contemporary expressions of Koorie culture and identity. To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 1	locate and analyse sources	
		<u>3.</u> On completion of this unit the student should be able to explain a campaign or action for Koorie rights in the context of the continuing Koorie struggle for rights and self-determination. To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 3.	locate relevant sources	
	Area of Study 3 Struggle for rights	<u>2.</u> On completion of this unit the student should be able to analyse the challenges facing the emerging new order, and the way in which attempts were made to create a new	gather evidence of the difficulties faced by revolutionary individuals, groups, governments or parties in the creation of a new society	<ul style="list-style-type: none"> • Develop research skills eg How to search a variety of databases • Newspapers (social values and

		society, and evaluate the nature of the society created by the revolution. To achieve this outcome the student will draw on knowledge and related skills outlined in area of study 2.		norms of the time)
	Revolutions Units 3 and 4 Area of Study 2: Creating a new society	<u>1.</u> On completion of this unit the student should be able to analyse, either orally or in writing, how a selected text constructs meaning, conveys ideas and values, and is open to a range of interpretations.	analyse the social, historical and/or cultural values embodied in texts	
English	Unit 3 English /English as a Second Language Area of Study 1: Reading and responding	<u>3.</u> On completion of this unit the student should be able to analyse the use of language in texts that present a point of view on an issue currently debated in the Australian media, and to construct, orally or in writing, a sustained and reasoned point of view on the selected issue	gather, organise, analyse and synthesise information and ideas into a sustained, coherent and logical argument	<ul style="list-style-type: none"> Develop research skills eg How to search a variety of databases
	Unit 3 English /English as a Second Language Area of Study 3: Using language to persuade	<u>2.</u> On completion of this unit the student should be able to interpret and discuss artistic identity with reference to selected artworks	compare and contrast past and present portrayals of artists	<ul style="list-style-type: none"> Develop research skills eg How to search a variety of databases Newspapers (social

				values and norms of the time)
ART	Unit 1 Area of Study 2: Art and Society	<u>2.</u> On completion of this unit the student should be able to identify and discuss the cultural contexts of art, the social functions of art, and the interpretation and presentation of social issues and/or themes in art with reference to selected artworks	research a range of resources to support discussions of the cultural contexts, functions and settings of art	<ul style="list-style-type: none"> • Newspapers (social values and norms of the time) • Develop research skills eg How to search a variety of databases (pictures Australia)
	Unit 2 Area of Study 2: Art and the individual	<u>2.</u> On completion of this unit the student should be able to interpret and discuss artistic identity with reference to selected artworks	research roles and portrayals of artists and the communication of artistic individuality	
Geography	Unit 1: Natural environments Area of Study 1	<u>1.</u> On completion of this unit the student should be able to describe the geographic characteristics of at least two natural environments and explain how they are developed by natural processes, including extreme natural events	collect, sort, process and represent spatial data, which may include fieldwork data, related to the formation of human environments using a range of geographic techniques and media	<ul style="list-style-type: none"> • Develop research skills eg How to search a variety of databases (eg: our digital collections)
	Unit 2: Human environments Area of Study 1	<u>1.</u> On completion of this unit the student should be able to describe and explain the geographic characteristics of different types of rural and urban environments	identify, locate and extract data from print and electronic sources about global perspectives on the human population and	<ul style="list-style-type: none"> • Develop research skills eg How to search a variety of databases

