

Support for the Environmental Education Policy: HSIE



NEW SOUTH WALES
DEPARTMENT
OF EDUCATION
AND TRAINING



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Support for the Environmental Education Policy: HSIE

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Introduction

This document complements the *Environmental Education Policy for Schools* and should be read in conjunction with the support document, *Implementing Environmental Education in your school*. It has been specially prepared for secondary teachers who are responsible for implementing syllabuses in the key learning area of Human Society and Its Environment.

The policy requires schools to maximise every opportunity to draw on the formal and informal curriculum in order to develop students' capacity to support an ecologically sustainable world.

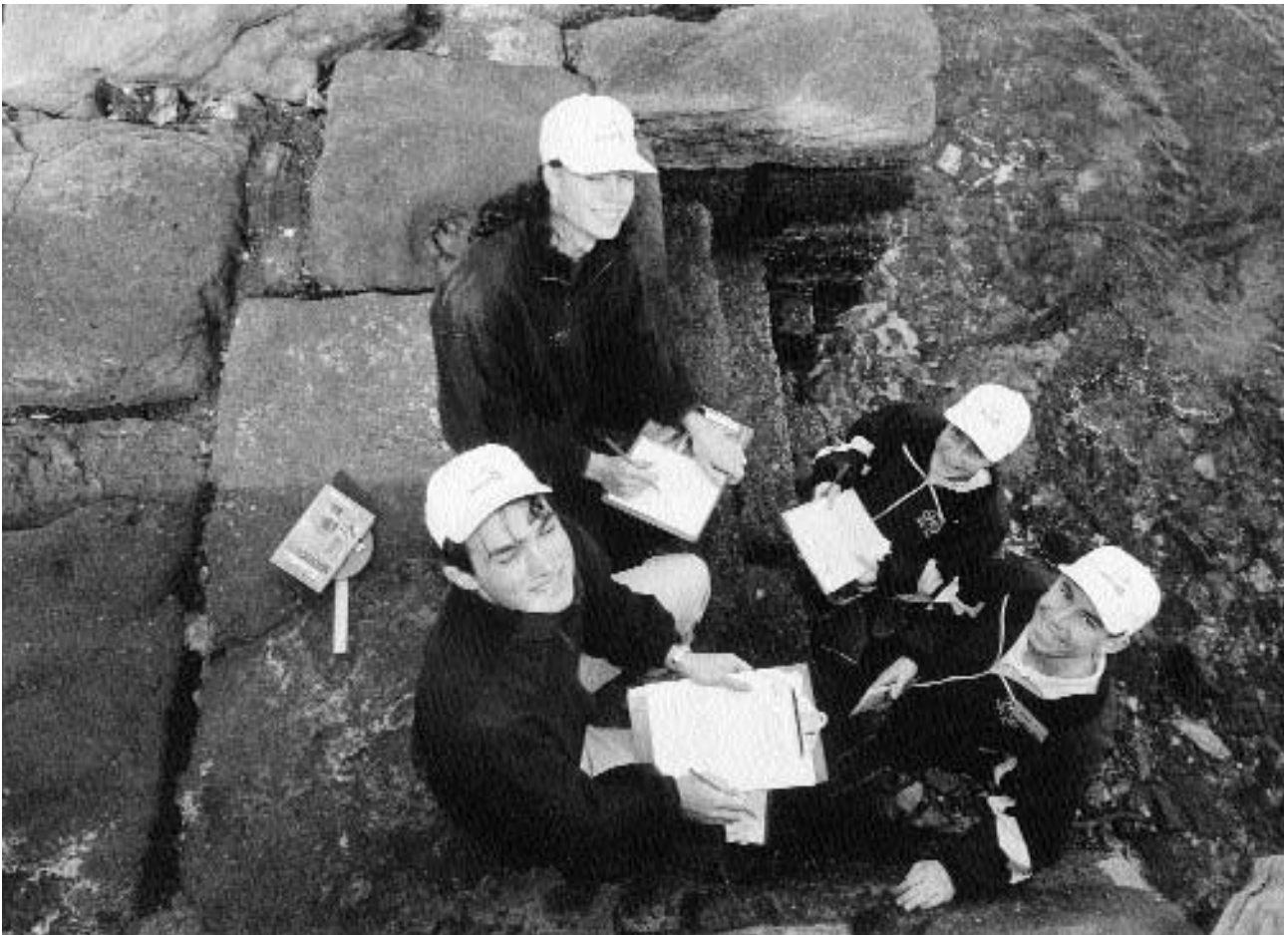
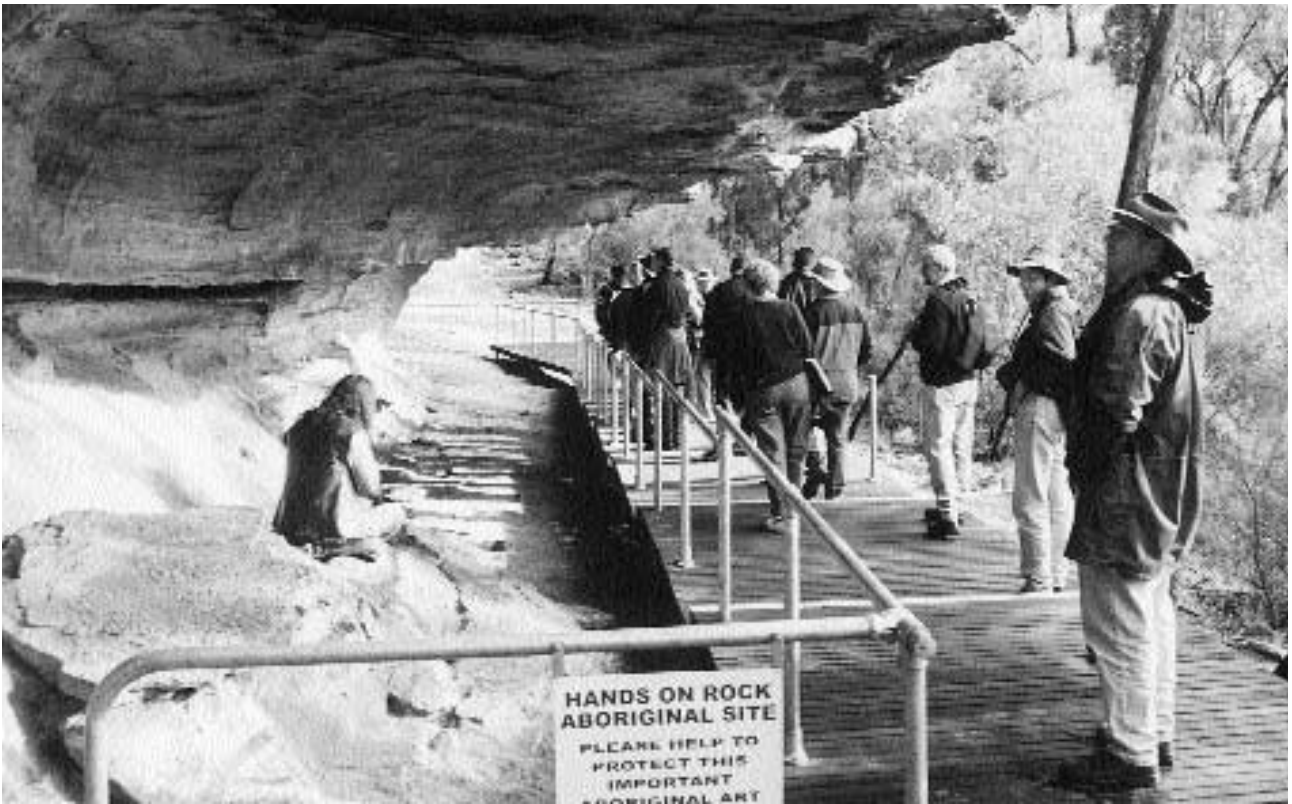
Each faculty in your school is asked to:

- identify and address those outcomes in Board of Studies syllabuses K-12 which are specific to environmental education
- integrate the teaching of environmental education topics and issues to support outcomes in other Board of Studies syllabuses
- use the opportunities provided by special events and actions of the school community to enhance those student learning outcomes related to environmental education
- contribute to the development and implementation of the school environmental management plan.

The policy has three focus areas, each of which can be supported by the activities, projects and programs developed by teachers in all key learning areas in your school. The focus areas are:

- curriculum
- management of resources
- management of school grounds.

This document makes specific references to the key learning area of Human Society and Its Environment and provides ideas and examples of how your faculty can contribute to each of these focus areas.



OBJECTIVES OF ENVIRONMENTAL EDUCATION

The objectives of environmental education are summarised below. Wherever possible, you are encouraged to link the appropriate objectives to the achievement of outcomes in the syllabuses you teach.

Curriculum objectives

Students will develop:

- knowledge and understandings about:
 - ❖ the nature and function of ecosystems and how they are interrelated (K1)
 - ❖ the impact of people on environments (K2)
 - ❖ the role of the community, politics and market forces in environmental decision-making (K3)
 - ❖ the principles of ecologically sustainable development (K4), and
 - ❖ career opportunities associated with the environment (K5)
- skills in:
 - ❖ applying technical skills within an environmental context (S1)
 - ❖ identifying and assessing environmental problems (S2)
 - ❖ communicating environmental problems to others (S3)
 - ❖ resolving environmental problems (S4)
 - ❖ adopting behaviours and practices that protect the environment (S5)
 - ❖ evaluating the success of their actions (S6)
- a respect for all life on Earth (V1)
- an appreciation of their cultural heritage (V2), and
- a commitment to act for the environment by supporting long-term solutions to environmental problems (V3).

The key learning area of Human Society and Its Environment (HSIE) is ideal for the integration of environmental education, as environmental issues form the primary focus of many of its syllabus outcomes.

The syllabuses in HSIE allow for the investigation of:

- the variety of ways in which different societies respond to their environments
- environments past and present and the potential consequences of economic decisions
- global and Australian environments and how people manage these environments
- the sustainable management of the Earth's resources
- the rights and obligations of individuals, social and business organisations and governments in their environmental interrelationships
- the interdependence of human and natural phenomena.

Many syllabuses in this KLA enforce the principle of environmental education. It is more than just teaching about the environment; it is also about doing something positive for the environment.

All syllabuses in HSIE have logical links with the objectives of environmental education. The syllabuses with the most obvious links are History and Geography.

HSIE AND ENVIRONMENTAL EDUCATION

Stages 4-5 History syllabus outcomes

Studying history is essential to the development of informed and active citizenship. History provides a frame of reference that students use to think critically and to develop informed opinions about contemporary national and international issues.

Rationale: History Stages 4-5 syllabus

Environmental education aims to encourage environmental citizenship, developing individuals who will be advocates for the environment and appreciate their cultural heritage.

Environmental education involves respecting and valuing the achievements of the past and supporting the preservation of those aspects of the built environment which remind us of those achievements.

Introduction: Environmental Education Policy for Schools

This facilitates history's quest to explore "the possibilities and limits of comparing past to present and present to past".

Sample units of work

Stage 4

SYLLABUS TOPIC 1: Introducing history

Inquiry question: Why is conservation of the past important?

Syllabus outcomes	Related EE objectives	Suggested activities
<p>A student:</p> <p>M4.3 Describes some of the main features of past societies and periods.</p> <p>M4.12 Plans and conducts simple historical research in structured situations for specific purposes.</p> <p>M4.13 Uses appropriate written, oral and graphic forms to communicate clearly for specific purposes to familiar audiences in structured situations.</p>	<p>K2 Students understand the impact of people on environments.</p> <p>V2 Students appreciate cultural heritage</p>	<p>Students examine ancient societies to determine the cultural legacy of the society and the impact it had on the environment. This could include, for example, an investigation of the pyramids of Ancient Egypt or the tomb of Tutankhamen or the Sumerian civilisation and the work of archaeologists. Some specific aspects to consider could include:</p> <ul style="list-style-type: none">• <i>What is the relationship between the archaeologist and the environment?</i>• <i>What role does the archaeologist play in reconstructing the past?</i>• <i>What does an investigation of these sites tell us about people's relationship with the environment and their cultural heritage?</i>

SYLLABUS TOPIC 4: Indigenous peoples, colonisation and contact history

Inquiry question: What were some of the significant social, economic and environmental features of the indigenous culture prior to colonisation?

Syllabus outcomes	Related policy objectives	Suggested activities
<p>A student:</p> <p>M4.6 Describes significant features of indigenous cultures prior to colonisation</p> <p>M4.10 Recognises different perspectives about individuals, groups, events and issues, with some guidance</p>	<p>K2 Students understand the impact of people on environments</p> <p>V2 Students appreciate cultural heritage</p>	<p>Make use of sources, both visual and written, in order to explore the means by which Aboriginal peoples, or the indigenous peoples of one nation in the Pacific region, managed their environment prior to invasion and then after settlement by non-indigenous peoples. This activity could entail a study of the indigenous people's preservation of their environment, their need of sustaining food, and the environment in which they lived. Some comparisons can be made with the methods and practices used today. How have perceptions changed?</p>



Stage 5

SYLLABUS TOPIC 6: Social and political issues from the 1970S to the 1990S: Aboriginal Issues

Inquiry question: What steps took place leading to the recognition of land rights?

