

# The future of work: Work

## Strand

Culture and Identity  
Systems, Resources and Power

## Core learning outcomes

Culture and Identity	CI 6.4	Students describe instances of cultural change resulting from government legislation or policies that have impacted on cultural groups.
Systems, Resources and Power	SRP 6.2	Students make practical suggestions for improving productivity and working conditions in an industry or business.
	SRP 6.3	Students advocate to influence Australia's role in future global economies or environments.
	SRP 6.4	Students communicate informed interpretations to suggest reforms to an economic, a political or a legal system.
	SRP 6.5	Students apply understandings of social justice and democratic process to suggest ways of improving access to economic and political power.

## Purpose and overview

Students work towards demonstrating the identified core learning outcomes by preparing for a work observation day in a local organisation or business. They spend a day at this organisation or business and complete observations. By discussing and participating in real-life advocacy, students develop an appreciation that the future of work is in many ways what they make it.

This module uses a very practical orientation to assist students to learn to make practical suggestions about how productivity and working conditions might be improved in specific contexts. Students develop understandings about how governments can influence cultural changes in workplaces and how workplaces are connected with global economies. Students make informed suggestions about possible workplace reforms that advantage employers and employees and about wider economic reforms and how access to economic power can be improved. That is, they apply understandings of social justice and democratic process. They also learn to appreciate individuals and groups that are already working to create better futures for everyone.



Phases (Minimum time recommended: 10 hours)	Activities	Core learning outcomes	Assessment opportunities
<b>1. Exploring work trends and issues</b>  (approximately 3 hours)	1. What is work and what are your aspirations? 2. What factors contribute to changes in the labour market? 3. Trends in the labour market 4. Entitlements and responsibilities of employers and employees 5. Discrimination and harassment in the workplace 6. Trade unions	CI 6.4 SRP 6.2 SRP 6.4 SRP 6.5	Some self- and peer review occurs as formative assessment
<b>2. Negotiating work observations and student interests</b>  (approximately 2 hours)	7. Negotiate and clarify the focus of work observation 8. Workplace goals and personal interests (optional activity)	CI 6.4 SRP 6.2 SRP 6.4 SRP 6.5	As the research report task begins, opportunities exist to assess SRP 6.5.  Some students may demonstrate CI 6.4, SRP 6.2 or SRP 6.4 during these activities.
<b>3. Gathering information on a work observation day</b>  (approximately 1 hour)	9. Work observation day  (Note: The minimum time does not include this day; and time will need to be negotiated with other key learning areas, work experience and careers education.)	SRP 6.2 SRP 6.4 SRP 6.5	Anecdotal notes taken while observing students during their research may be used to make judgments about demonstrations of some outcomes.  Observations of students as they advocate and communicate by telephone, email and other means provide opportunities for assessment.
<b>4. Analysing information gathered from the work observation day</b>  (approximately 1 hour)	10. Making our futures 11. Drafting the report and peer reviews	CI 6.4 SRP 6.2 SRP 6.3 SRP 6.4 SRP 6.5	Peer review occurs as students modify drafts of their reports. The report and the drafts provide opportunities for students to demonstrate several outcomes.  An oral presentation may be substituted for the written work observation day report.
<b>5. Taking actions</b>  (approximately 3 hours)	12. Advocating	SRP 6.3	Observations of students making phone calls, writing letters or interviewing guest speakers provide opportunities for assessment of SRP 6.3.

## Assessment

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The assessment opportunities outlined are examples of how to assess students' demonstrations of the identified learning outcomes. As often as possible, negotiate assessment with students and support a variety of ways of demonstrating the outcomes. Reflect with students on evidence gathered when making judgments about their demonstrations of learning outcomes. Some students may require more time and/or other contexts in which to demonstrate these learning outcomes. Other modules may provide such time and/or contexts and the 'Levels 1 to 6 module learning outcomes maps' in the *Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines* can be used to identify these modules.

### Resource 1

Judgments about demonstrations of the five identified core learning outcomes could be made using two assessment opportunities: the completion of a written report, possibly including an oral component (See Resource 1) and observation of students during Activity 12. Other opportunities to gather evidence of students' demonstrations of outcomes are described in the overview table. Most assessment opportunities could occur in class time and could be directed toward individuals or groups.

As the assessment opportunities describe authentic experiences, contact with adult communities and intersections between different learning outcomes, they usually constitute rich assessment tasks.

### Assessing outcomes at different levels

Activities are designed primarily for students working towards demonstrations of Level 6 learning outcomes. Some assessment opportunities may be used to decide whether students are demonstrating the learning outcomes at levels before or after Level 6. To guide judgments about students' demonstrations of learning outcomes consider whether students are:

- working towards demonstration of Level 6 learning outcomes
- demonstrating the Level 6 learning outcomes
- demonstrating the Level 6 learning outcomes and working towards Beyond Level 6 learning outcomes.

Learning outcomes in the syllabus at Level 5 and Beyond Level 6 could provide a guide for teacher judgments. Studies of Society and Environment learning outcomes are organised so that there is a progression in terms of concepts and processes within a strand. For example, the progression from PS 5.4 to PS 6.4, then PS D6.4 involves increasing sophistication and complexity, particularly related to the concept of *spatial patterns* and the process of *communicating*, though neither of these is exclusive of other concepts and processes. The elaborations provide specific content examples of how the concepts and processes may be levelled from Level 1 to 6. See the sourcebook guidelines on the Queensland School Curriculum Council website ([www.qscc.qld.edu.au](http://www.qscc.qld.edu.au)) for more information.

Core learning outcomes are organised in levels that assist teacher judgments. For example, practical suggestions to improve productivity and working conditions at Level 6 (SRP 6.2) are likely to refer to understandings of Australia's largely market driven economic system (SRP 5.2), but go further and apply this knowledge to improving productivity and working conditions in a particular industry or business. Level statements may also be useful when planning and assessing at different levels.

## Using this module

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- Preparation** This module complements work experience programs or excursions to work sites. Activities will need to be planned in advance. Communication with supervisors at work sites will need to occur prior to commencing this module. Supervisors will need to be clear about expectations and should be provided with copies of student worksheets, including Resource 1. Additional time for the work observation day will need to be negotiated with school administrators.
- Resource 1**

Before beginning the module, send letters to parents explaining work observation day expectations and seeking consent for participation. As soon as possible and with assistance from a careers adviser at the school, arrange some placements, but without, necessarily allocating students to particular work sites. The first activity involves students in some negotiation of their placements. The extent that this is possible will differ between schools. The purpose is to provide students with some sense of ownership of their learning. If time is an issue, the core learning outcomes can be demonstrated without this initial negotiation.