			one other global phenomenon	
	Unit 4: Global perspectives Area of Study 2	<u>2.</u> On completion of this unit the student should be able to compare and evaluate the effectiveness of responses and policies to manage a global phenomenon from a global perspective	identify, locate and extract data from print and electronic sources about global perspectives on the human population and one other global phenomenon	
Legal studies	Unit 1: Criminal law and justice Area of Study 1	<u>1.</u> On completion of this unit the student should be able to explain the principles of criminal law and apply them to one or more cases to justify a decision	gather relevant data in relation to selected legal issues in Australia using a range of sources, including print and electronic materials to acquire legal information	<ul style="list-style-type: none"> • Develop research skills eg How to search a variety of databases (eg: pictures Australia, Music Australia etc)
	Unit 2: Civil law and the law in focus AREA OF STUDY 2	<u>2.</u> On completion of this unit the student should be able to evaluate the processes for the resolution of civil disputes and analyse the capacity of these processes to achieve justice	gather relevant data in relation to selected legal issues in Australia using a range of sources, including print and electronic materials to acquire legal information	
	Unit 2: Civil law and the law in focus AREA OF STUDY 3	<u>3.</u> On completion of this unit the student should be able to analyse contemporary Australian law and assess its ability to reconcile and reflect conflicting attitudes in order to meet the	gather relevant and current data in relation to selected legal issues in Australia using a range of sources, including print and electronic	

		needs of Australian society and contribute to social cohesion	materials to acquire legal information
	Unit 3: Law-making AREA OF STUDY 1 Parliament and the citizen	<u>1.</u> On completion of this unit the student should be able to describe the role and effectiveness of Parliament as a law-making body, evaluate the need for change in the law and analyse the ways in which change can be influenced	gather relevant data in relation to selected legal issues in Australia using a range of sources, including print and electronic materials to acquire legal information
	Unit 3: Law-making AREA OF STUDY 2 Constitution and the protection of rights	<u>2.</u> On completion of this unit the student should be able to explain the role of the Commonwealth Constitution in defining law-making powers within a federal structure, and evaluate the effectiveness of the Commonwealth Constitution in protecting democratic and human rights	gather relevant data in relation to selected legal issues using a range of sources, including print and electronic materials to acquire legal information
	Unit 3: Law-making AREA OF STUDY 3 Role of the courts	<u>3.</u> On completion of this unit the student should be able to describe the role and evaluate the effectiveness of the courts in law-making and their relationship with Parliament	gather relevant data in relation to selected legal issues using a range of sources, including print and electronic materials to acquire legal information
	Unit 4: Dispute resolution AREA OF STUDY 2	<u>2.</u> On completion of this unit the student should be able to	gather relevant data in relation to selected legal

	Court processes and procedures	explain the elements of an effective legal system, and evaluate the processes and procedures for the resolution of criminal cases and civil disputes and discuss their effectiveness	issues using a range of sources, including print and electronic materials to acquire legal information	
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South Australia

Senior Years Band (Years 10, 11 and 12)

Standard 5 (towards the end of Year 10)

KLA	Strand	Key Idea	Examples of Evidence	
Society and Environment	Time, Continuity and Change	Students evaluate and interpret evidence of the effects of human motives and actions over time. They critically analyse underlying values and present learning in genres appropriate to particular purposes	investigating, online and offline, values that support viewpoints on a range of issues (eg the social and economic impact of the changing nature of paid and unpaid work over time), and suggesting alternative courses of action based on a set of personal values	<ul style="list-style-type: none"> • Develop research skills eg How to search a variety of databases (eg: pictures Australia, Music Australia etc) • Newspapers (social values and norms of the time)
English	Texts and Contexts	Students examine different perspectives about challenging local and global issues as they plan and compose a range of written texts. They critically analyse their	selecting and using appropriate word processing and interactive online programs effectively, to support and enhance writing (eg using the Internet to create a	<ul style="list-style-type: none"> • Develop research skills eg How to search a variety of databases

		own written texts for context, purpose and audience	report on a current issue, using a computer program to create a news story with video extracts of a life experience).	
Arts		Students examine the work of a diversity of Australian contemporary artists/performers working in each arts form to understand the ways in which social attitudes, economic and local and national artistic traditions impact on arts practice. From a close analysis of, and/or contact with, contemporary Australian artists/performers, they learn about work in the arts industry and consider its potential for vocational pathways or as a community involvement	researching, critically analysing and reporting on the works of contemporary Australian artists and government and industry peak arts funding bodies, to deepen their knowledge of contemporary arts practice and inform their own arts works	<ul style="list-style-type: none"> • Newspapers (social values and norms of the time) • How to search pictures Australia database

