

Audit and review worksheets

The coloured pages which follow are designed to be extracted by teachers undertaking course review. This section consists of worksheets in A3 format. They have been inserted in the centre of this document so that they can be extracted, thereby providing teachers with blank worksheets and accompanying examples.

SCHOOL PROGRAM AUDIT SHEET

SUBJECT/AREA OF STUDY: Geography

YEAR/CSF-LEVEL	UNIT TOPIC	RELEVANT STRANDS	RELEVANT LEARNING OUTCOMES
<p>YEAR 9</p> <p>LEVEL 6</p>	<p><i>Changing Landform</i></p> <p>1 <i>Are the continents moving?</i></p> <p>2 <i>What are the aspects of erosion and how do they affect landform?</i></p>	<p><i>Time, continuity and change</i></p> <p><i>Place and space</i></p>	<p><i>Investigate society's lasting and changing aspects.</i></p> <p><i>Compare environments and explain the processes that shape them.</i></p> <p><i>Investigate and predict the consequences of human impact on environments.</i></p> <p><i>Develop and justify a proposal designed to protect a natural or human environment.</i></p>
	<p>3 <i>How do extremes of natural processes affect people and landform?</i></p> <p>4 <i>How do people affect landform?</i></p>	<p><i>Resources</i></p>	<p><i>Explain ways in which resources are organised and used to produce goods and services.</i></p>

SCHOOL PROGRAM AUDIT SHEET

SUBJECT/AREA OF STUDY: -----

YEAR/CSF- LEVEL	UNIT TOPIC	RELEVANT STRANDS	RELEVANT LEARNING OUTCOMES

DOCUMENTING CURRENT SOSE COURSES

YEAR 7 SEMESTER 1	STRANDS AND INTENDED LEARNING OUTCOMES				
Title/Content	Time, continuity and change	Place and space	Culture	Resources	Natural and social systems
Unit: What's Attractive About a River?					
Areas of study:					
• Rupertswood - Our School	✓	✓	✓	✓	✓
• What's in a River?	✓	✓	✓	✓	✓
• Conflict at Jackson's Creek	✓	✓	✓	✓	✓

Content:	<p><i>Inquiry - Students develop questions they want answered. The basis for further research. Students identify the difference between primary & secondary resources.</i></p> <p><i>Identify and predict the changes to the vegetation of Rupertswood.</i></p> <p><i>Understand where the squatting period fits into Aust. white history. Describe the lifestyle.</i></p>		<p><i>Take notes using a given format on the day to day life of the Wurrundjeri.</i></p>		<p><i>Role-play of the work of women, men, and children of Wurrundjeri.</i></p> <p><i>Identify the connection between wealth and the political system of the economy.</i></p>
<p><i>Area of study 2:</i></p> <p><i>Rivers of the World</i></p> <p><i>Geography of a River</i></p>		<p><i>Locate major rivers of the world.</i></p> <p><i>Mark on a map the stages of river and typical features.</i></p> <p><i>Test of knowledge.</i></p> <p><i>Be a river - what do you see/ experience.</i></p> <p><i>Locate the area of dispute at Jackson's Creek.</i></p> <p><i>Sketch the area.</i></p>			
<p><i>Area of study 3:</i></p> <p><i>What is the Conflict?</i></p> <p><i>How do we Solve the Conflict?</i></p>				<p><i>Identify the possible resources at the site.</i></p> <p><i>Budget of the organisation.</i></p> <p><i>Personal profile of organisation.</i></p>	<p><i>Depending upon the group a student's involved in:</i></p> <p><i>How will the case be?</i></p> <ul style="list-style-type: none"> - <i>gov't and enviros determine site of area</i> - <i>impact on others</i> - <i>financial viability</i> - <i>political wings that impact on area.</i>

DOCUMENTING CURRENT SOSE COURSES

Year: Semester:	STRANDS AND INTENDED LEARNING OUTCOMES				
Title/Content	Time, continuity and change	Place and space	Culture	Resources	Natural and social systems
Unit:					
Areas of study: <ul style="list-style-type: none"> • 					
<ul style="list-style-type: none"> • 					
<ul style="list-style-type: none"> • 					

Content:

-

COURSE PLANNING CHART

STUDIES OF SOCIETY AND ENVIRONMENT

LEVEL 6 (YEAR 10)

