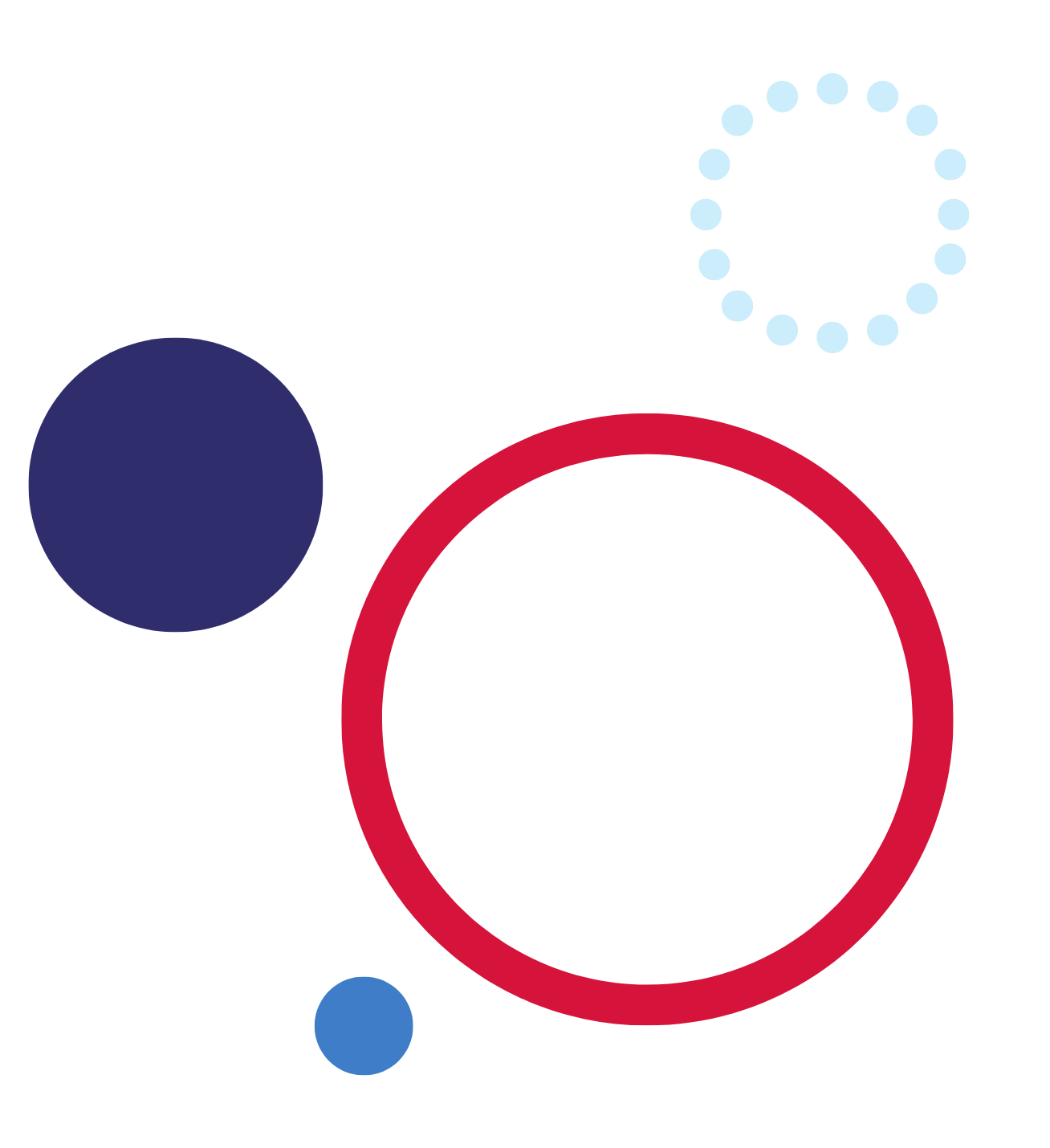
International studies

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## Introduction

International studies is a Stage 5 NSW Department of Education approved elective course.

The [Curriculum planning and programming, assessing and reporting to parents K-12 Policy](https://education.nsw.gov.au/policy-library/policies/pd-2005-0290) and the associated policy standards set out the requirements for schools regarding the mandatory hours for additional studies (electives) in Stage 5. Version 9.3 of the policy standards introduces the option of NSW Department of Education approved elective courses which can make up a maximum of 200 hours of the mandatory 400 hours of electives.

If a school chooses to deliver a NSW Department of Education approved elective course, students and parents/carers need to be consulted and understand that the course will not be listed on the Record of School Achievement (RoSA).

International studies was initially developed as a school-developed board endorsed course by a cross sectoral writing team in 2004.