## Background information

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### Terminology

Students will need to understand these terms in the context of the activities in this module:

advocate	harassment	services sector
discrimination	industrial awards	technological change
employed	labour market	trade union
employee	participation rate	unemployed
employer	part-time employment	unemployment rate
full-time employment	primary sector	work practices
global economy	productivity	
globalisation	secondary sector	

### School authority policies

Be aware of and observe school authority policies that may be relevant to this module — for example, policies related to work placement, workplace health and safety and parental permission.

### Equity considerations

Activities take place in a supportive environment. They provide opportunities for students to increase their understanding and appreciation of equity through valuing diversity and challenging inequities. Activities encourage students to:

- accept that people value work in diverse ways
- understand and demonstrate actions that support the rights, feelings and values of others
- appreciate that people in society have varying degrees of opportunity to gain employment
- reflect on the need to protect people from unfair and discriminatory work practices and harassment in the workplace.

Some students with disabilities may need assistance with some activities. Advice should be sought from their support teachers. It is important that these equity considerations inform decision making about teaching strategies, classroom organisation and assessment.

## Links

**Studies of  
Society and  
Environment**

This module is one of a suite of modules for Levels 1 to 6. See the Queensland School Curriculum Council website ([www.qscc.qld.edu.au](http://www.qscc.qld.edu.au)) for more information.

**Other key  
learning areas**

Activities offer opportunities for cross-key learning area planning. However, it is important that the integrity of the processes and concepts within key learning areas is not compromised. Collaboration with English teachers could usefully be planned in advance. For example, it may be possible to negotiate for students to receive assistance in writing résumés prior to Phase 2 activities.

## Evaluation of a unit of work

After completion of units of work developed from this module, collect information and make judgments about:

- teaching strategies and activities used to progress student learning towards demonstrations of core learning outcomes and in the cross-curricular priority areas
- opportunities provided to gather evidence about student's demonstrations of core learning outcomes
- future learning opportunities for students who have not yet demonstrated the core learning outcomes
- the extent to which activities matched needs of particular groups of students and reflected equity considerations
- the appropriateness of time allocations for particular activities
- the appropriateness of resources used.

Information from this evaluation process can be used to plan subsequent units of work so that they build on, and support, student learning. The evaluated units of work may also be adapted prior to their reuse. For further information, refer to the 'Curriculum evaluation' section in the sourcebook guidelines.

## Activities

### Phase 1 Exploring work trends and issues

*Core learning outcomes emphasis: CI 6.4, SRP 6.2, SRP 6.4, SRP 6.5*

Activities in this phase help students to understand the nature of work, current trends in the labour market and other issues, including the rights and responsibilities of employers and employees. The activities concentrate on paid work and encourage students to make links between their current personal experiences and aspirations and their possible future occupations. Activities explore how the Australian labour market has evolved and students examine the impact economic, political and legal systems have on labour markets. This examination will assist them to understand and make practical suggestions for improving workplace conditions and productivity and to communicate such interpretations in an informed manner.

#### Teaching considerations

As explained in the section 'Using this module', some placements should have been arranged for a work observation day, but without students being allocated to particular work sites. Activities cater for different learning styles. For example, video extracts acknowledge visual learners, while other activities acknowledge mathematically oriented students. Later activities largely involve teacher exposition, although some computer-based learning is also suggested, along with some self-assessment. Preparation is required for Activity 4 which could involve a guest speaker or an analysis of current newspaper articles related to trade unions.

#### Activity 1 What is work and what are your aspirations?

In small groups, ask students to discuss the meaning of work and develop a definition. Collate these on a board and assist students to collectively negotiate a consensus definition of work. If 'workers' have not been associated with unpaid work at home, volunteer work or student work, make those associations now.

Consider inviting students to compile a short survey to use within the class or with senior students who work part time. This survey should address questions such as:

- Why do some students work part time and some don't?
- What are some of the advantages and disadvantages of working part time?
- What factors are common to part-time jobs?
- What is work? (refine earlier definitions).

Results from the survey could be discussed prior to introducing current trends in the labour market. These trends may include the continuing expansion of the services sector, the growth of employment in export industries, government deregulation and the emergence of short-term contracts. School careers advisers or websites listed in 'Support materials and references' may be useful for identifying other trends. Where possible, these should be communicated by modelling the use of graphs and statistics.

Based on some statistical information about employment trends, and taking into account their own preferences, ask students to list two types of work they would prefer to be doing in the future. Prompt again for unpaid options and then ask students to identify work sites they would like to visit during a work observation day. Discuss possibilities and explain the planned sequence of this module, including the work observation day.

*Support materials and references*

#### Resource 1

Distribute Resource 1, which may need to be modified to suit your context. Discuss the core learning outcomes and explain how they may be demonstrated. If desired, allow students time to complete all or some of the first five tasks. The purpose is to provide students with a sense of ownership of the work observation day arrangements. Tell students that their assistance in locating possible sites for a work observation day would be appreciated and discuss how contact details of possible work sites could be identified. Refer students to print and/or Internet phone books.

Explain that learning to use phone books, the Internet and local community contacts is a key part of advocating, which they are required to demonstrate in SRP 6.3. Share

information obtained with other staff who may be involved in organising the work observation day.

As far as possible during these early activities, involve students in negotiating their placements. Encourage them to advocate in writing about their placement to yourself or other staff members. Stress the importance of politeness and diplomacy when advocating and the reality that not everyone can be given the placement of their choice.

Although time is devoted to negotiating the placement in Phase 2, the negotiation needs to continue to occur simultaneously with the following activities.

**Support materials and references**

**Extension activity**

Consider showing one or more of the discussion starters included on the video *Work* (Film Australia 1997). Use study notes from Film Australia's website if desired. Students discuss whether they would change the decisions they made before the video about their preferred future work. Describe some possible impacts of global economic change on their future working lives and explain the relevance of this to demonstrations of SRP 6.3 and SRP 6.4.