TIME, CONTINUITY AND CHANGE	PLACE AND SPACE	CULTURE	RESOURCES	NATURAL AND SOCIAL SYSTEMS
<p>This level focuses on change and continuity in Australian and world history and the factors that have influenced types of change. Students become aware of interpretations of events, actions and issues in the past and how these vary. They are encouraged to compare critically the way people, events and issues are represented.</p>	<p>This level focuses on the dynamic interaction of processes in natural and human environments at a range of scales (local, regional, global). Students develop the skills to undertake field investigation and to collate, analyse and evaluate data from a range of geographical media. They are encouraged to explain and predict the consequences of natural processes and human activities on environments, including consideration of the ways people respond to environmental change.</p>	<p>This level focuses on the cohesion in a community or a society. Students analyse the contribution of core values and beliefs to the cohesion in that society. They are encouraged to investigate the significance of fundamental beliefs of various cultural groups. This includes an analysis of the roles of gender and of varying perceptions in a range of cultures.</p>	<p>This level focuses on explaining social, economic and environmental affects of resource use in Australia. Students investigate the educational and training requirements for occupations and are encouraged to relate management and enterprise skills to the world of work.</p>	<p>This level focuses on the interactive nature of natural, political, legal and economic systems both nationally and internationally. Students analyse factors that affect systems and the ways systems interact. They are encouraged to draw on past and current events to develop and sustain explanations about the consequences or outcomes of interactive systems.</p>

Processes used at level 6

At this level a student can:

- Investigate – explain ways of viewing an issue and the information associated with it.**
- Communicate – discuss an argument or viewpoint.**
- Participate – present an argument or viewpoint through group discussion.**

TIME, CONTINUITY AND CHANGE	PLACE AND SPACE	CULTURE	RESOURCES	NATURAL AND SOCIAL SYSTEMS
<p>Investigate a society's lasting and changing aspects.</p> <p>Australian identity and origin. Democracy in Australia. Study of work from pre-industrial through herding, manufacture to current industrial conditions and changes.</p>	<p>Compare environments and explain the processes that shape them.</p> <p>Urban environments. Growth of cities. Location factors in establishing a business.</p>	<p>Explore the core values of Australian society.</p> <p>Australian identity. What is work? Investigate and define the nature of work.</p>	<p>Explain ways in which resources are organised and used to produce goods and services.</p> <p>Year 10 Production Sources of finance/application for finance. Styles of management. Communication skills. Analysis of financial reports.</p>	<p>Analyse how natural systems interact on a global scale and how people affect the systems.</p>
<p>Categorise different types of historical change</p> <p>Year 10 Work Ed. History of work. Year 10 Social Ed. Emerging democracy in South Africa.</p>	<p>Investigate and predict the consequences of human impact on environments.</p> <p>Tourism and its impact on the local environment. Implications of industrial development for the local community. Tourist development that is environmentally sound. Impact of business on local environment. Work Ed. – Development of industrial society.</p>	<p>Contrast the way Australia as a nation maintains cohesion and allows diversity.</p>	<p>Analyse occupational pathways and education and training requirements to develop possible career plans.</p> <p>Year 10 Commerce Financial career paths. Year 10 Work Ed. Career interests. Occupational pathways. Careers in industry. Year 10 Production Profile of successful business people. Year 10 Social Ed. and Work Ed. Careers in Tourism.</p>	<p>Examine current events in the context of political and legal systems.</p> <p>Year 10 Commerce Law and history. Law making bodies. Contracts. Year 10 Social Ed. Democratic institutions in Australia.</p>

COURSE PLANNING CHART

STUDIES OF SOCIETY AND ENVIRONMENT

LEVEL

TIME, CONTINUITY AND CHANGE	PLACE AND SPACE	CULTURE	RESOURCES	NATURAL AND SOCIAL SYSTEMS

Processes used at level ____

At this level a student can:

- Investigate -
- Communicate -
- Participate -

TIME, CONTINUITY AND CHANGE	PLACE AND SPACE	CULTURE	RESOURCES	NATURAL AND SOCIAL SYSTEMS

STUDIES OF SOCIETY AND ENVIRONMENT – LEVEL 6

TIME, CONTINUITY AND CHANGE	PLACE AND SPACE	CULTURE	RESOURCES	NATURAL AND SOCIAL SYSTEMS	PROCESS USED
<i>Curriculum Focus</i>	<i>Curriculum Focus</i>	<i>Curriculum Focus</i>	<i>Curriculum Focus</i>	<i>Curriculum Focus</i>	
<p>This level focuses on change and continuity in Australian and world history and the factors that have influenced types of change. Students become aware of interpretations of events, actions and issues in the past and how these vary. They are encouraged to compare critically the way people, events and issues are represented.</p>	<p>This level focuses on the dynamic interaction of processes in natural and human environments at a range of scales (local, regional, global). Students develop the skills to undertake field investigation and to collate, analyse and evaluate data from a range of geographical media. They are encouraged to explain and predict the consequences of natural processes and human activities on environments, including consideration of the ways people respond to environmental change.</p>	<p>This level focuses on the cohesion in a community or a society. Students analyse the contribution of core values and beliefs to the cohesion in that society. They are encouraged to investigate the significance of fundamental beliefs of various cultural groups. This includes an analysis of the roles of gender and of varying perceptions in a range of cultures.</p>	<p>This level focuses on explaining social, economic and environmental affects of resource use in Australia. Students investigate the educational and training requirements for occupations and are encouraged to relate management and enterprise skills to the world of work.</p>	<p>This level focuses on the interactive nature of natural, political, legal and economic systems both nationally and internationally. Students analyse factors that affect systems and the ways systems interact. They are encouraged to draw on past and current events to develop and sustain explanations about the consequences or outcomes of interactive systems.</p>	<p>At this level a student can:</p>
<i>Outcomes</i>	<i>Outcomes</i>	<i>Outcomes</i>	<i>Outcomes</i>	<i>Outcomes</i>	
<p>Investigate a society's lasting and changing aspects.</p>	<p>Compare environments and explain the processes that shape them.</p> <p><i>Year 9: Evident in changes to the natural ecosystem, e.g., rainforest.</i></p> <p><i>Year 10: Evident in changes induced by plate movement; global circulation.</i></p>	<p>Explore the core values of Australian society.</p> <p><i>Year 10: Evident in examining attitudes towards migrants in Australia.</i></p>	<p>Explain ways in which resources are organised and used to produce goods and services.</p> <p><i>Year 9: Evident in studies of agriculture and industry in the mid-latitudes and the urban-industrial landscape.</i></p> <p><i>Year 10: Evident in studies of urban form and structure.</i></p>	<p>Analyse how natural systems interact on a global scale and how people affect the systems.</p> <p><i>Year 9: Evident in studies of how natural landscapes affect human occupancy in rainforests, the monsoon lands, savanna lands, Mediterranean lands.</i></p> <p><i>Year 10: Considers impact upon humans of tropical cyclones; drought.</i></p>	<p>INVESTIGATE:</p> <ul style="list-style-type: none"> • undertaking fieldwork • research work • inquiry-based learning

<i>Outcomes</i>	<i>Outcomes</i>	<i>Outcomes</i>	<i>Outcomes</i>	<i>Outcomes</i>	
<p>Categorise different types of historical change</p>	<p>Investigate and predict the consequences of human impact on environments.</p> <p><i>Year 9: Evident in examining change wrought by humans on the major environments.</i></p> <p><i>Year 10: Evident through studies of drought and desertification; urban geography.</i></p>	<p>Contrast the way Australia as a nation maintains cohesion and allows diversity.</p>	<p>Analyse occupational pathways and education and training requirements to develop possible career plans.</p>	<p>Examine current events in the context of political and legal systems.</p> <p><i>Years 9/10: Examination of contemporary current events and how they have unfolded (via journal).</i></p>	<p>COMMUNICATE:</p> <ul style="list-style-type: none"> • <i>discussion</i> • <i>debating</i> • <i>reading/evaluating arguments</i> • <i>presenting a viewpoint in a variety of formats, e.g., written; oral; audio-visual; annotated displays</i>
<p>Compare representations of people, events and issues.</p>	<p>Develop and justify a proposal designed to protect a natural or human environment.</p> <p><i>Year 9: Predicting what could/ should occur to particular environments and people living in these environments.</i></p> <p><i>Year 10: Evident in considering Eurocentric views of land use in Australia which have exacerbated land degradation.</i></p>	<p>Analyse the role of gender in different cultures.</p> <p><i>Year 9: Evident in studies of sex role stereotyping amongst social studied for traditional occupancy of land.</i></p>	<p>Apply management skills required in an enterprise.</p>	<p>Discuss current economic issues in the Australian economic system.</p>	<p>PARTICIPATE:</p> <ul style="list-style-type: none"> • <i>group and individual work</i> • <i>oral presentations</i> • <i>written presentations</i> • <i>practical work - mapping; graphing; sketching, collection and analysis of data</i>