### Rationale

International studies is an interdisciplinary course that provides a unique conceptual framework for the study of culture, and the promotion of intercultural understanding.

Through education, travel, work and trade, students increasingly understand how the study of culture requires knowledge to inform values and develop individual and community participation, action, and commitment to be a global citizen.

International studies provides students with an opportunity to explore and recognise their own cultures, and appreciate the richness of multicultural Australia and the world. As Australia is part of the Asia-Pacific region, the International studies course emphasises, but is not limited to, this region.

Students gain knowledge of different cultural practices, values, beliefs, and heritages to form a broader world view. They gain skills to recognise fact, detect bias and challenge stereotypes by exploring cultural difference and interconnectedness. This enables students to understand and value inclusion and to respect the rights of others.

Students learn to conceptualise and explore interrelationships and empathise with others at a local, national, regional, and global level.

In summary, International studies equips students with intercultural sensitivities and the critical skills of analysis and intercultural understanding to participate in, and contribute to, building a cohesive and just world.

### Aim

International studies provides students with an opportunity to explore and recognise their own cultures and appreciate the richness of multicultural Australia and the world. The course enables understanding of cultures from different perspectives and develops skills to engage harmoniously in the globalised and interconnected world.

### Purpose and audience

This resource communicates the outcomes and content students will engage with throughout their study of the course. It is developed for teachers to provide consistent advice in the subject selection process for Stage 5 students and for use when developing resources and implementing the course.

### When and how to use this document

This resource is an essential document to ensure that all material developed and used for this course meet the requirements for hours, outcomes, and content. Use this document when offering the course, when developing teaching and learning resources, and when maintaining records to indicate students have met the requirements for the course.

## Course structure and requirements

Students may undertake either 100 or 200 hours of study in International studies in Stage 5. Courses are structured in the following ways:

**100-hour course**

* core
* additional study of selected options to meet the 100-hour requirement (minimum of 2)

**200-hour course**

* core
* additional study of selected options to meet the 200-hour requirement (minimum of 6)

The core should precede the options. The options may be studied in any order.

### Core

The core topic should be 50 indicative hours.

Core – Understanding culture and diversity in today’s world.

### Options

Each option topic should be 15-25 indicative hours:

* Option 1 – Culture and beliefs
* Option 2 – Culture and the media
* Option 3 – Culture on the move
* Option 4 – Culture and travel
* Option 5 – Culture and visual and performing arts
* Option 6 – Culture in textiles, art and architecture
* Option 7 – Culture in film and literature
* Option 8 – Culture and sport
* Option 9 – Culture and food
* Option 10 – Culture, science, technology, and change
* Option 11 – School developed option.

## Outcomes

A student:

* **IS5-1** analyses a variety of definitions of culture
* **IS5-2** describes characteristics of culture
* **IS5-3** examines cultural similarities and differences
* **IS5-4** examines cultural diversity
* **IS5-5** accounts for the dynamic nature of culture
* **IS5-6** identifies influences on cultures and their interconnectedness
* **IS5-7** recognises bias and stereotypes
* **IS5-8** analyses different contexts, perspectives and interpretations of cultural beliefs and practices
* **IS5-9** evaluates culturally significant issues, events and scenarios from a variety of perspectives
* **IS5-10** applies understanding of cultural differences when communicating across cultures
* **IS5-11** applies strategies to challenge stereotypes
* **IS5-12** selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures.

Schools must ensure that the options chosen enable all the outcomes to be assessed by the completion of the course.

## Core – Understanding culture and diversity in today’s world

Students study the concept of culture and its many characteristics, and examples of cultural diversity in the contemporary world.

### Outcomes

A student:

* **IS5-1** analyses a variety of definitions of culture
* **IS5-2** describes characteristics of culture
* **IS5-3** examines cultural similarities and differences
* **IS5-4** examines cultural diversity
* **IS5-5** accounts for the dynamic nature of culture
* **IS5-6** identifies influences on cultures and their interconnectedness
* **IS5-7** recognises bias and stereotypes
* **IS5-8** analyses different contexts, perspectives and interpretations of cultural beliefs and practices
* **IS5-9** evaluates culturally significant issues, events and scenarios from a variety of perspectives
* **IS5-10** applies understanding of cultural differences when communicating across cultures
* **IS5-11** applies strategies to challenge stereotypes
* **IS5-12** selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures.

### Content

#### Understanding culture

Students:

* define culture
* outline the characteristics of Australian culture, including
* language and communication
* beliefs and values
* expected behaviours and values
* customs and practices
* lifestyle
* outline the characteristics of another culture, including
* language and communication
* beliefs and values
* expected behaviours and values
* customs and practices
* account for, and provide examples of, cultural change over time, such as
* cultural contact
* the impact of technology
* environmental and ecological shifts.