**Activity 2 What factors contribute to changes in the labour market?**

**Support materials and references**

Use the following notes to prepare students to view sections of *Land of the Long Weekend* (Film Australia 1995). Show parts of the video over two sessions of about 20 minutes each.

The video traces Australian attitudes to work over the last hundred years or so and raises the question of whether we are now working too hard and whether the controls that were put in place, starting with the eight-hour day, should be retained. It probes probable and preferred futures and asks how hard Australians are prepared to work to compete in the global economy. The video was produced in 1995 and some of the details are now out of date, including the references to the Labour government being in power.

Introduce students, perhaps through a written homework comprehension task, to the following:

- *The 1907 Harvester Judgment* when Australia became one of the first nations to set a minimum wage for men. It was based on what a man was believed to need to support his family and, therefore, although it was progressive legislation, it 'enshrined the idea of man's work as being superior'.
- *Conditions of work that came to be accepted as the norm, especially after World War Two* — for example, job security and full pay for holidays and when sick. Remind students that unemployment in Australia in the 1960s was below 1%.
- *Whether there should be standards to control working conditions* — for example, should penalty rates for working on the weekend be a legal requirement? Should there be a maximum number of hours people are permitted to work? (The video mentions the increasing division in Australia between those with two jobs who never take long weekends and those who are unemployed.) Students would benefit from discussing these issues before viewing the video.
- *A global economy and the benefits of international specialisation* — for example, a labour-intensive economy like China's is more suited to producing products such as clothing and footwear that require a lot of unskilled labour. Perhaps Australians prefer to buy cheaper imported clothes and footwear while working in service-based industries such as education, science, biotechnology and tourism. Although Australia may produce some products and services more economically than the Chinese, these considerations are not mentioned on the video. On several occasions, the video makes the point that a flood of imported goods produced by workers who are being paid much less than their Australian counterparts is arriving in Australia. Imagery of the clothing industry is frequent. To provide students with a balanced perspective, the counterpoint needs to be made that Australia must export in areas where it has advantages. Similarly, the stereotype that *all* Chinese workers are uneducated and unskilled needs to be questioned.
- *The purpose of work* — eminent scholars on the video clearly explain that work used to be related to a person's identity, skills and even what they enjoyed, but now the emphasis is on work for production and productivity is everything.

**Support materials and references**

The conclusion of the video adopts a slightly pessimistic view of the future and may not be suitable for viewing. If it is viewed, prepare for the discussions that are likely to emerge by consulting the Australian Institute of Family Studies website. An article attributed to the Institute in *The Australian* on 2 May 2001 was headlined: 'Work not an enemy of happy families'. It mentioned research that found children of working parents were not 'upset' by their paid employment. Oversimplified stereotypes in this area, such as the idea that work is destroying family life, should be avoided.

**Resource 2**

After viewing the video and completing Resource 2, assist groups of students to create a flow chart based on the question: 'What factors contribute to changes in the labour market?'. Focus on government factors and workers in cultural groups that vary from those of the majority of students. This will provide an opportunity to gather evidence of students' demonstrations of CI 6.4.

Another assessment opportunity could be provided by dividing students into groups and asking each group to decide on the relevance of this video to one of the core learning outcomes for this module – CI 6.4, SRP 6.2, SRP 6.3 and SRP 6.4. One member of each group explains their findings to other groups. Students discuss possible ways the video could contribute to their demonstrations of these core learning outcomes. Students could then negotiate how they could demonstrate the learning outcomes. This need not apply to all students at this time.

**Activity 3 Trends in the labour market**

**Support materials and references**

Assist students to use the Australian Bureau of Statistics website to investigate the changing demographic structure of the labour market. Concentrate in particular on trends in part-time employment, contractual employment and female and teenage participation in the workforce. The emphasis should be on paid work, although the increasing number of Australians involved in voluntary work could be noted and discussed. Students summarise their findings in a table such as:

Trends in ...	Information available	Possible social impact

**Activity 4 Entitlements and responsibilities of employers and employees**

**Support materials and references**

Explain that the responsibilities of employers include paying wages or salaries, providing work, giving equal opportunities, indemnifying workers for legal liability, taking responsibility for safety and paying workers compensation (insurance). Explain that the legal entitlements of employees are set down in various awards, agreements and acts of parliament. These entitlements include sick leave, penalty rates, wages, overtime, annual leave and freedom from harassment and discrimination. Unions can advise on entitlements and, if necessary, obtain information from an employer. For more information see the Australian Council of Trade Unions (ACTU) website.

Explain the meaning of 'awards' under the Commonwealth Government's *Workplace Relations Act 1996*. This act covers 20 specified matters relating to the rights of employees (known as 'allowable matters'), including level of wages, holidays and long-service leave.

Explain that employees also have certain responsibilities, including showing good faith (not doing anything which prejudicially affects the employer's business), exercising skill and care in performing duties, obeying reasonable requests, not disclosing information such as formulas outside the workplace and carrying out the functions of the position for which they were employed.

With students, examine a news broadcast or newspaper cutting concerning any current industrial relations issue. Ask students to identify any entitlements and/or

responsibilities that are mentioned. Discuss the issues that emerge and, if possible, invite union and employer representatives to give their views about this or other industrial relations issues. Ask students to outline their view on one or more of these issues and their possible relevance to SRP 6.2 and SRP 6.5.

### Activity 5 Discrimination and harassment in the workplace

#### Resource 3

Provide students with some definitions of discrimination and harassment (see Resource 3) and then ask them to complete the following oral assessment. Alternatively, have students complete the oral assessment first and then, through discussion, encourage them to build their own definitions. Share the definitions on Resource 3.

#### Support materials and references

Ask students to individually record answers to the following questions as you read them aloud. Is it *generally* appropriate for an employer to ask questions about the following?

- |   |                                  |
|---|----------------------------------|
| 1. Marital status                                       | 10. Sick leave record            |
| 2. Sex  | 11. Religion                     |
| 3. Age  | 12. Workers compensation record  |
| 4. Number of children                                   | 13. Criminal record              |
| 5. Plans to have children                               | 14. Sexual preferences           |
| 6. Child care arrangements                              | 15. Political beliefs            |
| 7. Spouse's name or job                                 | 16. Membership of a union        |
| 8. Country of birth                                     |                                  |
| 9. Medical history (including whether you are pregnant) | (The answer in all cases is no.) |

Ask students why it is inappropriate to ask these questions.

