



Global Futures Level 2-3

Scoping Paper

Years 9 to 12 Learning 2020 Course Development

The purpose of this scoping paper

The purpose of this paper is to provide information regarding the scope of the proposed *Global Futures* Level 2-3 course including the:

- *Rationale*
- *Relationship to:*
 - *Senior Secondary Australian Curriculum (where applicable)*
 - *Years 9 to 12 Curriculum Framework*
 - *General Capabilities*
- Existing pathways and possible Future Provision
- Course Design

It is designed to enable all interested stakeholders to reflect and provide initial feedback on the rationale and relationships as italicised above. The additional information is included for noting.

Additionally in consideration of the information provided in this scoping paper we are seeking your suggestions for the core concepts, big ideas, essential learnings or important considerations you would like to see included in this proposed course.



Consultation

Throughout the course development process there will be four opportunities for formal stakeholder consultation:

- Course Scope
- Structural Overview and Key features (November/December 2020)
- Initial Draft Course (March 2021)
- Final Draft Course (June 2021)

This Scoping paper represents the first of four course consultation points for teachers to engage in the course development process for *Global Futures* Level 2-3.

Course Rationale

Global Futures is a new and innovative proposal designed to provide students with responsible, active and meaningful engagement with their society as citizens of that society. In this sense it is a new development aimed at addressing the needs of significant numbers of disengaged students. Young people who have the desire and motivation to make the world a better place will find that this course is developed for them, as will learners who are looking for some direction or purpose to channel their energy, or those who seek to develop further skills in collaboration, metacognition, project management and change management.

As a Personal Futures course, *Global Futures* Level 2-3 will follow three main approaches to learning (i) theory and dialogue, (ii) informed action and (iii) reflection and dialogue. Examples of beneficial change along with the skills and strategies required to bring about positive change will be investigated, as will skills in reflective practice and constructive dialogue. The central component of the courses will be an action project designed to have a positive impact on the world in an area of need. This will be a new approach to HASS learning in Tasmania, especially at level 3.

Years 9 to 12 Curriculum Framework

[Years 9 to 12 Education Framework](#) informs the design of the *Global Futures* Level 2-3 course and it fits within the Personal Futures focus area of the [Years 9 to 12 Curriculum Framework](#).

Pathways

Global Futures Level 2-3 enables learning continuity from: Australian Curriculum HASS Years 9 and 10 and Years 11 and 12 Level 1 courses to Years 11-12 Level 3.

Relationship to the Senior Secondary Australian Curriculum

Global Futures Level 2-3 does not align with any specific Senior Secondary Australian Curriculum.

Australian Curriculum General Capabilities

Global Futures Level 2-3 is designed to enable teachers to design courses of study which draw on the cross curriculum priorities and develop the General Capabilities: Literacy, Numeracy, ICT, Critical and creative thinking, Ethical Understanding, Personal and Social Capability and Intercultural Understanding.

Relationship to Replacement courses

Global Futures Level 2-3 is a new course

Senior Secondary Accreditation Framework





This course will be developed to address the Principles and Standards of the [Senior Secondary Accreditation Framework](#).

Course Design

This proposal is in line with the draft Integrated Policy Model. From the Articulation, extension and enrichment: section this is a Level 2-3 course pair. Each course is 150 hours and will be divided into three equally weighted modules of 50 hours each.

Relationship to possible Future Provision

Learning Area Roadmaps are available on the Years 11 & 12 website: <https://11and12.education.tas.gov.au/learning-area-road-maps/>

FOCUS AREA	P	I	2	3	4
 Discipline-based		Humans and History Civics and Citizenship	Ancient History Modern History Geography Philosophy Psychology Sociology Legal Studies Economics		
 Transdisciplinary			Australia and Asia Studies Museum Studies First Nations Studies Studies of Religion		
 Professional Studies			Business Studies Accounting Child Studies		
 Personal Futures	Humanities	Personal Responsibility Financial Literacy	Community and Society Global Futures		