Syllabus outcomes	Related policy objectives	Suggested activities
<p>A student:</p> <p>M5.10 Accounts for how and why the nature of Aboriginal and non-Aboriginal relations has changed</p> <p>M5.15 Explains different perspectives and historical interpretations about individuals, groups, events and issues</p>	<p>K3 Students understand the role of the community, politics and market forces in environmental decision making</p> <p>V2 Students appreciate their cultural heritage</p>	<p>Through the use of sources, analyse traditional views about Australia being <i>terra nullius</i> when non-Aboriginal people arrived.</p> <ul style="list-style-type: none"> • <i>What was the Aboriginal perspective on these events?</i> • <i>How does native title relate to these events?</i> <p>Investigate the steps that have taken place to achieve the recognition of land rights and native title for Aboriginal people, for example: recognition of the special relationship of Aboriginal people with the environment (land and sea); and political and cultural initiatives, including the Mabo decision of 1992.</p>



SYLLABUS TOPIC 7: Contemporary Australia: Heritage and environmental issues

Inquiry question: How and why have Australians sought to preserve their natural and built heritage?

Syllabus outcomes	Related policy objectives	Suggested activities
<p>A student:</p> <p>M5.2 Sequences major historical events to show understanding of continuity, change and causation</p> <p>M5.17 Defines the purpose of a historical investigation and plans and conducts appropriate research, with some independence</p>	<p>K2 Students understand the impact of people on environments</p> <p>V3 Students are committed to act for the environment by supporting long-term solutions to environmental problems</p> <p>S1 Students are able to identify environmental problems</p> <p>SG2 School grounds are developed to enhance environmental education</p>	<ul style="list-style-type: none"> • <i>How and why has this become a major environmental problem?</i> • <i>What short-and long-term solutions were found (if they were found)?</i> • <i>What lessons were learnt from this issue (if they were)?</i> • <i>People's changing perceptions and values towards our natural and built environment.</i> <p>Students could then consider their school or local environment and identify what they consider to be a problem. They need to determine solutions to the problem.</p> <p>Class to work on a school project which preserves the natural and built heritage of the school or local environment.</p>

The following example relates to a **Stage 4-5 Elective**.

Stage 4-5 Elective

SYLLABUS TOPIC 2: The modern world: Heritage and environmental issues

Syllabus outcomes	Related policy objectives	Suggested activities
<p>A student:</p> <p>Stage 4:</p> <p>E 4.4 Describes the development of significant issues in the modern world</p> <p>E4.11 Selects and uses appropriate written, oral and graphic forms to communicate clearly for specific purposes to familiar audiences in structured situations</p> <p>Stage 5:</p> <p>E5.4 Accounts for the development of significant issues in the modern world</p> <p>E5.11 Selects and uses appropriate written, oral and graphic forms to communicate effectively about the past for different audiences, with clear purpose</p>	<p>K2 Students understand the impact of people on environments</p> <p>S1 Students are able to identify environmental problems</p> <p>SG1 School grounds are developed to enhance environmental education</p>	<p>Students examine one environmental or heritage issue which has occurred and has had global implications. In this study students would need to consider a range of pictorial and written sources in order to give a full description. Students need to present their work in one text form to the class (poster, written presentation etc).</p> <ul style="list-style-type: none"> • <i>Where was the issue?</i> • <i>What organisations were involved?</i> • <i>What social, political and environmental impact did it have?</i> • <i>How has it made you think about your own local environment?</i>

Stages 4-5 Geography syllabus outcomes

Geography has a strong tradition of developing environmental education concepts in students. The *Geography syllabus, Stages 4-5* targets the ecological dimension as one of its two key dimensions considering how humans interact with environments. The rationale to the syllabus concludes with the key statement:

"(Geography) also provides citizens with a means to make socially just and ecologically sustainable environmental decisions".

SAMPLE UNITS OF WORK

Stage 4

SYLLABUS CONTENT: 4G1 Investigating the world: The nature of geography

The tools geographers use: fieldwork techniques and data collection

Syllabus outcomes	Related policy objectives	Suggested activities
<p>A student:</p> <p>4.1 identifies and gathers geographical information</p> <p>4.2 organises and interprets geographical information</p> <p>4.3 uses a range of written, oral and graphic forms to communicate geographical information</p> <p>4.5 describes the geographical processes that form and transform environments</p> <p>4.6 identifies and discusses geographical issues from a range of perspectives</p>	<p>K2 Students understand the impact of people on environments</p> <p>S1 Students are able to identify environmental problems</p> <p>S2 Students are able to communicate environmental issues to others</p> <p>S3 Students are able to apply technical skills within an environmental context</p> <p>SG2 School grounds are developed to enhance environmental education</p>	<p>Fieldwork in the local area</p> <p>Students identify environmental issues in the local school environment:</p> <ul style="list-style-type: none"> • <i>Research the geographical processes that are forming and transforming this environment.</i> • <i>Collect data to investigate the issue and interpret the data, using graphs and statistics to communicate findings</i>