#### Support materials and references

Use materials from the ACTU website or allow students to explore this site and complete the quizzes and other activities that relate to discrimination and harassment. Consider using other websites in a similar way. For example, The Queensland Law Society, Commission for Children and Young People, Anti-Discrimination Commission of Queensland, Queensland Industrial Relations Commission, Australian Human Rights Commission. Several Studies of Society and Environment textbooks also contain references to harassment and discrimination. Once students have explored the sites and/or texts, discuss definitions of harassment and ask students to distinguish levels of harassment and instances of cultural change resulting from government legislation or policy. This offers opportunities for assessment of CI 6.4.

### Activity 6 Trade unions

Review the entitlements discussed in Activity 4 and ask students to list the one that they feel are the most important to retain.

Ask students to form small groups and decide what they *could* do if some of these entitlements were ignored or taken away by their employer. Repeat the task, but ask what they *would* do, then what they *should* do. Encourage students to share their responses. If students do not mention it, describe how unions can assist with protecting the entitlements of employees.

#### Support materials and references

Raise the question of whether individuals or groups have greater bargaining power and explain the historical emergence of trade unions. Describe what trade unions did during the Great Strikes of the 1890s in Australia and explain the role unions play in collective bargaining. Remind students of the union role in the industrial relations issues explored in earlier activities. Materials from the Queensland Teachers' Union (QTU) website may be of assistance. To provide a variety of perspectives, consider using an employer association and/or the H.R. Nicholls Society websites. The latter advocates that wages should be determined by market forces of supply and demand and that all compulsory unionism should be stopped.

- Consider inviting union representatives and employers to discuss:
- ways of improving productivity and working conditions (SRP 6.2)
  - changes needed to government legislation related to a current event that has been discussed (CI 6.4 and SRP 6.4)
  - Australia's future role in global economies or environments (SRP 6.3)
  - ways of improving access to economic and political power (SRP 6.5).

**Phase 2 Negotiating work observations and student interests**

*Core learning outcomes emphasis: CI 6.4, SRP 6.2, SRP 6.4, SRP 6.5*

This phase helps students to understand how to demonstrate the core learning outcomes through the work observation day report.

**Teaching considerations**

Negotiation about work placements with students can occur at several levels and will depend on a number of factors. For example, your school may or may not have the support of a careers teacher and all or some of your students may already have their placements organised. Negotiation may relate more to the focus of the observations and how the report is to be compiled than to the workplaces to be observed. Placements may already be organised and all legal paperwork, including permission slips from parents, arranged and collected. Activity 8 is an optional extension activity that supports introspection, clarification of personal interests and lifelong learning ambitions. It could be used to heighten the relevance of this module for each student, although this relevance is also emphasised in Activity 7.

**Activity 7 Negotiate and clarify the focus of work observation**

Assist students to frame some research questions based on issues raised during Phase 1 that may be investigated during a work observation day. Examples include:

- How have employer and employee behaviours changed as a result of government legislation and policy?
- What is the likely future influence of the trade union movement?
- What are some ways of improving working conditions and productivity in this workplace?
- How is discrimination dealt with in this workplace?
- How have changes in the global economy/environment impacted on this business?

In small groups, students create research questions, discuss possible answers as they might arise in different workplaces and identify who in each workplace may be able to answer such questions. It may be possible to discuss any written work students completed in relation to the first five tasks on Resource 1 during these discussions.

**Resource 1**

Have each group share its responses and ask students to choose which questions they would like to investigate during their work observation day. Revise the 'Tasks at the workplace' section of Resource 1. Remind students that their questions must relate to the core learning outcomes. To help them to do this they could complete a table that matches each of their questions with the most relevant core learning outcome (see below). In the process, they could revise their questions so that the match is more relevant.

Questions I would like to investigate	Core learning outcomes
	CI 6.4
	SRP 6.2
	SRP 6.4
	SRP 6.5

Many of the skills required during this module could be simultaneously revised during time devoted to other key learning areas. Negotiate with other teachers to revise skills such as report writing, note-taking/summarising, surveying, telephone manners, interview/questioning techniques and active listening and observation skills. Remind students about practical issues, including how to record information in the workplace without appearing intrusive.

Depending on what other modules have been used it may also be necessary to revise terms that occur in the core learning outcomes such as 'global economies' and 'productivity'. Global issues are explored in the research paper *Globalisation and Years*

1 to 10 SOSE and productivity is clarified further in the elaborations of the core learning outcomes in the sourcebook guidelines. Research papers and guidelines can be found on the Queensland School Curriculum Council website ([www.qscc.qld.edu.au](http://www.qscc.qld.edu.au)).

Provide some examples of how higher productivity could be achieved by making changes to working conditions, such as shorter lunch hours. Explain how this may not improve productivity in the long run as workers may make more mistakes if they don't have an adequate break or they may be annoyed with their employer and not work as hard. Give examples of how improving working conditions can improve long-term productivity.

At this stage (or at the end of Activity 8, if you are using it) make any last-minute arrangements for the workplace observation day. Remind students of where they must report to.

### Activity 8 Workplace goals and personal interests

Resources 4 and 5

(This is an optional extension activity.)

Ask students to complete Resources 4 and 5 and then lead a class or small group discussion focused on:

- What workplace goals are most important to you? Why?
- Which of these goals do you think may be important to your potential employer? Why?
- Do you think these goals would be important to most Australian workers? Why?/Why not?

Ask students to list clubs, groups, activities and interests they have been involved with, both in and out of school, and identify the skills they have learnt. Ask students to suggest ways that their participation in these activities may improve their employment chances.

## Phase 3 Gathering information on a work observation day

*Core learning outcome emphasis: SRP 6.2, SRP 6.4, SRP 6.5*

Students are participating in the work observation day.

### Activity 9 Work observation day

Either phone some workplaces to gather information about how several students are doing or visit some sites and assist students with their observations and field notes.

## Phase 4 Analysing information gathered from the work observation day

*Core learning outcome emphasis: CI 6.4, SRP 6.2, SRP 6.3, SRP 6.4, SRP 6.5*

This phase provides opportunities for students to share their findings, exchange some general 'stories' and analyse collected information in terms of the core learning outcomes. It provides an opportunity to review the genre of reports and to assist students as they begin drafting reports. It also provides opportunities for students to assist each other through peer reviews.