#### Culture and identity

Students:

* describe the different types of identity, including
* personal identity
* family identity
* religious identity
* national identity
* sub-cultural group
* analyse the factors that contribute to individual identity, including
* personal
* cultural
* social
* linguistic
* economic
* political
* historical
* geographical location
* social class
* peer group.

#### Understanding cultural diversity

**Case study 1 – My culture**

Students examine their own cultural environment including:

* characteristics and features of their own cultural identity
* cultural diversity in their community
* subcultures within their environment
* cultural stereotypes and generalisations.

**Case study 2 – Asia-Pacific**

Students:

* undertake a comparative study of 2 cultural groups, with at least one from the Asia-Pacific region, including their
* norms and values
* beliefs
* customs
* traditions
* technology and communication
* compare cultural characteristics and intercultural communication of the chosen cultures.

#### Contemporary cultural event

Students investigate at least one contemporary cultural event and consider the following:

* cultural components
* different perspectives and media representation
* the significance of the event in terms of intercultural understanding.

## Option 1 – Culture and beliefs

Students study religions and beliefs and the ways in which these interact with, and influence, cultures.

### Outcomes

A student:

* **IS5-2** describes characteristics of culture
* **IS5-3** examines cultural similarities and differences
* **IS5-4** examines cultural diversity
* **IS5-6** identifies influences on cultures and their interconnectedness
* **IS5-8** analyses different contexts, perspectives and interpretations of cultural beliefs and practices
* **IS5-12** selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures

### Content

#### Overview

Students investigate the nature of beliefs, including:

* the characteristics of religion, beliefs and spirituality
* the distribution of world religions globally and within Australia
* the impact of religion and belief systems on culture
* the reasons Australia is considered to be both a multi-faith and pluralistic society.

#### Indigenous spirituality

Students identify the nature and origins of indigenous spiritual beliefs and practices across the world, including:

* the philosophy of indigenous spirituality, for example identification of the core beliefs and values, importance of origin stories and oral traditions
* traditions and culture associated with indigenous spirituality, for example explanation of common practices, expressions of belief and recognition of the significance of spirituality in shaping landscapes.

#### Origins

Students examine the origins of 5 major world religions, Buddhism, Christianity, Hinduism, Islam, and Judaism, including:

* their history
* the variations within each religion, for example, various denominations.

#### Beliefs

Students examine the core beliefs and values of each of the 5 major world religions, Buddhism, Christianity, Hinduism, Islam and Judaism, including:

* the nature of the deity or deities
* the founder/important persons
* moral, spiritual, redemptive perspectives
* stories and sacred or valued texts
* the main ideas or tenets
* symbols
* prayer
* significant religious places
* places of learning and worship
* world views.

#### Practices

Students describe how a person’s core beliefs and values influences their daily life, their interaction with others and the community in which they live, including:

* life cycle rituals, including birth, marriage and death rituals
* core practices, for example, celebrations, food taboo and education.

#### Other religious perspectives

Students undertake a focus study from one of the following religious perspectives:

* Taoism
* Daoism
* Confucianism

#### Focus study

Students:

* examine the nature and origins, including
* philosophy, for example underlying principles, such as core beliefs and values
* traditions and culture, for example common practices, various expressions
* the internal structure, for example important people and connections between beliefs and practices
* describe how the religious perspective shapes or influences modern society.

## Option 2 – Culture and the media

Students will explore the ways in which the media represent the views of individuals and groups in relation to religion, politics or human rights.

### Outcomes

A student:

* **IS5-3** examines cultural similarities and differences
* **IS5-6** identifies influences on cultures and their interconnectedness
* **IS5-7** recognises bias and stereotypes
* **IS5-8** analyses different contexts, perspectives and interpretations of cultural beliefs and practices
* **IS5-12** selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures

### Content

#### The media’s portrayal of culture

Students examine the media’s portrayal of culture, including:

* current media representations of cultural events or issues, for example the study of a current event and how it is represented from a range of different media outlets
* perspectives through which the events or issues are being represented.

#### Religion and the media

Students examine the media’s cultural portrayal of at least 2 individuals or groups associated with religion, including:

* images or text illustrating the individuals or groups beliefs
* images or text illustrating the individuals or groups actions and behaviours
* images or text illustrating truth, bias and stereotyping of the individual or group
* the media’s impact on individual or groups attitudes and behaviours about cultural issues or events.

#### Politics and the media

Students examine the media’s cultural portrayal of at least 2 individuals or groups associated with politics, including:

* images or text illustrating the individual or groups political viewpoint/perspective
* images or text illustrating the individual or groups main political beliefs, actions and behaviours
* images or text illustrating truth, bias and stereotyping of the individual or group in the media
* the media’s impact or influence on people’s attitudes and behaviours about cultural issues/events.

