



<b>Subject:</b>	<b>Humanities and Social Sciences</b>
<b>Subject Outline</b>	<p>This subject is designed to enable students to understand and apply the foundational knowledge and skills for the Humanities and Social Sciences commensurate with university entrance level.</p> <p>The Humanities and Social Sciences subject covers a range of foundational content related to global history, strategies, and perspectives in Term One and Term Two, including, globalization, international policy, peace and conflict, sociology, indigenous rights, and communication and the media. In Term 3 and Term 4, it focuses on creative arts, creative production and creative thinking including, the history of ideas, literature, film and TV studies, pop culture and Indigenous Australian art. Throughout the program, students will develop skills fundamental to the Humanities, including critical thinking, creative thinking, argument mapping, problem solving, and reflective learning.</p> <p>This subject is strongly recommended for any student considering study in the field of Humanities and Social Sciences. It is part of a comprehensive suite of subjects that prepare students for studying in the Humanities and Social Sciences. These subjects facilitate an entry pathway into higher/tertiary vocational education courses, at undergraduate degree or Diploma/ Advanced Diploma level. They will support students to understand the foundational theories and skills relevant to Humanities and Social Sciences subjects.</p>
<b>Online Subject Delivery</b>	<p>Students in Humanities and Social Sciences complete blocks of learning, which consists of four interactive lessons and checkpoint tasks. These are completed on Moodle, our state of the art online learning platform. Students will be supported in completing these blocks of learning through live classes and live question and answer sessions via Zoom web-conferencing. These live online classes are student-focused and communicative with learners being expected to contribute to group discussion. Teachers monitor student's progress and provide individualised feedback on checkpoint tasks. Students access the Humanities and Social Sciences forum regularly to post questions and review discussions.</p>
<b>Face to Face Subject Delivery</b>	<p>Students in Humanities and Social Sciences participate in a blended learning approach that includes class time supported by activities online via Moodle. Classes are student-focused and communicative with learners being expected to contribute to group discussion. Participation in online learning before class prepares students for in-class activities and maximises the value of face to face learning. Students can prepare for class, review content and skills learned as well as complete checkpoints online.</p>
<b>Graduate Attributes (GA)</b>	<p>On completion of the Foundation Program, students will be able to:</p> <ol style="list-style-type: none"><li>1. Communicate effectively in English in a variety of contexts, circumstances and modes</li><li>2. Demonstrate relevant, practical and theoretical knowledge in a subject area</li><li>3. Apply relevant academic literacy skills in a subject area</li><li>4. Apply relevant numeric literacy skills in a subject area</li><li>5. Apply critical, analytical thinking, and problem solving skills for academic contexts</li><li>6. Work independently and collaboratively in a cross-cultural context</li><li>7. Demonstrate academic integrity</li></ol>