#### Teaching considerations

For peer review purposes, the draft report can be made anonymous by using a code instead of a name.

### Activity 10 Making our futures

In small groups, ask students to explain the focus they adopted during their work observation day and compare their observations. After a few minutes of general discussion, ask students to focus on sharing ideas for improving productivity and working conditions (SRP 6.2). Pause the discussion and ask each student to draw upon examples from their different work sites and record some ideas for how productivity and working conditions might be improved. These individual ideas can be compared and refined. The best ideas, as agreed by the group, could be published, perhaps on a website.

Repeat this sequence (discussion, individual recording, reflection and publication) for other issues:

- ways workers could have greater access to the economic system (SRP 6.4) for example, being issued with shares in a company in lieu of wages
- whether employees or employers have changed behaviours as a result of government legislation or policies (CI 1.4)
- any impacts global economies or environments may have on Australian workplaces — for example, CFC emission controls, exchange rates (SRP 6.3).

**Assessment** Observations of students as they work through the sequence and written work can be used to assess demonstrations of the core learning outcomes.

### Activity 11 Drafting the report and peer reviews

If necessary, remind students of the type of report needed. Identify typical structures of a report:

- a general introductory statement outlining the subjects of the report — for example, a short description or definition
- a series of paragraphs about the subjects, which may be subheaded
- a summary of recommended action.

**Assessment** Ask that a draft of the work observation day report be created and commented upon by at least one other student. The comments must relate to the adequacy of the report in terms of the core learning outcomes, provide examples and be communicated clearly. The drafts and comments could be required to be submitted with the final report. This minimises the possibility of plagiarism and enables assessment of outcomes by the student making the comments. Provide feedback on the drafts. Explain that the final report needs to respond to the comments provided on the draft.

Students could present an oral briefing to the whole class as an alternative way of enabling some sharing of experiences and peer assessment.

Students continue to use class time and homework to complete drafts, comment and respond to feedback.

## Phase 5 Taking actions

**Core learning outcome emphasis: SRP 6.3**

This phase provides opportunities for students to collaborate and participate as a whole class and advocate to influence Australia's role in future global economies. It emphasises SRP 6.3, but there are also opportunities for students who have not already done so to demonstrate SRP 6.4 and SRP 6.5.

### Teaching considerations

Students are likely to be advocating to groups outside the school. They should have responsibility for the positions they take, how they advocate and to whom. Written communications should be checked for clarity and appropriateness. Phone communications are more difficult to monitor, but students may role-play a conversation before making the call. Wherever possible, be present when students phone. It may be appropriate to advise staff at a local politician's office that a student may phone and give an indication of what the call may concern. The same advice may be given to other people students may contact.

It is advisable to minimise the number of issues about which the students will advocate. Avoid alienating community colleagues, who can help educate students in the arts of advocacy, by ensuring they are not contacted by too many students.

Students need to understand that being informed and politely asking questions is a very effective way of advocating. This can be illustrated through a role-play between an advocate and a person being lobbied.

**Activity 12 Advocating**

Remind students of the video segments viewed in Activity 2 and ask what issues were raised about Australia's role in future global economies or environments. List issues on a board as 'should' statements – for example, Australians should buy more Australian-made products.

Hold a whole class discussion where several students are asked to listen carefully and record the issues that arise as 'should' statements. Begin the discussion by asking whether workplaces visited during the work observation day were influenced by global economies or environments and whether employers or supervisors suggested any changes in the way Australia should relate to global economies or environments. Prompt with questions about free trade and whether anyone in the workplace mentioned tariffs, exchange rates or international environmental agreements. Remind students of their earlier analysis and ask if they would like to add any more 'should' statements. Ask the listening student recorders to add any additional issues that they identified from the whole class discussion.

Revise the meaning of the word advocate and ask students as a class to decide which of the 'should' statements on the board are worth advocating for. Ask students to form small groups and decide on one preferred issue. As each group presents its choice, mentally identify lobby groups with whom students could work and from whom they could learn. Students may require assistance to identify manageable issues. Encourage discussion and explain why only one or two issues will be 'targeted'. Encourage consensus. If this is not possible, hold a ballot.

Encourage students to invite guest speakers from an overseas aid agency, as well as federal politicians (preferably from several political parties), to explain what they think Australia's role in future global economies should be and what they consider to be effective advocacy.

Assist students to conduct formal meetings to decide on actions. A maximum of 15 is ideal for these meetings; each meeting could consider the same issue or a different one. Assist students to consider how to advocate, identify relevant lobby groups and decide who will contact them. Explain that a minutes secretary will be necessary to record allocation of roles and completion of tasks. Tasks could include small groups writing letters to different politicians, local businesses, unions, Austrade or a specific large Australian company and preparing questions for guests and delivering them politely. Participation in formal meeting procedures, writing and asking questions all offer opportunities to assess SRP 6.3.

Upon completion of the module, explain that even though letters may not yet have been answered, advocating as an active and informed citizen should continue. Students could discuss how the advocacy work could be sustained. Suggest that interested students could liaise with other school groups and with community organisations. Results could be published in school newspapers and on websites and presented in assemblies. Stress that learning is lifelong and that to advocate is to learn. Review what students consider they have learnt during this module and use this as part of the evaluation of the module.

**Assessment item 1****Resource 1****Work observation day report**

You have explored the topic of work and identified some questions that you could research further. You will be completing this research using texts, the Internet and interviews and observations in a real workplace. As far as possible, this workplace will have a lot in common with the sort of workplace you imagine for yourself in the future. You will be involved in negotiating your placement in this workplace for at least a day. Your workplace observation will also provide information to help you demonstrate several core learning outcomes.

**Optional introductory tasks**

1. Research one or two occupations that interest you. Use the *Job Guide*, newspapers, careers guide books, phone books, websites, pamphlets that may be supplied and discussions with your parents/caregivers, friends, careers adviser and teacher.
2. Write a report of about 300 words describing the occupation of your choice. This may be submitted to your teacher, considered when allocating sites for the work observation day, used by other students to help them learn about different jobs and assessed to give you some guidance about communicating in writing. The report should contain a description of the occupation, including basic duties, qualifications needed to enter it, personal qualities required, conditions of work, employment prospects and income.
3. Draft a letter to your prospective employer, describing yourself and applying for a work observation day. Attach a résumé. Show the draft to your teacher and discuss any changes that may be needed concerning paperwork required by the school and matters such as workers compensation. Decide how arrangements could be made for you to visit this workplace and organise any school requirements, such as notes from home.
4. Read core learning outcomes CI 6.4, SRP 6.2, SRP 6.4 and SRP 6.5 (see attached table) and make sure you understand them in the context of this activity. Describe briefly how you think you may be able to demonstrate these outcomes.
5. At a time arranged with your teacher, hand in your brief report, your draft letter and your proposed way of demonstrating the outcomes.