#### Human rights and the media

Students examine the media’s cultural portrayal of at least 2 individuals or groups associated with human rights, including:

* images or text illustrating the individual or group associated with human rights
* images or text illustrating the main beliefs of the individual or group associated with human rights
* images or text illustrating truth, bias and stereotyping of the individual or group in the media
* the media’s impacts or influence on people’s attitudes and behaviours about cultural issues/events.

## Option 3 – Culture on the move

Students investigate the push-pull factors that contribute to the movement of people around the world. The fluid and complex nature of migration will be studied through an examination of specific examples.

### Outcomes

A student:

* **IS5-1** analyses a variety of definitions of culture
* **IS5-5** accounts for the dynamic nature of culture
* **IS5-9** evaluates culturally significant issues, events and scenarios from a variety of perspectives
* **IS5-11** applies strategies to challenge stereotypes

### Content

#### Movement of people

Students:

* examine the nature and context of movement of people, for example refugees, asylum seekers, and immigrants
* examine the current global state of the movement of people, including those arriving in Australia, for example, investigation of the statistical evidence of numbers of people arriving in Australia
* examine the roles of government and non-government organisations, including
* treaties and agreements related to the movement of people, at a national and international level
* social and economic responsibilities of government and its citizens, for example, global citizenship
* describe obstacles and challenges for peoples leaving their homeland and arriving in a new country, for example
* the myths and misconceptions about refugees, asylum seekers and immigrants
* the rights and responsibilities of refugees, asylum seekers and immigrants
* describe the social and cultural contribution of individuals and groups who have arrived in Australia for example
* cultural diversity through the introduction of new values, arts, beliefs, and lifestyles
* academic, scientific, environmental, or economic contributions.

## Option 4 – Culture and travel

Students explore the opportunities for cross-cultural understanding that tourism can provide through careful planning and interaction with people and their cultures.

### Outcomes

A student:

* **IS5-2** describes characteristics of culture
* **IS5-3** examines cultural similarities and differences
* **IS5-4** examines cultural diversity
* **IS5-6** identifies influences on cultures and their interconnectedness
* **IS5-10** applies understanding of cultural differences when communicating across cultures
* **IS5-11** applies strategies to challenge stereotypes
* **IS5-12** selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures

### Content

#### Global and cultural awareness

Students identify the contribution of travel experiences to global and cultural awareness, including:

* reasons people travel, for example, tourism, business, leisure, cross-cultural experience, family reunion, education, pilgrimage, gap year and sport
* suggested benefits associated with travel, for example, broadening one’s knowledge and understanding, developing cross-cultural literacy, improved wellbeing, work and study opportunities
* differences between Australia and the rest of the world
* different cultural perceptions and attitudes of places.

#### Practices and perceptions

Students describe how practices and perceptions are different between cultures and the link between travel encounters and global and cultural awareness, including:

* language diversity and variation such as national and regional dialects, colloquialisms, verbal and non-verbal communication
* cultural considerations when visiting another country
* monetary and non-monetary transactions, for example the appropriate time to barter or negotiate a price of an item.

#### Cultural knowledge of other countries

Students understand the cultural practices of 2 countries on different continents, including:

* different cultural practices, such as etiquette and manners, for example, greetings, dress, serving and consumption of food and alcohol, interaction between men and women, shopping and purchasing good and services
* visiting places of cultural significance, for example following local laws, customs, and practices
* impact of visiting local people, for example appropriateness of gift-giving, interaction with men and women
* impact of visiting the environment, for example use of natural resources.

#### Continuity and change in an overseas location

Students:

* describe how cultural awareness has affected an overseas location, for example
* the impact of globalisation, modernisation, and the increased use of technology
* perception of national identity and place in the world
* explore the impact of travel and tourism on cultural understanding, for example
* discussion of the implications, challenges, and opportunities for enhancing cultural awareness and understanding through tourism
* appreciation of cultural sensitivity
* examination of specific examples of the impact tourism has at a local and national scale
* evaluation of the accuracy of stereotypical perceptions of a nation’s identity and cultural norms and practices.

## Option 5 – Culture and visual and performing arts

Students explore how cultural identity is explored through visual and performing arts.

### Outcomes

A student:

* **IS5-2** describes characteristics of culture
* **IS5-3** examines cultural similarities and differences
* **IS5-4** examines cultural diversity
* **IS5-5** accounts for the dynamic nature of culture
* **IS5-6** identifies influences on cultures and their interconnectedness
* **IS5-12** selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures

### Content

#### Artforms

Students explore a wide range of visual and performing arts as expressions of culture, including contemporary and/or traditional:

* dance
* drama
* music
* visual arts.