South Australia

Stage 1 and 2 (11 and 12)

Course	Stage	Learning Outcome	
English as a Second Language	1 & 2	<u>3.</u> obtain and evaluate information and opinions from a range of written, oral, visual, and electronic texts	<ul style="list-style-type: none"> • Develop research skills eg How to search a variety of databases (eg: pictures
English as Second Language Studies	2	<u>3.</u> obtain, evaluate, and synthesise information from a variety of sources, including electronic	

			Australia, Music Australia etc)
Aboriginal Studies	2	<u>2.</u> investigate and analyse the impact on Aboriginal peoples of invasion/settlement, resistance, and continuing processes of colonisation	<ul style="list-style-type: none"> • Develop research skills eg How to search a variety of databases • Newspapers (social values and norms of the time)
Visual Arts Studies	2	<u>5.</u> demonstrate the acquisition of research skills	<ul style="list-style-type: none"> • Develop research skills eg How to search a variety of databases • Newspapers (social values and norms of the time)
Australian and International Politics	1	<u>2.</u> research and analyse political issues and offer informed assessments of contemporary political debates	<ul style="list-style-type: none"> • How to search a variety of databases (eg: pictures Australia, Music Australia etc)
Australian History	2	<u>3.</u> identify and apply historical concepts and skills of historical enquiry	
Modern History	2	<u>3.</u> identify and apply historical concepts and skills of historical enquiry	
Design and Technology	1	<u>4.</u> gather, interpret, and apply information relevant to the solution of technological problems	
Geography	1	<u>4.</u> use appropriate technology and apply a range of geographical skills	
Studies of Societies	2	<u>3.</u> use analytical skills to investigate and communicate some of the defining myths and questions about contemporary societies and social issues	<ul style="list-style-type: none"> • Develop research skills eg How to search a variety of databases • Newspapers (social values

			and norms of the time)
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Queensland

QCAR Framework

Essential Learning by the end of Year 9

KLA	Element	Essential learning	Essential content	
Information and Communication Technologies (ICTs)	Cross-curriculum priority	Inquiring with ICTs	plan, conduct and refine advanced searches, and select appropriate sources of digital information in response to research questions	<ul style="list-style-type: none"> Develop research skills eg How to search a variety of databases
English	Knowledge and Understanding	<u>Speaking and listening</u> Speaking and listening involve using oral, aural and gestural elements to interpret and construct texts that achieve purposes across local, national and global contexts.	Speakers and listeners use a number of strategies to make meaning, including identifying purpose, activating prior knowledge, responding, questioning, identifying main ideas, monitoring, summarising and reflecting.	<ul style="list-style-type: none"> Oral Presentation

Queensland

Senior Studies (Year 11 and 12)

Queensland studies authority approved senior subjects

Course/s	Exit Criterion	Essential content	
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Modern History and Ancient History	<u>Criterion 1:</u> Planning and using an historical research process	locating and using primary and secondary sources	<ul style="list-style-type: none"> Develop research skills eg How to search a variety of databases (eg: pictures Australia, Music Australia etc)
	<u>Criterion 2:</u> Forming historical knowledge through critical inquiry	evaluating the worth of sources: assessing the reliability, authenticity, representativeness, relevance and accuracy of the sources and locating value positions, biases, perspectives and standpoints in their historical context	
Economics	<u>Criterion 2:</u> Research and communication	The student, engaging in inquiry processes	<ul style="list-style-type: none"> Develop research skills eg How to search a variety of databases
English for ESL learners	<u>Criterion 2:</u> Cognitive processes	selection and synthesis of information from sources	
Geography	<u>Criterion 2:</u> Research and communication	current, valid and reliable information from a wide variety of sources and settings	
Legal studies	<u>Criterion 4:</u> Communication and research skills	This criterion refers to the student's ability to select, organise and present information for intended audiences	<ul style="list-style-type: none"> Develop research skills eg How to search a variety of databases
Social and community studies	<u>Criterion 3:</u> Communication skills	This criterion refers to students' ability to gather and record data and present information in various genres and modes, using written and nonwritten language conventions.	
Visual Art	<u>Criterion 3:</u> Appraising	justify a viewpoint through researching, developing, resolving and reflecting	<ul style="list-style-type: none"> Newspapers (social values and norms of the time) How to search pictures Australia database