**Tasks at the workplace**

Remember, you are a guest in this workplace. Be courteous and cooperative and respect the needs of the staff who have a job to do. Do not be too pushy or insistent when collecting your information. Thank your employer or staff member when you leave.

Take notes while you are on site and write them up in more detail as soon as you return home. What you record will reflect the learning outcomes and the information provided in class. Consider how you might demonstrate the required core learning outcomes. For example, to prepare to demonstrate SRP 6.2 it may be appropriate to:

- Draw a plan of the physical features of the workplace and explain how this could be adjusted to improve productivity and working conditions.
- Make a list of technical terms specific to the workplace and explain each one in simple language, using diagrams and illustrations if appropriate.

To help you demonstrate SRP 6.5 you may want to observe and record what staff do when there is a problem. For example:

- Do they ask someone else? Who?
- Do they consult manuals, posters, files, computers?
- Are some people responsible for more decisions than others? Who? Why? Does everyone have equal access to sources of information? Why? Why not?
- Are values of democratic process and social justice applied? How? In what situations?
- Any other relevant observations?

To help demonstrate SRP 6.2 and SRP 6.5 you may be able to:

- Collect, if permitted, examples of written documents, such as proformas, signs, lists, notices and policies, related to leave entitlements, discrimination, health and safety.
- Observe and, if appropriate, make notes on how staff communicate with one another, with their supervisor and with customers. Are they friendly, casual, polite, deferential, formal? What is the most common purpose of spoken language? For example, is it to give information, ask questions, discuss problems, suggest solutions, give directions or explain procedures? How much written communication is used and for what purposes?

**Assessment Item 1 (continued)**

**Resource 1**

To demonstrate SRP 6.4, you will need to observe and ask questions about:

- How the economic, political or legal system affects this business.
- What changes or reforms your employer or supervisor thinks should occur to economic, political or legal systems in the future and why they think these changes or reforms are necessary.

To demonstrate CI 6.4, look for specific examples of how government laws or policies have affected the behaviour of workers. For example, laws or policies concerning smoking and other health and safety issues, sexual harassment or other discrimination, or environmental controls.

Unless otherwise arranged with your teacher, use a written **report format** to:

- Make practical suggestions for improving productivity and working conditions in an industry or business. (SRP 6.2)
- Suggest ways of improving access to economic and political power, by applying your understandings of social justice and democratic process. (SRP 6.5)
- Evaluate the suitability of the job to your particular needs, interests and circumstances.

Your demonstration of learning outcomes will be based mainly on your final report. However, all preparation work must be submitted with your report.

**Criteria for assessment**

<p><b>Learning outcomes</b> Indicators of the sort of behaviours that could be expected for these outcomes in this context are described in point form.</p>	<p><b>Working toward the demonstration of Level 6 outcomes</b></p>	<p><b>Demonstrating the Level 6 outcomes</b></p>	<p><b>Demonstrating the Level 6 outcomes and aspects of after Level 6</b></p>
<p><b>SRP 6.2</b> Students make practical suggestions for improving productivity and working conditions in an industry or business.</p> <ul style="list-style-type: none"> <li>- productivity and working conditions addressed</li> <li>- suggestions are supported by evidence from the work site</li> </ul>			
<p><b>SRP 6.4</b> Students communicate informed interpretations to suggest reforms to an economic, a political or a legal system.</p> <ul style="list-style-type: none"> <li>- report format is used</li> <li>- clarity of communication</li> <li>- reforms suggested for one of the systems are based on interpretations of evidence</li> </ul>			
<p><b>SRP 6.5</b> Students apply understandings of social justice and democratic process to suggest ways of improving access to economic and political power.</p> <ul style="list-style-type: none"> <li>- groups needing improved access are identified</li> <li>- at least two ways of improving access to both economic and political power are clearly described</li> <li>- suggestions distinguish between both values</li> <li>- the application can reasonably be expected to improve access</li> </ul>			
<p><b>CI 6.4</b> Students describe instances of cultural change resulting from government legislation or policies that have impacted on cultural groups.</p> <ul style="list-style-type: none"> <li>- at least two instances of specific change are described</li> <li>- at least two cultural groups are mentioned</li> <li>- evidence is used to justify that it was the legislation or policy that caused the change</li> <li>- the description is logical</li> </ul>			

**Land of the Long Weekend: Video comprehension****Resource 2****Three-level guide:**

From what you viewed on the video, and your own thoughts, write TRUE or FALSE after each of the following statements.

**Level 1**

1. Australia was the first country in the world to have an eight-hour working day.
2. Women in Australia have usually earned more than men.
3. Australia now has many people working longer hours than it did about 30 years ago.
4. Unemployment can cause people to become depressed and unmotivated.
5. Clothing manufacturers in Australia employ mainly immigrant labour.

**Level 2**

6. Australia was the first country to set a minimum wage for all (male) workers.
7. There was much pride in work in early white Australia.
8. Cheap imports have damaged some traditional industries (e.g. clothing) in Australia.
9. Casual work is becoming increasingly common in Australia.
10. There is a strong trend for the jobs of many Australians to be more complicated.

**Level 3**

11. The belief that Australia was a 'workers' paradise' in the early 20<sup>th</sup> century was a myth.
12. Any worker should be free to accept reduced wages if they want to.
13. We should work as hard as workers in Asia.
14. We're not such a clever country if we're not an employed country.
15. It's better to have weekends rather than days off during the week.
16. More and more industries should run seven days a week.
17. Our jobs should provide us with more security rather than flexibility.
18. We need leisure as much as we need work.
19. We shouldn't import products that were made by workers who are 'thrashed'.

## Discrimination and harassment

## Resource 3

### Discrimination

Treating or proposing to treat a person less favourably than another person in circumstances that are the same or not materially different.