#### Customs and practices

Through the in-depth study of either one artform across a range of cultures, or several artforms in a single cultural group, students:

* examine the cultural origins and traditions of the artforms
* identify culturally diverse customs and practices associated with the artform/s and how these have changed over time
* analyse the cultural symbolism, role and function of the artforms
* describe the artform’s cultural similarities and differences.

#### Cultural identity

Students examine how culture is expressed through visual and performing arts including:

* the role and importance of the arts to cultural identity
* how culture can be shared and interpreted through the arts
* how the arts enhance intercultural understanding
* the dynamic relationships between culture, identity, and the arts.

## Option 6 – Culture in textiles, art and architecture

Students explore how cultural identity is expressed through textiles, art, and architecture.

### Outcomes

A student:

* **IS5-2** describes characteristics of culture
* **IS5-3** examines cultural similarities and differences
* **IS5-4** examines cultural diversity
* **IS5-6** identifies influences on cultures and their interconnectedness
* **IS5-12** selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures

### Content

Students:

* examine culture in textiles, art and or architecture, including
* the textiles/art/architecture of a cultural group
* how textiles/art/architecture are a core part of cultural identity
* the impact of religion and beliefs on textiles, art and/or architecture
* the migration of culture though textiles, art and/or architecture
* describe the work of an artist or architect, including
* their background, symbolism, function and spread of the artistic work
* an analysis of the significant cultural impact of their work
* an explanation of how the artist work helps form and maintain the identity of the cultural group
* the cross-cultural influences on the artist/architect’s work
* an analysis of how the artist/architect’s work has changed over time.

## Option 7 – Culture in film and literature

Students investigate the representation of culture in film and literature through a case study.

### Outcomes

A student:

* **IS5-2** describes characteristics of culture
* **IS5-3** examines cultural similarities and differences
* **IS5-5** accounts for the dynamic nature of culture
* **IS5-6** identifies influences on cultures and their interconnectedness
* **IS5-12** selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures

### Content

#### Portrayal of culture in film and literature

Students describe how culture is portrayed in film and literature, for example:

* the temporal context in which works are set and created
* the different cultural perspectives presented in film or literature
* the significance of changing film or literature representations of culture throughout the world.

#### Case study

Students investigate the portrayal of a specific culture in an example from film and or literature, including:

* an examination of the representation of the culture
* the identification of factors that have shaped this representation, such as historical, economic, legal, or political forces
* an evaluation of truth, bias and stereotyping of the culture represented
* the analysis of how the studied film and/or literature influences, or is influenced by, people’s attitudes and behaviours towards the specific culture.

## Option 8 – Culture and sport

Students study how cultural differences express themselves in sport.

### Outcomes

A student:

* **IS5-4** examines cultural diversity
* **IS5-5** accounts for the dynamic nature of culture
* **IS5-6** identifies influences on cultures and their interconnectedness
* **IS5-9** evaluates culturally significant issues, events and scenarios from a variety of perspectives
* **IS5-10** applies understanding of cultural differences when communicating across cultures
* **IS5-11** applies strategies to challenge stereotypes

### Content

#### Cross-cultural understanding and sport

Students examine how culture is transmitted through sport and has an impact on the nature of sport, including:

* the role and importance of sport to cultural identity
* the universal nature of sport and why different sports dominate in different countries
* the process of enculturation and how culture can be spread and interpreted through sport
* how sport has enhanced intercultural understanding
* how sport can provide a platform and context for inappropriate social behaviour
* world sporting events in relation to what they show about the culture of participants and of global culture.

#### Gender and sport

Students account for factors that impact on gender participation in sport, including:

* historical and contemporary limitations on gender in sport, for example, religion, stereotypes, competition structure, discrimination
* gender disparities, such as, the differences between funding, sponsorship, media coverage and participation.

#### National identity and sport

Students evaluates how sports can contribute to, and impact on, national identity, including:

* national sporting achievements
* examples of how sporting personalities and teams reflect, represent, or misrepresent cultural identity
* a sporting controversy and the resulting perspectives of various stakeholders
* relationships between culture, national identity, and sporting practices.

#### Participation

Students examine the different forms of sport played in a country of choice, including:

* the history and traditions of the sports
* the nature of 2 sports, one of which originated in the country, the other sport introduced
* the geography, including climate, and its impact on the sports
* an explanation for the popularity of the sport
* an analysis of how the sports reflect aspects of culture in that country.

## Option 9 – Culture and food

Students examine how culture is created and expressed through food.