Northern Territory

NTCF Band 5 by the end of year 10

Learning Area	Strand/domain	Outcome	Indicators	
English	Speaking and Listening	<u>L/S 5.3</u> Strategies use a variety of strategies to evaluate and interpret spoken texts; apply strategies in the delivery of own texts.	use active/reflective listening techniques to establish meaning	<ul style="list-style-type: none"> • Oral Presentation
Studies of Society and Environment	Time, Continuity and Change	<u>Soc 5.1</u> analyse how past forces and events have shaped contemporary communities	research and report on significant events and ideas which have shaped Australian society, eg the Depression, White Australia Policy, WWII, Irish immigration, post war migration	<ul style="list-style-type: none"> • Develop research skills eg How to search a variety of databases • Newspapers (social values and norms of the time)
Learning technology	Problem-Solving and Decision-Making through Research	<u>R 1</u> Learners use appropriate and effective search strategies to access electronic information.	select information from primary and secondary electronic sources using advanced search techniques	<ul style="list-style-type: none"> • Develop research skills eg How to search a variety of databases

Northern Territory

Northern Territory Certificate of Education (Yr 11 &12)

The NTCE is based upon the South Australian Certification of Education (SACE) which is administered by the Senior Secondary Assessment Board of South Australia (SSABSA).

Stage 1 and 2 (11 and 12)

Course	Stage	Learning Outcome	
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English as a Second Language	1 & 2	<u>3.</u> obtain and evaluate information and opinions from a range of written, oral, visual, and electronic texts	<ul style="list-style-type: none"> Develop research skills eg How to search a variety of databases
English as Second Language Studies	2	<u>3.</u> obtain, evaluate, and synthesise information from a variety of sources, including electronic	
Aboriginal Studies	2	<u>2.</u> investigate and analyse the impact on Aboriginal peoples of invasion/settlement, resistance, and continuing processes of colonisation	<ul style="list-style-type: none"> Develop research skills eg How to search a variety of databases Newspapers (social values and norms of the time)
Visual Arts Studies	2	<u>5.</u> demonstrate the acquisition of research skills	<ul style="list-style-type: none"> Develop research skills eg How to search a variety of databases
Australian and International Politics	1	<u>2.</u> research and analyse political issues and offer informed assessments of contemporary political debates	<ul style="list-style-type: none"> Develop research skills eg How to search a variety of databases Newspapers (social values and norms of the time)
Australian History	2	<u>3.</u> identify and apply historical concepts and skills of historical enquiry	
Modern History	2	<u>3.</u> identify and apply historical concepts and skills of historical enquiry	
Design and Technology	1	<u>4.</u> gather, interpret, and apply information relevant to the solution of technological problems	<ul style="list-style-type: none"> Develop research skills eg How to search a variety of databases
Geography	1	<u>4.</u> use appropriate technology and apply a range of geographical skills	<ul style="list-style-type: none"> Develop research skills eg How to search a variety of

			databases
Studies of Societies	2	<u>3.</u> use analytical skills to investigate and communicate some of the defining myths and questions about contemporary societies and social issues	<ul style="list-style-type: none"> • Develop research skills eg How to search a variety of databases • Newspapers (social values and norms of the time)

Tasmania

Standard 5 (stages 12-15)