### Direct discrimination

Direct discrimination is discrimination in which groups or individuals are treated differently when the differences are irrelevant. It occurs when there is a specifically directed policy or action which treats one group less favourably than another.

### Indirect discrimination

Indirect discrimination is discrimination in which groups or individuals are treated the same although they are different, and not taking the differences into account benefits one group/individual at the expense of others. It occurs when a policy or practice which appears to be neutral or non-discriminatory results in discrimination against a particular group or person.

### Systemic discrimination

Systemic discrimination is the sum of direct and indirect discrimination in any department or system and the way in which these interrelate and reinforce each other.

### Structural discrimination

Discrimination occurring at a societal level that has the effect of marginalising and disempowering groups within society (e.g. women, Indigenous Australians).

### Harassment

Behaviour (physical, verbal and social) that makes an individual feel embarrassed, frightened, hurt, angry or uncomfortable. Harassment frequently relates to an individual's gender, race or ethnicity and constitutes an abuse of power by one individual or group over another.

### Stereotyping

'Stereotypes are generalised images of people in a particular group or category that are held whether or not most, or even some, people in that category fit the image. We notice characteristics or behaviour that confirm our views – we overlook or rationalise away the many exceptions. Hence, stereotypes are exaggerated or distorted pictures of others. Even where they reflect elements of truth, these are usually misinterpreted or combined with inaccurate and derogatory images. This is made especially easy because we hold stereotypes about many groups without having any personal experience of them.' (Education Queensland, 1999, p. 22)

'Labelling and stereotyped expectations devalue and deny individual worth. Stereotypes occur as a result of attributing the supposed characteristic of a whole group to all its individual members. Stereotyping assumes and emphasises the uniformity within a group and exaggerates differences between groups. A stereotype may also ascribe characteristics to the group that are more positive or negative than other groups or that are patently untrue. Challenging stereotypes is the process of encouraging people to question their assumptions about attributes of groups or individuals perceived to be part of a group (Department of Education, Queensland, 1994)

### Sex role stereotype

Sex role stereotype is a standardised, oversimplified conception of behaviours considered 'appropriate' for females and males.

**Work goals**

**Resource 4**

Listed below are some of the goals you may set for yourself when considering your future employment. Read each goal carefully and then give a score out of ten (1 = lowest importance and 10 = highest importance) to indicate the importance you place on it at the moment. Extra goals may be added.

Goals	Weighting 1 – 10
Working where I can meet new people	
Being financially secure	
Having the chance for travel or adventure	
Feeling that my work is important and worthwhile	
Being able to help others	
Earning good wages, even if I don't like the job very much	
Having a clean and safe place to work	
Thinking up new ideas, new ways of doing things	
Working as part of a team, not alone	
Having the chance to use my knowledge and abilities fully	
Not being closely supervised, having some freedom	
Being respected and admired for my job	
Having enough leisure time to follow my own interests	
Being told when I have done a good job	
Doing routine work with few responsibilities	
Being able to influence others	
Having a variety of things to do on the job	
Working with people I get on well with	
Having to accept a lot of responsibility	
Receiving fringe benefits, such as a car, insurance scheme, expense account	
Being able to choose my own hours	
Working on my own, not having to fit in with other people	
Organising work for others to do	

## What are my abilities and interests?

## Resource 5

Complete the table to identify your abilities and interests. (1 = lowest strength and 10 = highest strength)

Abilities and interests	Weighting 1 – 10
Arguing and influencing others	
Arranging things in an orderly way	
Assuming responsibility	
Being friendly on first contact	
Being sympathetic with others	
Concentrating for long periods	
Cooking	
Coping in an emergency	
Creative thinking, suggesting new ideas	
Dealing firmly with people	
Following a set routine	
Helping around the house	
Imagining and designing things	
Learning new languages	
Listening to and understanding people	
Making things with my hands	
Not getting annoyed with people	
Organising activities for people	
Playing a musical instrument	
Quick thinking	
Remembering or memorising things	
Repairing things	
Settling arguments	
Sketching, drawing or painting	
Sports and/or outside activities	
Taking care of animals	
Teaching or helping others	
Understanding written material	
Using small machines	
Working out problems	
Working closely with others	
Working with numbers	
Other abilities and interests ...	
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•	
•	
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## Support materials and references

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### Print

*Broker Magazine*, Queensland Law Society.

Calder, M. and Smith R. 1991, *A Better World For All -- Development Education for the Classroom (Teacher's Notes)*, Australian International Development Assistance Bureau (AIDAB), Canberra.

Commonwealth Department of Education and Training 1991, *Job Search for Adults: A Guide for Adult Workers*, Canberra. (A good general guide for students; covers confidence building, considering options, job applications and interview skills.)

Commonwealth Department of Education, Training and Youth Affairs 2001, *Job Guide 2001*, Canberra.

Dillon, S. and Stanton, R. 1995, *Economics – An Issues Approach 1 (second edition)*, Heinemann, Port Melbourne, Vic.

Education Queensland 1999, *Under the skin: Combating racism in Queensland schools: Professional Development Package*, Brisbane.

Fien, J. 2001, 'Global perspectives in Studies of Society and Environment' in Gilbert, R. (ed.) 2001, *Studying Society and Environment: A Guide for Teachers* (second edition), Social Science Press, Katoomba, NSW.

Gilbert, R. (ed.) 2001, *Studying Society and Environment: A Guide for Teachers* (second edition), Social Science Press, Katoomba, NSW.

Hutchings, K. 1996, 'Globalisation – An Examination of the Effects of its Economic Emphasis on Individual Livelihood' in *Social Alternatives* Vol. 15 No. 1.

Queensland Department of Education 1994, *Social Justice Strategy 1994–1998 (Draft)*, Brisbane.

Sklair, K. 1996, 'Australia in the Global Capitalist System' in *Social Alternatives* Vol. 15 No. 1.

### Electronic

#### Kits (including audiovisual)

Commonwealth Department of Education, Training and Youth Affairs 1998, *Discovering Democracy School Materials: Middle Secondary Units*, Curriculum Corporation, Melbourne.

Townsend, D. 1998, *Take Off! - A Guide to Vocational Education and Training Pathways*, Australian National Training Authority, Brisbane (video, poster, worksheets, guide).

#### Videos

Film Australia, *After Hours* (sexual harassment).

Film Australia, *Another Tuesday Night* (working families sharing responsibilities).

