Social Inquiry Overview Level 5

Focus of learning/topic

Why pay tax?

Level 5 AO: Understand how **economic decision-making impacts** on people, communities, and nations.

Key concepts

Economic decision-making (about tax)

Related concepts: Economic policy, responsibilities, systems of government, choices, the vote/spending, revenue.

Impacts on communities on people, communities and nations.

Related concepts: Positive impacts, differences in opinion, distribution of tax, social well-being, social justice, economic growth.

Conceptual understandings

That **decisions** about taxation **affect** young people.

That people have different perspectives about **tax decisions**.

That young people's **economic decision-making** can **affect** society.

That young people can influence **policy decision-making** about taxation.

Developed through

Finding out information

What is tax?

What is tax for?

What's in it for us and other people?

How is tax related to economic decision-making?

How are young people taxed?

What are young people's responsibilities regarding tax?

Where can we find out information about tax and taxation policy?

Exploring values and perspectives

What are different points of view about tax?

How do people's perceptions of fairness shape their views about taxation?

How do political perspectives about taxation differ?

What are other perspectives we could explore?

Reflecting and evaluating

Is there anything more we need to know regarding decision-making about tax?

What should other young people know about tax decision-making?

Do we understand the responsibilities we have in relation to taxation?

Considering responses and decisions

How have governments in different times and places made decisions about taxation?

What have been the consequences of those decisions for young people?

How do the economic choices I make affect society?

What different choices could I make?

Who can influence taxation policy, and how?

Leading to

So what?

So what do we know about this?
How have our understandings changed regarding how taxation affects young people?

So what does this mean for others?
How is this learning important for our community?

Now what?

Now what further learning do we need?
What are our next learning steps?

Now what might be done about it?
What can we do with this information? How could it positively influence others?

Further inquiry within the current focus of learning

Further inquiry within future learning