SYLLABUS CONTENT: 4G1 Investigating the world: The nature of geography–geography sites
Sacred and significant sites including World Heritage sites

Syllabus outcomes	Related policy objectives	Suggested activities
<p>A student:</p> <p>4.1 identifies and gathers geographical information</p> <p>4.2 organises and interprets geographical information</p> <p>4.4 demonstrates a sense of place about environments outside Australia</p> <p>4.6 identifies and discusses geographical issues from a range of perspectives</p> <p>4.7 describes the interrelationships between people and environments</p>	<p>K2 Students understand the impact of people on environments</p> <p>K3 Students understand the role of the community, politics and market forces in environmental decision making</p> <p>V2 Students appreciate their cultural heritage</p> <p>S2 Students are able to communicate environmental issues to others</p>	<p>World Heritage site</p> <p>Students select a World Heritage site (outside Australia) and gather information about the site.</p> <p>Allocate roles to students and form groups according to the following roles:</p> <ul style="list-style-type: none"> • Tourism developer • Unemployed person • Landowner • Representative of national, regional or local government • Conservationist. <p>Each group organises information to support their role. Select someone in each group to be in the role-play. Develop arguments from the perspective of the group, to present to the World Heritage Commission (which will be the rest of the class), to assist the commission to determine whether the site should be listed as a World Heritage site.</p>

SYLLABUS CONTENT: 4G3 Managing global environments

Global geographical issues

Syllabus outcomes	Related policy objectives	Suggested activities
<p>A student:</p> <p>4.1 identifies and gathers geographical information</p> <p>4.2 organises and interprets geographical information</p> <p>4.3 uses a range of written, oral and graphic forms to communicate geographical information</p> <p>4.7 describes the interrelationships between people and environments</p> <p>4.9 explains how geographical knowledge, understanding and skills contribute to active and informed citizenship</p>	<p>K2 Students understand the impact of people on environments</p> <p>V3 Students are committed to acting for the environment by supporting long-term solutions to environmental problems</p> <p>S1 Students are able to identify environmental problems</p> <p>S2 Students are able to communicate environmental issues to others</p> <p>S4 Students adopt behaviours and practices which protect the environment</p> <p>SG2 School grounds are developed to enhance environmental education</p>	<p>Celebrate World Environment Day in the first week of June.</p> <p>Students investigate a particular global issue, such as deforestation, and consider:</p> <ul style="list-style-type: none"> • the spatial dimensions • the ecological dimensions • the influence of geographical processes on the issue • the impacts of the issue on the environment • the conflict within and between communities, using particular case studies to illustrate the issue. <p>Students consider what they can do to reduce the global issue, for example, planting a group of indigenous trees, shrubs and ground covers. This could be done in the school grounds or another locally appropriate area, in consultation with the council.</p>

Stage 5

SYLLABUS CONTENT: 5A2 Changing Australian environments

Study of the changing interaction between an Australian community and its environment

Syllabus outcomes	Related policy objectives	Suggested activities
<p>A student:</p> <p>5.1 identifies, gathers and evaluates geographical information</p> <p>5.2 analyses, organises and synthesises geographical information</p> <p>5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information</p> <p>5.4 demonstrates a sense of place about Australian environments</p> <p>5.5 explains the geographical processes that form and transform Australian environments</p> <p>5.8 accounts for differences within and between Australian communities</p>	<p>K1 Students are aware of and understand the nature, function and inter-related quality of ecosystems</p> <p>K2 Students understand the impact of people on environments</p> <p>V1 Students respect all life on Earth</p> <p>S2 Students are able to communicate environmental issues to others</p>	<p>Changing communities</p> <p>Select a community that is changing in response to the changing nature and patterns of work.</p> <p>Students identify the factors that contribute to the community's sense of identity.</p> <p>Investigate how the environment and community have changed and make connections between these changes and any changes which have occurred with the nature and patterns of work.</p> <p>Describe the spatial and ecological impacts of these changes.</p>