Film Australia, *Land of the Long Weekend*.  
Study notes available from [www.filmaust.com.au/work\\_notes.html](http://www.filmaust.com.au/work_notes.html).

Film Australia 1996, *Leave Me Alone* (sexual harassment).

Film Australia, *Work*  
Study notes available from [www.filmaust.com.au/work\\_notes.html](http://www.filmaust.com.au/work_notes.html).

**Websites**

(All websites listed were accessed in September 2001.)

**Workplace information and training sites**

Austrade. [www.austrade.gov.au/](http://www.austrade.gov.au/)

Australian Bureau of Statistics. [www.abs.gov.au/](http://www.abs.gov.au/)

Australian Institute of Family Studies. [www.aifs.org.au/](http://www.aifs.org.au/)

Australian National Training Authority (ANTA). [www.anta.gov.au/](http://www.anta.gov.au/)

Australian National Training Authority, *Technology and workplace*. [www.learnscope.anta.gov.au/](http://www.learnscope.anta.gov.au/)

Job Guide 2001. [www.detya.gov.au/jobguideonline/default.htm](http://www.detya.gov.au/jobguideonline/default.htm)

NacInfo. [www.nacinfo.com.au/](http://www.nacinfo.com.au/)

Provides training package information to the New Apprenticeship Centres.

National Training Information Service. [www.ntis.gov.au/](http://www.ntis.gov.au/)

Queensland Department of Employment and Training and Industrial Relations. [www.detir.qld.gov.au/](http://www.detir.qld.gov.au/)

Queensland State Training Agency Clearinghouse. [www.det.qld.gov.au/vetinfo/datamanagement/index.htm](http://www.det.qld.gov.au/vetinfo/datamanagement/index.htm)

Spotlight on the Provider. [www.spotlight.sa.edu.au/](http://www.spotlight.sa.edu.au/)

**Workplace anti-discrimination sites**

Australian Privacy Commission. [www.privacy.gov.au/](http://www.privacy.gov.au/)

Queensland Anti-Discrimination Commission. [www.adcq.qld.gov.au/](http://www.adcq.qld.gov.au/)

*Anti-Discrimination Act 1991* (Qld). [www.adcq.qld.gov.au/](http://www.adcq.qld.gov.au/)

*Disability Discrimination Act 1992* (Cth). [www.deakin.edu.au/extern/rdlu/ddaindex.html](http://www.deakin.edu.au/extern/rdlu/ddaindex.html)

*Industrial Organisations Act 1997* (Qld). [www.legislation.qld.gov.au/Legislation Acts&SLs/Act1997.htm](http://www.legislation.qld.gov.au/Legislation%20Acts&SLs/Act1997.htm)

*Racial Discrimination Act 1975* (Cth). [www.hreoc.gov.au/racial\\_discrimination/](http://www.hreoc.gov.au/racial_discrimination/)

*Sex Discrimination Act 1985* (Cth). [www.wel.org.au/issues/sda/00ivf1.htm](http://www.wel.org.au/issues/sda/00ivf1.htm)

*Workplace Relations Act 1996* (Cth). [www.dewrsb.gov.au/workplacere/legislation/wrAct/default.asp](http://www.dewrsb.gov.au/workplacere/legislation/wrAct/default.asp)

*Workplace Relations Act 1997* (Qld). [www.legislation.qld.gov.au/Legislation Acts&SLs/Act1997.htm](http://www.legislation.qld.gov.au/Legislation%20Acts&SLs/Act1997.htm)

*Workplace Health and Safety Act 1995* (Qld). [www.whs.qld.gov.au/whsact/](http://www.whs.qld.gov.au/whsact/)

**Workplaces of the future**

Australian Clearing House for Youth Studies, *Transition from school to work*. [www.acys.utas.edu.au/NCYS/ysa/index/school\\_to\\_work.htm](http://www.acys.utas.edu.au/NCYS/ysa/index/school_to_work.htm)

LaborNet, *Work of the future – global perspectives*. <http://www.labor.net.au/>

**Workplace reform**

H.R. Nicholls Society. [www.labyrinth.net.au/~hrnichol/](http://www.labyrinth.net.au/~hrnichol/)

Commonwealth Department of Education, Training and Youth Affairs, *Introduction to workplace reform*. [http://www.detya.gov.au/highered/programmes/workplace\\_reform/default.htm](http://www.detya.gov.au/highered/programmes/workplace_reform/default.htm)

**Workplace health and safety**

National health strategy working paper [partners.health.gov.au/hfs/pubs/hrom/tworkpla.htm](http://partners.health.gov.au/hfs/pubs/hrom/tworkpla.htm)

**Writing résumés**

Australia's careers online, *Basic résumé outline*. [www.careersonline.com.au/easyway/res/sample1.html](http://www.careersonline.com.au/easyway/res/sample1.html)

Proforma résumé outlines. [rum.universal.net.au/jobsearch/creating.htm](http://rum.universal.net.au/jobsearch/creating.htm)

**Trade unions**

Australian Council of Trade Unions (ACTU). [www.actu.asn.au/](http://www.actu.asn.au/)

Queensland Independent Education Union. [www.qieu.asn.au/](http://www.qieu.asn.au/)

Queensland Teachers' Union (QTU). [www.qtu.asn.au/](http://www.qtu.asn.au/)

University of Melbourne, *Union archives*.  
[www.lib.unimelb.edu.au/collections/archives/tuwom.html](http://www.lib.unimelb.edu.au/collections/archives/tuwom.html)

Workers online, *Trade Unions thinking globally*.  
[www.workers.labor.net.au/4/b\\_tradeunion\\_fiet.html](http://www.workers.labor.net.au/4/b_tradeunion_fiet.html)

**Unfair  
dismissal laws**

ABC news item, *Jobs at stake over unfair dismissal: Howard*.  
[www.abc.net.au/news/99/02/15/990215\\_77.htm](http://www.abc.net.au/news/99/02/15/990215_77.htm)

The H.R. Nicholls Society, *The unemployment consequences of the unfair dismissal laws*.  
[www.hrnicholls.com.au/nicholls/nichvo20/Soon99.html](http://www.hrnicholls.com.au/nicholls/nichvo20/Soon99.html)



# Acknowledgments

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**This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:**

***Years 1 to 10 Studies of Society and Environment Syllabus***

***Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines***

***Studies of Society and Environment Initial In-service Materials***

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