### Outcomes

A student:

* **IS5-3** examines cultural similarities and differences
* **IS5-4** examines cultural diversity
* **IS5-6** identifies influences on cultures and their interconnectedness
* **IS5-10** applies understanding of cultural differences when communicating across cultures
* **IS5-12** selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures

### Content

#### Food

Students identify differences in consumption of food around the world, including:

* an identification of variances in dietary intake
* the reasons for the types of food in different areas of the world, using specific and contracting examples
* examples of a variety of food preparation practices
* a variety of culinary artefacts and utensils.

#### Practices

Students examine the practices associated with food collection, eating, and drinking in different cultures, including:

* traditional food collection practices, for example traditional Aboriginal harvesting practices in Australia, traditional fishing practices in the Pacific and whaling in Inuit culture
* food as a reflection of culture, including the way food plays a part in cultural expression, traditions associated with food, connection of food to celebrations, food as an art form.

#### Customs

Students:

* identify importance of customs and etiquette in different cultures, including food rules and customs, for example religious practices, origin of cultural food rules and important days within belief systems and their associated foods
* identify the interconnectedness of religion, custom and food rules, for example the origin of a variety of cultural and religious food taboos
* identify the use of food in a variety of special occasions, including food in ceremonies associated with different cultures around the world, for example, celebrations, festivals, and rituals associated with birthdays/name days, weddings, funerals, religious days and national days
* explore, through an in-depth case study, the food practices and customs of one cultural group.

## Option 10 – Culture, science, technology, and change

Students explore the way particular scientific and technological developments affect culture and vice versa. Students examine how historical and contemporary scientific and technological developments are spread, and their impact on culture.

### Outcomes

A student:

* **IS5-5** accounts for the dynamic nature of culture
* **IS5-6** identifies influences on cultures and their interconnectedness
* **IS5-10** applies understanding of cultural differences when communicating across cultures
* **IS5-12** selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures.

### Content

#### Scientific and technological discoveries

Students:

* examine the process of globalisation that has been occurring since ancient times through trans-civilisation encounters, including the processes involved in the historical spread of technologies, ideas and practices in the world, for example, knowledge, exploration, invasion, migration, trade routes and colonialism
* explore contemporary technological developments and their impact on cultural identity, including
* technological developments that have changed aspects of a specific culture
* the processes involved in the spread of technologies, ideas and practices in the world today, for example, cooperation, global trade, mass media, changes to work, leisure and interpersonal relationships, and the way people communicate with each other and share information
* explore the ways new technology is used or adapted to support existing cultural practices
* examine at least 4 examples of individual scientific and/or technological discoveries, with 3 originating in the Asia-Pacific region, including
* identification of what was developed and why and where it was developed
* an outline of the benefits of its development for both the culture of origin and other cultures
* a description of the way specific scientific/technological discoveries of the past have impacted on culture/a cultural group
* a description of how life is different as a result of the adoption, and/or adaption of the technology by a cultural group.

## Option 11 – School developed option

The school developed option provides an opportunity for students to develop their knowledge and understanding of a particular area of learning of relevance and interest to them that is not studied through the core or options.

**Note**: Only one school developed option can be studied within either a 100 or 200-hour course.

### Outcomes

A student:

* **IS5-1** analyses a variety of definitions of culture
* **IS5-2** describes characteristics of culture
* **IS5-3** examines cultural similarities and differences
* **IS5-4** examines cultural diversity
* **IS5-5** accounts for the dynamic nature of culture
* **IS5-6** identifies influences on cultures and their interconnectedness
* **IS5-7** recognises bias and stereotypes
* **IS5-8** analyses different contexts, perspectives and interpretations of cultural beliefs and practices
* **IS5-9** evaluates culturally significant issues, events and scenarios from a variety of perspectives
* **IS5-10** applies understanding of cultural differences when communicating across cultures
* **IS5-11** applies strategies to challenge stereotypes
* **IS5-12** selects and uses a range of written, visual and oral forms, to describe, analyse and communicate about cultures

### Content

Students:

* explore a specific area of interest in international studies, for example
* selection of an area of interest for research
* justification of research area in terms of its significance, relevance, and interest
* explore a relevant process for research, including identification of the processes to be followed in conducting research
* conduct the research using a range of methods, including information and communication technologies, including
* the use of the internet and other secondary sources for research
* the recognition of different values and perspectives analysing issues
* the communication of findings through a range of media including computer-based technologies
* a reflection and evaluation of learning processes and outcomes achieved.

## Additional information

Please complete the following [feedback form](https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kbKo2q_ZUXlHndJMnh2Wd8NUOUk0VTIzUDVVSlVFQVM5MkdOMkJGTjVKNCQlQCN0PWcu) to help us improve our resources and support.

Curriculum design and implementation is a dynamic and contextually specific process. The department is committed to supporting teachers meet the needs of all students. The advice below on assessment and planning for the needs of every student may be useful when considering the material presented in this resource.