Curriculum Area	Strand	Performance criteria	
Society and History	Communication	Acquire, critically examine and Communicate information	<ul style="list-style-type: none"> • Develop research skills eg How to search a variety of databases
English	Speaking and listening in different contexts	Students speak and listen through conversation, discussion and presentations in a wide range of contexts	<ul style="list-style-type: none"> • Oral Presentation
	Using ICT to inquire, construct texts and communicate with others	They select and use a range of strategies, print and electronic sources and tools to access, manipulate and analyse information and represent it in different text forms	<ul style="list-style-type: none"> • Develop research skills eg How to search a variety of databases
Vocational and Applied Learning (D&T)	SYLABUS available in June 2008		

ICT	SYLABUS available in June 2008		
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Tasmania

Tasmanian Certificate of Education (TCE) Year 11 & 12

Learning/ subject area	Course Strand	Criteria	Descriptors (Rating C)	
English	English 5 Senior secondary 2, 3 & 4	<u>Criterion 8</u> Collect and categorise information	consider, select, and use methods to collect and categorise specific and current information	<ul style="list-style-type: none"> Develop research skills eg How to search a variety of databases
	English as a Second Language Senior secondary 2, 3 & 4	<u>Criterion 7</u> Collect and categorise information	consider, select, and use methods to collect and categorise specific, current and detailed information	
Studies of Society and Environment: History and Ideas	Ancient Civilisations Senior Secondary 5C	<u>Criterion 1</u> collect and categorise information	consider, select, and use methods to collect and categorise specific, current and detailed information	
	Australian Studies Senior Secondary 5C	<u>Criterion 1</u> collect and categorise information	consider, select, and use methods to collect and categorise specific, current and detailed information	
	Issues in Society Senior Secondary 2C, 3C and 4C	<u>Criterion 1</u> collect and categorise information	consider, select, and use methods to collect and categorise specific, current and detailed information	
	Legal Studies Senior Secondary 5C	<u>Criterion 1</u> collect and categorise information	consider, select, and use methods to collect and categorise specific, current and detailed information	

	Modern World History Senior Secondary 5C	<u>Criterion 1</u> collect and categorise information	consider, select, and use methods to collect and categorise specific, current and detailed information
	Religion and Philosophy Senior Secondary 5C	<u>Criterion 1</u> collect and categorise information	consider, select, and use methods to collect and categorise specific, current and detailed information
Applied Technology	Senior Secondary 2C, 3C and 4C	<u>Criterion 1</u> collect and categorise information	consider, select, and use methods to collect and categorise specific, current and detailed information
Art Appreciation	Senior Secondary 5C	<u>Criterion 3</u> collect and categorise information	consider, select, and use methods to collect and categorise specific, current and detailed information
Society and Environment: Behavioural Studies	Family and Society Today Senior Secondary 3C and 4C	<u>Criterion 8</u> collect and categorise information	consider, select, and use methods to collect and categorise specific and current information
	Introduction to Sociology & Psychology Senior Secondary 2-4	<u>Criterion 7</u> collect and categorise information	consider, select, and use methods to collect and categorise specific and current information
	Psychology Senior Secondary 5C	<u>Criterion 1</u> collect and categorise information	consider, select, and use methods to collect and categorise specific, current and detailed information
	Sociology Senior Secondary 5C	<u>Criterion 1</u> collect and categorise information	consider, select, and use methods to collect and categorise specific, current and detailed information
	Working with Children Senior Secondary 2-4	<u>Criterion 4</u> collect and categorise information	consider select, and use methods to collect and categorise specific, current and detailed

			information	
Society and Environment: World and the Environment	Australia in Asia and the Pacific 5C	<u>Criterion 1</u> collect and categorise information	☆ consider, select, and use methods to collect and categorise specific, current and detailed information	
	Geography Senior Secondary 5C	<u>Criterion 1</u> collect and categorise information	consider, select, and use methods to collect and categorise specific, current and detailed information	
	Tasmanian Investigations 2C, 3C and 4C	<u>Criterion 1</u> collect and categorise information	consider, select, and use methods to collect and categorise specific and current information	
	Tourism Studies 2C, 2B, 2A 3C, 3B, 3A 4C, 4B, 4A	<u>Criterion 1</u> collect and categorise information	consider, select, and use methods to collect and categorise specific and current information	