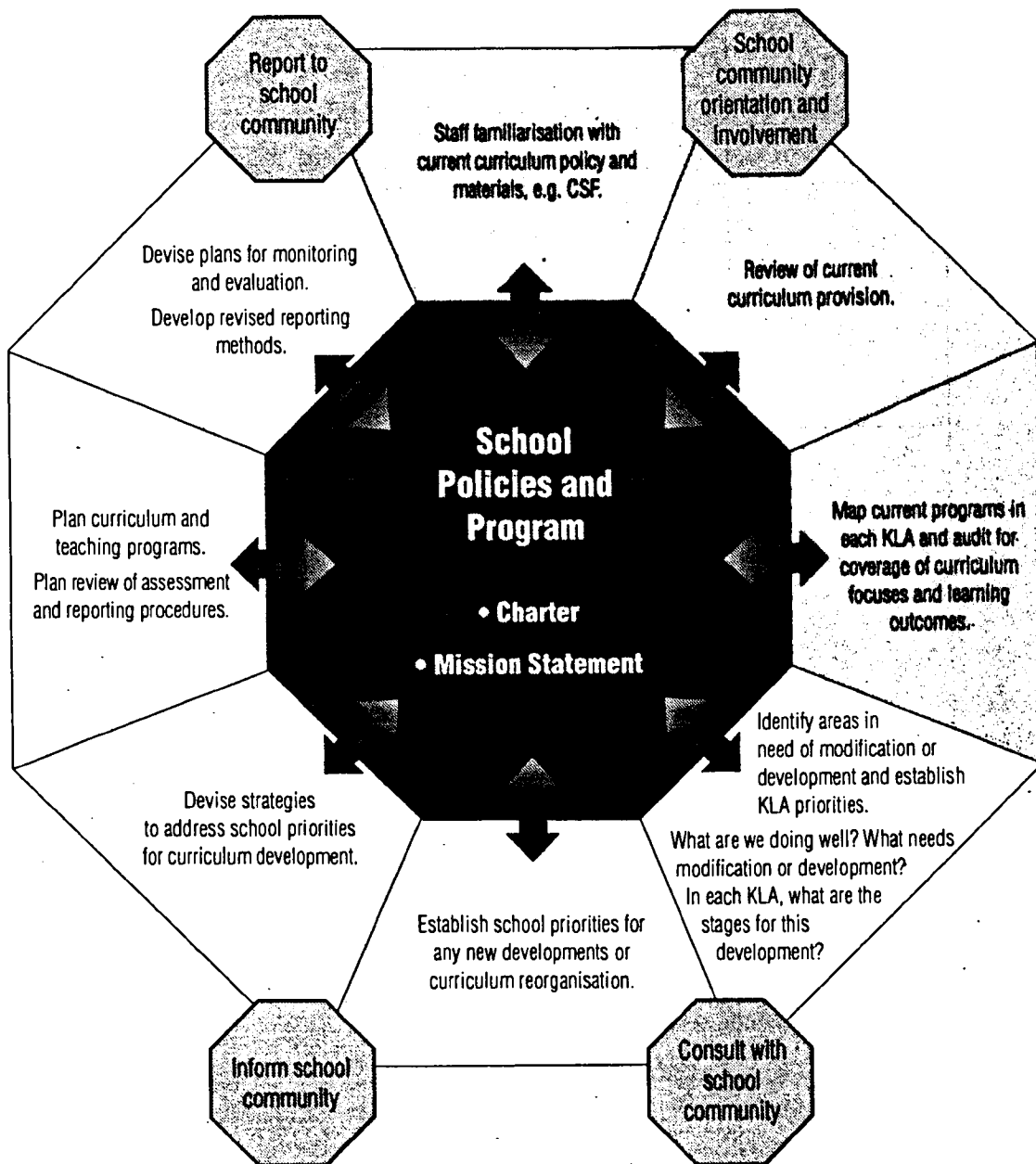
STUDIES OF SOCIETY AND ENVIRONMENT – LEVEL _____

TIME, CONTINUITY AND CHANGE	PLACE AND SPACE	CULTURE	RESOURCES	NATURAL AND SOCIAL SYSTEMS	PROCESS USED
<i>Curriculum Focus</i>	<i>Curriculum Focus</i>	<i>Curriculum Focus</i>	<i>Curriculum Focus</i>	<i>Curriculum Focus</i>	
					At this level a student can:
<i>Outcomes</i>	<i>Outcomes</i>	<i>Outcomes</i>	<i>Outcomes</i>	<i>Outcomes</i>	
					INVESTIGATE:

<i>Outcomes</i>	<i>Outcomes</i>	<i>Outcomes</i>	<i>Outcomes</i>	<i>Outcomes</i>	
					COMMUNICATE:
					PARTICIPATE:

Using the CSF

Managing implementation



The process can be entered at whatever point is appropriate for different groups in the school and can be continued as part of your school's curriculum evaluation.

*** SHADED SEGMENTS ARE COVERED BY THE WORKSHEETS**



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