### Assessment for learning

The list below are some formative assessment strategies that could be used:

* Learning Intentions and Success Criteria assist educators to articulate the purpose of a learning task to make judgements about the quality of student learning. These help students focus on the task or activity taking place and what they are learning and provide a framework for reflection and feedback. [Online tools](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/622) can assist implementation of this formative assessment strategy.
* Eliciting evidence strategies allow teachers to determine the next steps in learning and assists in evaluating teaching and learning activities. Strategies that may be added to a learning sequence to elicit evidence include all student response systems, [exit tickets](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/543), mini whiteboards (actual or [digital](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/575)), [hinge questions](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/557), [Kahoot](https://kahoot.com/), [Socrative](https://www.socrative.com/), [Quizlet](https://quizlet.com/) or quick quizzes to ensure that individual student progress can be monitored and the lesson sequence adjusted based on formative data collected.
* Feedback is designed to close the gap between current and desired performance by informing teacher and student behaviour (AITSL). AITSL provides a [factsheet to support evidence-based feedback](https://www.aitsl.edu.au/teach/improve-practice/feedback#:~:text=FEEDBACK-,Factsheet,-A%20quick%20guide).
* [Peer feedback](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549) is a structured process where students evaluate the work of their peers by providing valuable feedback in relation to learning intentions and success criteria. It can be supported by [online tools](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=1d29b).
* Self-regulated learning opportunities assist students in taking ownership of their own learning. A variety of strategies can be employed and some examples include reflection tasks, [Think-Pair-Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645), [KWLH charts](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562), [learning portfolios](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/583) and [learning logs](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/564).

The primary role of assessment is to establish where individuals are in their learning so that teaching can be differentiated and further learning progress can be monitored over time.

Feedback that focuses on improving tasks, processes and student self-regulation is the most effective. Students engaging with feedback can take many forms including formal, informal, formative, summative, interactive, demonstrable, visual, written, verbal and non-verbal.

[CESE What works best update 2020](https://policies.education.nsw.gov.au/content/dam/main-education/about-us/educational-data/cese/wwb-what-works-best-2020-update.pdf) (CESE 2020a)

### Differentiation

Differentiated learning can be enabled by differentiating the teaching approach to content, process, product and the learning environment. For more information on differentiation go to [Differentiating learning](https://education.nsw.gov.au/teaching-and-learning/professional-learning/teacher-quality-and-accreditation/strong-start-great-teachers/refining-practice/differentiating-learning) and [Differentiation](https://education.nsw.gov.au/campaigns/inclusive-practice-hub/primary-school/teaching-strategies/differentiation).

When using these resources in the classroom, it is important for teachers to consider the needs of all students in their class, including:

* **Aboriginal and Torres Strait Islander students**. Targeted [strategies](https://education.nsw.gov.au/teaching-and-learning/aec/aboriginal-education-in-nsw-public-schools) can be used to achieve outcomes for Aboriginal students in K-12 and increase knowledge and understanding of Aboriginal histories and culture. Teachers should utilise students’ Personalised Learning Pathways to support individual student needs and goals.
* **EAL/D learners**. EAL/D learners will require explicit English language support and scaffolding, informed by the [EAL/D enhanced teaching and learning cycle](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/resources-for-schools/eald/enhanced-teaching-and-learning-cycle) and the student’s phase on the [EAL/D Learning Progression](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/planning-eald-support/english-language-proficiency). In addition, teachers can access information about [supporting EAL/D learners](https://education.nsw.gov.au/teaching-and-learning/curriculum/multicultural-education/english-as-an-additional-language-or-dialect/planning-eald-support/english-language-proficiency) and [literacy and numeracy support specific to EAL/D learners](https://education.nsw.gov.au/teaching-and-learning/curriculum/literacy-and-numeracy/resources-for-schools/eald).
* **Students with additional learning needs**. Learning adjustments enable students with disability and additional learning and support needs to access syllabus outcomes and content on the same basis as their peers. Teachers can use a range of [adjustments](https://education.nsw.gov.au/teaching-and-learning/disability-learning-and-support/personalised-support-for-learning/adjustments-to-teaching-and-learning) to ensure a personalised approach to student learning. In addition, the [Universal Design for Learning planning tool](https://education.nsw.gov.au/teaching-and-learning/learning-from-home/teaching-at-home/teaching-and-learning-resources/universal-design-for-learning) can be used to support the diverse learning needs of students using inclusive teaching and learning strategies and subject specific curriculum considerations can be found on the [Inclusive Practice hub](https://education.nsw.gov.au/campaigns/inclusive-practice-hub).
* **High potential and gifted learners**. [Assessing and identifying high potential and gifted learners](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/assess-and-identify#Assessment1) will help teachers decide which students may benefit from extension and additional challenge. [Effective strategies and contributors to achievement](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/evaluate) for high potential and gifted learners helps teachers to identify and target areas for growth and improvement. In addition, the [Differentiation adjustment tool](https://education.nsw.gov.au/teaching-and-learning/high-potential-and-gifted-education/supporting-educators/implement/differentiation-adjustment-strategies) can be used to support the specific learning needs of high potential and gifted students. The [High Potential and Gifted Education Professional Learning and Resource Hub](https://schoolsnsw.sharepoint.com/sites/HPGEHub/SitePages/Home.aspx) supports school leaders and teachers to effectively implement the High Potential and Gifted Education Policy in their unique contexts.