SYLLABUS CONTENT: 5A4 Australia in its regional and global context

Strategies for a better future

Syllabus outcomes	Related policy objectives	Suggested activities
<p>A student:</p> <p>5.1 identifies, gathers and evaluates geographical information</p> <p>5.2 analyses, organises and synthesises geographical information</p> <p>5.3 selects and uses appropriate written, oral and graphic forms to communicate geographical information</p> <p>5.6 analyses the impact of different perspectives on geographical issues at local, national and global scales</p> <p>5.9 applies geographical knowledge, understanding and skills to demonstrate active and informed citizenship</p>	<p>K1 Students are aware of and understand the nature, function and inter-related quality of ecosystems</p> <p>K2 Students understand the impact of people on environments</p> <p>K3 Students understand the role of the community, politics and market forces in environmental decision making</p> <p>K4 Students understand the principles of ecologically sustainable development</p> <p>V3 Students are committed to act for the environment by supporting long-term solutions to environmental problems</p> <p>S1 Students are able to identify environmental problems</p> <p>S2 Students are able to communicate environmental issues to others</p>	<p>The nature of an environmental impact statement</p> <p>Students choose a current or recent local or regional development which has had an EIS prepared for it.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Sydney's third runway • Badgery's Creek Airport • Waste incinerator • Nuclear waste disposal • Olympic venues • Lucas Heights nuclear plant • M5 East ventilation stack at Turrella. <p>Student enquiry: <i>Has the EIS addressed these issues:</i></p> <ul style="list-style-type: none"> • <i>reconciliation between Aboriginal and non-Aboriginal Australians?</i> • <i>urban planning and provision of infrastructure?</i> • <i>environmental management?</i> • <i>ecologically sustainable development?</i> • <i>trading agreements and treaties?</i> • <i>responsible citizenship?</i> <p>Students identify the various occupations used to gather information, analyse, report or communicate on this issue.</p> <p>Students report their conclusion in EIS format.</p> <p>Groups send reports as submissions on an EIS.</p>

Stage 6 Geography syllabus outcomes

PRELIMINARY COURSE

SYLLABUS CONTENT: 8.2.1 Biophysical interactions

Biophysical processes and issues

Syllabus outcomes	Related policy objectives	Suggested activities
<p>A student:</p> <p>P2 describes the interactions between the four components which define the biophysical environment</p> <p>P3 explains how a specific environment functions in terms of biophysical factors</p> <p>P6 identifies the vocational relevance of a geographical perspective</p> <p>P8 selects, organises and analyses relevant geographical information from a variety of sources</p> <p>P9 uses maps, graphs and statistics, photographs and fieldwork to conduct geographical inquiries</p> <p>P12 communicates geographical information, ideas and issues using appropriate written and/or oral, cartographic and graphic forms</p>	<p>K1 Students are aware of and understand the nature, function and inter-related quality of ecosystems</p> <p>K2 Students understand the impact of people on environments</p> <p>K3 Students understand the role of the community, politics and market forces in environmental decision making</p> <p>V3 Students are committed to act for the environment by supporting long-term solutions to environmental problems</p> <p>S1 Students are able to identify environmental problems</p> <p>S2 Students are able to communicate environmental issues to others</p> <p>S3 Students are able to apply technical skills within an environmental context</p> <p>S4 Students adopt behaviours and practices which protect the environment</p>	<p>Case study: Urban run-off</p> <p>Selecting the hydrosphere as the biophysical component, students could investigate the issue of urban runoff, as it affects the school grounds.</p> <p>Investigate the issue on a larger scale by creating a print and electronic media file for urban run-off. Each article, web site, radio report, news item, TV segment is analysed and evaluated for bias and qualifications of writers.</p> <p>Students compile a report on the issue of urban run-off.</p> <p>They make recommendations on how this issue can be addressed at the school level.</p>

SYLLABUS CONTENT: 8.2.3 Senior Geography project

Syllabus outcomes	Related policy objectives	Suggested activities
<p>A student:</p> <p>P7 formulates a plan for active geographical inquiry</p> <p>P8 selects, organises and analyses relevant geographical information from a variety of sources</p> <p>P9 uses maps, graphs and statistics, photographs and fieldwork to conduct geographical inquiries</p> <p>P10 applies mathematical ideas and techniques to analyse geographical data</p> <p>P11 applies geographical understanding and methods ethically and effectively to a research project</p> <p>P12 communicates geographical information, ideas and issues using appropriate written and/or oral, cartographic and graphic forms</p>	<p>K2 Students understand the impact of people on environments</p> <p>K3 Students understand the role of the community, politics and market forces in environmental decision-making</p> <p>V3 Students are committed to acting for the environment by supporting long-term solutions to environmental problems</p> <p>S1 Students are able to identify environmental problems</p> <p>S2 Students are able to communicate environmental issues to others</p> <p>S3 Students are able to apply technical skills within an environmental context</p> <p>SG1 School grounds are developed to enhance environmental education</p>	<p>Senior Geography project</p> <p>Use school grounds as the location of the SGP, to investigate issues which could include:</p> <ul style="list-style-type: none"> • management of utilities (water, gas, electricity) • run-off and stormwater management • flows of vehicular and pedestrian traffic • recycling • purchasing (using recycled paper) • shade and solar access • use of indigenous vegetation in landscaping. <p>Students are to carry out an investigation of a specific aspect of the environment of the school, using primary and secondary data.</p> <p>The information is to be organised and analysed using graphs and statistics.</p> <p>The findings are to be reported, and conclusions drawn from the findings are to include recommendations for solutions to the issue that has been investigated.</p> <p>Students are to take action, where appropriate, to address such issues.</p>