<b>Objectives</b>	<p>On successful completion of this subject, students will be able to:</p> <ol style="list-style-type: none"><li>1. Outline fundamental concepts and principles of the humanities and social sciences using relevant terminology (GA 1, 2);</li><li>2. Examine foundational aspects of global history, strategies and perspectives, including, globalization, international policy, peace and conflict, sociology, indigenous rights, and communication and the media; and the creative arts, including, the history of ideas, film and TV studies, literature, pop culture and Indigenous Australian art (GA 2);</li><li>3. Demonstrate an understanding of critical thinking, creative thinking, argument mapping, problem solving, and reflective learning skills (GA 2, 5);</li><li>4. Apply a critical-thinking and creative approach to the elective tasks within academic guidelines (GA 3, 5, 6, 7);</li><li>5. Research, analyse, evaluate and present information on humanities and social sciences topics (GA 1, 3, 5, 6, 7);</li><li>6. Employ communication skills by delivering a spoken response on humanities and social sciences topics and contributing to group discussion (GA 1, 3, 5, 6).</li></ol>
<b>Content</b>	<p><b>Term One</b></p> <ul style="list-style-type: none"><li>• Globalisation: emergence of the nation-state and sovereignty</li><li>• International policy: emergence of the UN and the UN structure</li><li>• Peace and conflict: global issues and actors in international relations</li><li>• Argument mapping: developing arguments and premises</li><li>• Public speaking: presentation skills, language for diplomacy, compromise, negotiation, and dispute resolution</li></ul> <p><b>Term Two</b></p> <ul style="list-style-type: none"><li>• Sociology: identity, privilege, and otherness</li><li>• Indigenous rights: imperialism, colonialism and colonial legacy</li><li>• Communication and the media: social change and the role of the media</li><li>• Understanding historical and critical perspectives, diversity and inclusion</li><li>• Essay skills</li><li>• Reflective skills</li></ul> <p><b>Term Three</b></p> <ul style="list-style-type: none"><li>• History of ideas, English literature, film and TV studies, Pop culture</li><li>• Understanding genre and mode</li><li>• Pecha-Kucha method</li><li>• Collecting data from primary sources</li><li>• Analysis of sources and synthesis of information</li></ul> <p><b>Term Four</b></p> <ul style="list-style-type: none"><li>• Indigenous Australian art</li><li>• Reflecting on and understanding data from primary sources</li><li>• Self-assessing personal bias</li><li>• Developing point at issue</li><li>• Understanding reflective writing</li><li>• Searching for visual and written stimulus material</li><li>• Evaluating arguments, bias, relevance, and significance</li></ul>



<b>Attendance</b>	<p>Attendance is a visa requirement. Attendance contributes directly to the academic success of the student. Attendance is monitored as described in the Attendance Policy.</p> <ul style="list-style-type: none"> <li>• Face to face: Students are expected to attend all classes and complete all Moodle checkpoints.</li> <li>• Online: Students are expected to attend all live online classes and complete all Moodle checkpoints. Engagement with question and answer sessions and Moodle lessons is highly recommended.</li> </ul>
<b>Learning Resources</b>	<ul style="list-style-type: none"> <li>• IES Subject Moodle site</li> <li>• Informit</li> <li>• GALE Academic OneFile Select</li> <li>• Issues in Society series</li> <li>• OpenStax textbooks</li> </ul>

**Students are assessed through the following assessment activities:**

<b>Assessment Activity</b>	<b>Description</b>	<b>Weighting</b>
<b>TERM 1</b>		
<b>Model United Nations</b>	Students are assigned to a mock UN forum, they choose a country to represent and are then placed into a committee where they represent that country. Students will be presented with committee discussion topics in advance, so they can conduct research and formulate positions that are relevant to the country they represent.	10%
<b>TERM 2</b>		
<b>Elective Task: Essay</b>	Students demonstrate critical thinking skills through the completion of an investigation into aspects of the subject that have influenced their personal identity. Topics may include, globalisation, sociology, citizenship and migration, indigenous rights, communication and media, peace and conflict and international policy. Students will focus on the process of writing by submitting an essay proposal and an essay plan. The final essay will be approximately 1000 words.	20%
<b>TERM 3</b>		
<b>Project 1: Short Essay</b>	Students demonstrate application of critical and creative thinking skills through the completion of two linked projects. In Project One, students choose a topic from the list provided or in consultation with their teacher. Topics may include: literature, creative writing, film and TV studies, or pop culture. Students must then create an argument map using the Argument Mapping Tool provided. Finally, students write a 500 word short essay based on their response to the topic.	30%
<b>TERM 4</b>		
<b>Project 2: Creative Response</b>	In Project Two, students produce a creative and reflective response to their short essay topic and their experience or interaction with a primary source. Primary sources may include: indigenous artworks, artist in residence, guest lecture, film, TV series, book, poem, short story, comic, or art work. Creative responses will depend on the topic of choice in consultation with the Teacher, mediums may include: art work, video,	40%



	<p>podcast, infographic/ poster, collage, skit, short story, comic, museum exhibit (Cirrus). Students then write a 500 word explanation of their creative response. Students must provide a draft and incorporate the feedback into their final response. Finally, students present a summary of their portfolio to the class using the Pecha-Kucha method of 15 slides of images x 15 seconds.</p>	
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