Western Australia

Outcomes and Standards Framework Level 7

KLA	Outcome level descriptors The student:	Aspect	Aspect Descriptors	
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Human Society and Its Environment	<u>Investigation, Communication and Participation: ICP 7</u> Investigates an issue or event by devising hypotheses and modifying and adapting the conduct of the investigation according to the resources and nature of the evidence available; and analyses the validity and consistency of conclusions drawn by self and others according to the sufficiency of the evidence gathered and avowed values.	<u>Conducting Students</u> conduct investigations by collecting and organising information while sources of information are located and evaluated.	<u>ICP 7.2</u> Modifies and adapts an investigation in response to resources available and the nature of the evidence.	<ul style="list-style-type: none"> Develop research skills eg How to search a variety of databases
English	<u>Listening and Speaking: LS 7</u> Interacts effectively in a wide variety of contexts, dealing with complex structures, conventions and subject matter; analyses interrelationships between texts, contexts, speakers and listeners; and prepares, adjusts, participates in, delivers, evaluates and responds to complex spoken texts in formal and informal situations.	<u>Use of texts</u> Students demonstrate increasing sophistication, complexity, variety and control when making and conveying meaning with spoken texts.	<u>LS 7.1</u> Evaluates and responds to complex spoken text in formal and informal situations, recognising the values and assumptions implicit in those texts.	<ul style="list-style-type: none"> Oral Presentation

Western Australia

Western Australian Certificate of Education (WACE)

Year 11 and 12

Course	Learning Outcome	Descriptors	
Ancient History	<u>Outcome 1: Ancient historical investigation, communication and participation</u> Students apply the skills of historical inquiry and		<ul style="list-style-type: none"> Develop research skills eg How to search a

	methodology to investigate the past and communicate their findings using the discourse of history		variety of databases
Earth and environmental sciences	<u>Outcome 1: Investigating and communicating</u> Students use investigative and communication processes to describe and understand the earth and its environments		<ul style="list-style-type: none"> Develop research skills eg How to search a variety of databases
Economics	<u>Outcome 1: Economic inquiry</u> Students use economic information and data to communicate an understanding of economic events, issues and decisions	locate, select and organise economic information and data	<ul style="list-style-type: none"> Develop research skills eg How to search a variety of databases
Geography	<u>Outcome 1: Geographical inquiry</u> Students investigate the interactions that occur within natural and cultural environments in order to make informed decisions and communicate findings	plan ways to gather and organise geographical information	<ul style="list-style-type: none"> Develop research skills eg How to search a variety of databases online digital collection
Modern History	<u>Outcome 1: Historical investigation, communication and participation</u> Students apply the skills of historical inquiry and methodology to investigate the past and communicate their findings using the discourse of history	plan ways to organise and gather information for an historical inquiry	<ul style="list-style-type: none"> Develop research skills eg How to search a variety of databases Newspapers (social values and norms of the time)
Politics and Law	<u>Outcome 1: Political and legal inquiry</u> Students use inquiry skills to communicate an understanding of the principles, structures, institutions, processes and	plan ways to collect and organise information for the purpose of a	<ul style="list-style-type: none"> Develop research skills eg How to search a

	practices of political and legal systems.	political and legal inquiry	variety of databases
Psychology	<u>Outcome 2: Investigating in psychology</u> Students use information gathering methods to explore and answer questions about human thinking, emotion and behaviour		
Religion and Life	<u>Outcome 1: Investigating the interplay between religion and life</u> Students use inquiry skills to investigate their understandings of the interplay between religion and life	plan ways to gather and organise information for the purpose of understanding the interplay between religion and life	<ul style="list-style-type: none"> • Develop research skills eg How to search a variety of databases • Newspapers (social values and norms of the time)