HSC Geography course

SYLLABUS CONTENT: Ecosystems at risk

Case study of an ecosystem

Syllabus outcomes	Related policy objectives	Suggested activities
<p>A student:</p> <p>H1 explains the changing nature, spatial patterns and interaction of ecosystems, urban places and economic activity</p> <p>H5 evaluates environmental management strategies in terms of ecological sustainability</p> <p>H6 evaluates the impacts of, and responses of people to, environmental change</p> <p>H10 applies maps, graphs and statistics, photographs and fieldwork to analyse and integrate data in geographical contexts</p> <p>H12 explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples</p> <p>H13 communicates complex geographical information, ideas and issues effectively, using appropriate written and/or oral, cartographic and graphic forms</p>	<p>K1 Students are aware of, and understand the nature, function and inter-related quality of ecosystems</p> <p>K2 Students understand the impact of people on environments</p> <p>K4 Students understand the principles of ecologically sustainable development</p> <p>V1 Students respect all life on Earth</p> <p>S2 Students are able to communicate environmental issues to others</p> <p>S3 Students are able to apply technical skills within an environmental context</p>	<p>Students visit an environmental education centre to investigate:</p> <ul style="list-style-type: none"> • spatial patterns and dimensions • biophysical interactions • the nature and rate of change which affects the functioning of ecosystems • human impacts • management practices. <p>They prepare a report and present it in the following formats:</p> <ul style="list-style-type: none"> • sketchbook • graphs and statistics • PowerPoint presentation • photographic essay • video report • audio report.

SYLLABUS CONTENT: 8.3.2 Urban places

Mega cities

Syllabus outcomes	Related policy objectives	Suggested activities
<p>A student:</p> <p>H5 evaluates environmental management strategies in terms of ecological sustainability</p> <p>H6 evaluates the impacts of, and responses of people to, environmental change</p> <p>H10 applies maps, graphs and statistics, photographs and fieldwork to analyse and integrate data in geographical contexts</p> <p>H12 explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples</p> <p>H13 communicates complex geographical information, ideas and issues effectively, using appropriate written and/or oral, cartographic and graphic forms.</p>	<p>K2 Students understand the impact of people on environments</p> <p>K3 Students understand the role of the community, politics and market forces in environmental decision-making</p> <p>K4 Students understand the principles of ecologically sustainable development</p> <p>V3 Students are committed to act for the environment by supporting long-term solutions to environmental problems</p> <p>S1 Students are able to identify environmental problems</p> <p>S2 Students are able to communicate environmental issues to others</p>	<p>Challenges and responses</p> <p>Investigate the challenges of megacities, such as water and sanitation.</p> <p>Use illustrative examples from a number of megacities to outline the issues involved with the supply of water and sanitation services to the large population.</p> <p>Find out about a non-government organisation that operates in a particular megacity, using the Internet, a guest speaker or a visit to an NGO office.</p> <p>Outline the responses by the nominated NGO to these challenges.</p> <p>Evaluate these responses and suggest your own solutions.</p>

SYLLABUS CONTENT: 8.3.3 People and economic activity

Local case study

Syllabus outcomes	Related policy objectives	Suggested activities
<p>A student:</p> <p>H4 analyses the changing spatial and ecological dimensions of an economic activity</p> <p>H10 applies maps, graphs and statistics, photographs and fieldwork to analyse and integrate data in geographical contexts</p> <p>H12 explains geographical patterns, processes and future trends through appropriate case studies and illustrative examples</p> <p>H13 communicates complex geographical information, ideas and issues effectively, using appropriate written and/or oral, cartographic and graphic forms.</p>	<p>K2 Students understand the impact of people on environments</p> <p>K3 Students understand the role of the community, politics and market forces in environmental decision making</p> <p>K4 Students understand the principles of ecologically sustainable development</p> <p>V2 Students appreciate cultural heritage</p> <p>S1 Students are able to identify environmental problems</p> <p>S2 Students are able to communicate environmental issues to others</p> <p>S4 Students adopt behaviours and practices which protect the environment</p>	<p>Fieldwork</p> <p><i>Visit a business in your local area, and investigate the following:</i></p> <ul style="list-style-type: none"> • <i>the nature of the business</i> • <i>location factors</i> • <i>the ecological dimension</i> • <i>the links and flows of people, goods, services and ideas within the business</i> • <i>the effects of global change on the business.</i> <p>Students report findings by indicating, on a map of the site and surrounds, the flows, constraints, environmental impacts, change and possible climatic effects.</p>