All students need to be challenged and engaged to develop their potential fully. A culture of high expectations needs to be supported by strategies that both challenge and support student learning needs, such as through appropriate curriculum differentiation.

## About this resource

All curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance and effectiveness. For additional support or advice contact the Teaching and Learning Curriculum team by emailing [secondaryteachingandlearning@det.nsw.edu.au](mailto:secondaryteachingandlearning@det.nsw.edu.au).

**Alignment to system priorities and/or needs**:

This resource aligns to the School Excellence Framework elements of curriculum (curriculum provision) and effective classroom practice (lesson planning, explicit teaching).

This resource supports teachers to address Australian Professional Teaching Standards 2.1.2, 2.3.2, 3.2.2, 7.2.2

This resource has been designed to support schools with successful implementation of new curriculum, specifically the NSW Department of Education approved elective course, International studies © 2021 NSW Department of Education for and on behalf of the Crown in right of the State of New South Wales.

The resource is produced to assist schools with promoting and implementing the course for the first time. As the course may be taught by teachers from a range of key learning areas, the resource is designed to support teachers from a variety of KLA expertise.

**Department approved elective course**: International studies

**Course outcomes**: IS5-1, IS5-2, IS5-3, IS5-4, IS5-5, IS5-6, IS5-7, IS5-8, IS5-9, IS5-10, IS5-11, IS5-12

**Author**: Curriculum Secondary Learners

**Publisher**: State of NSW, Department of Education

**Resource**: Course document

**Related resources**: Further resources to support International studies can be found on the Department approved elective courses webpage including course document, sample scope and sequences, assessment materials and other learning sequences.

**Professional Learning**: Join the [Teaching and Learning 7-12 statewide staffroom](https://education.nsw.gov.au/teaching-and-learning/curriculum/statewide-staffrooms) for information regarding professional learning opportunities.

**Universal Design for Learning Tool**: [Universal Design for Learning planning tool](https://education.nsw.gov.au/teaching-and-learning/learning-from-home/teaching-at-home/teaching-and-learning-resources/universal-design-for-learning). Support the diverse learning needs of students using inclusive teaching and learning strategies.

**Consulted with**: Aboriginal Outcomes and Partnerships, Inclusion and Wellbeing, EAL/D.

**Reviewed by**: This resource was reviewed by Curriculum Secondary Learners and by subject matter experts in schools to ensure accuracy of content.

**Creation date**: 25th October 2021

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**Evidence Base**:

‘The long-term vision is for a curriculum that supports teachers to nurture wonder, ignite passion and provide every young person with knowledge, skills and attributes that will help prepare them for a lifetime of learning, meaningful adult employment and effective future citizenship’ (NESA 2020:xi).

The development of the course and the course document as part of department approved electives aims to respond to the goals articulated in NESA’s curriculum review. Consistent messages from the review include:

* ‘Flexibility’ was the word most used by teachers to describe the systemic change they want
* Teachers need more time to teach important knowledge and skills
* Students want authentic learning with real-world application.

This course and the department approved electives provide teachers with flexibility in the curriculum and authentic learning experiences. They allow for ‘increased local decision making in relation to the curriculum’ as this ‘is associated with higher levels of student performance’ (NESA 2020:52).

This resource has been developed so that teachers are able to use the principles of what works best. Explicit teaching using ‘the language of the syllabus to increase students’ familiarity with the vocabulary so students can unpack assessment questions and understand exactly what they are being asked to do’ (CESE 2020b:11).

Essential elements to be included in a school’s documented curriculum:

* syllabus outcomes and scope of learning for each KLA for each year
* a scope and sequence and associated learning programs for each course, including teaching activities mapped against NESA syllabus outcomes and content, and including registration and evaluation (NSW Department of Education 2021:7).

## References

**Links to third-party material and websites**

Please note that the provided (reading/viewing material/list/links/texts) are a suggestion only and implies no endorsement, by the New South Wales Department of Education, of any author, publisher, or book title. School principals and teachers are best placed to assess the suitability of resources that would complement the curriculum and reflect the needs and interests of their students.

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