Stage 6 Economics syllabus outcomes

One of the aims of Economics is to develop in students a continuing interest in the economic problems of their society and in the economic aspects of social and political issues. It is difficult to examine these issues without examining the environmental aspects of the social and political systems. Economic elements are part of the triple bottom line (i.e. economic, social and environmental).

The unit that follows provides an example of the environmental impacts on a case study relating to Australian business.

HSC course

SYLLABUS CONTENT: 10.3 Economic issues

Study of ecologically sustainable development, preservation of natural environments, pollution control and the depletion of the Earth's natural resources

Syllabus outcomes	Related policy objectives	Suggested activities
<p>A student:</p> <p>H7 evaluates the consequences of contemporary economic problems and issues on individuals, firms and governments</p> <p>H9 selects and organises information from a variety of sources for relevance and reliability</p> <p>H10 communicates economic information, ideas and issues in appropriate forms</p> <p>H12 works independently and in groups to achieve appropriate goals in set timelines</p>	<p>K4 Develop an understanding of the principles of ecologically sustainable development</p> <p>S1 Develop skills in applying technical skills within an environmental context</p> <p>V3 Develop a commitment to acting for the environment by supporting long-term solutions to environmental issues</p>	<ul style="list-style-type: none"> • Individually, or in groups, students investigate the relationship between the economy and the environment by researching print and electronic media for examples. • <i>Develop a working definition of ecologically sustainable development.</i> • <i>Form an opinion on the extent that ecologically sustainable development is an issue for the Australian economy. In your response, consider issues such as:</i> <ul style="list-style-type: none"> ❖ <i>preservation of natural environments</i> ❖ <i>pollution control</i> ❖ <i>externalities</i> ❖ <i>depletion of renewable resources.</i> <p><i>Make recommendations on how ecologically sustainable development can be addressed as part of the Commonwealth Government's management of the Australian economy.</i></p>

Stage 6 Legal Studies syllabus outcomes

One of the aims of Legal Studies is to develop in students an understanding of international and national laws to protect the environment.

Legal Studies provides students with an understanding of how international laws are made, the organisations involved in this process, Australia's role as signatory to these laws, how the laws are implemented in Australia and the influence of the media and the community on legal reform.

Environmental education develops skills in resolving environmental problems. Legal Studies supports students in this process and ensures that students consider the principles of ecologically sustainable development when examining legal issues relating to the environment.

The unit that follows examines the development of international environmental laws and their implementation in Australia.

HSC course

OPTIONAL FOCUS: Global environment

Syllabus outcomes	Related policy objectives	Suggested activities
<p>A student:</p> <p>H1.1 applies domestic and international legal vocabulary in appropriate contexts</p> <p>H2.3 evaluates the effectiveness of domestic law in responding to global challenges</p> <p>H5.3 communicates through well-structured texts to describe, explain, argue, discuss, analyse, evaluate and apply legal information, ideas and issues in appropriate oral and written forms.</p> <p>H3.2 assesses how cultures and values of different groups within society impact on the legal system.</p> <p>H5.1 selects and organises relevant legal information from a variety of sources and evaluates information and sources for usefulness, validity and bias.</p>	<p>K2 Students understand the impact of people on environments</p> <p>K33 Students understand the role of the community, politics and market forces in environmental decision making</p> <p>S3 Students can communicate environmental problems to others.</p>	<ul style="list-style-type: none"> • Identify international environmental treaties and conventions to which Australia is a signatory (e.g. the Convention on Biological Diversity, 1992). • Select a treaty or convention and determine the following: <ul style="list-style-type: none"> ❖ How was the treaty or convention made? ❖ What international bodies were involved in formulating the treaty or convention, e.g. the United Nations? What was the role of these international bodies? ❖ Why was there a perceived need for the treaty or convention? ❖ Who determined there was a need? ❖ Outline how the Commonwealth and NSW governments have implemented the treaty or convention. Draw a flow chart illustrating the processes involved. ❖ Evaluate the effectiveness of the treaty or convention in preserving the global environment • Examine how the Commonwealth Government passes laws on the environment. Students give a presentation entitled "Why we need global environmental laws". • Write a report describing three ways in which international obligations can be reflected in Australian domestic law.