

# Discipline-based Study

HaSS

Civics and Citizenship 1  
COURSE DOCUMENT

**DRAFT**  
PHASE 3 CONSULTATION



Catholic  
Education  
Tasmania



INDEPENDENT  
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TASMANIA

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## Civics and Citizenship, 150 hours – Level 1

This course is the Level 1 component of a range of HASS programs.

### Aims

The purpose of [Years 9 to 12 Education](#) is to enable all students to achieve their potential through Years 9 to 12 and beyond in further study, training or employment.

Years 9 to 12 Education enables: Personal Empowerment, Cultural Transmission, Preparation for Citizenship and Preparation for Work.

This course supports the principles of Access, Agency, Excellence, Balance, Support and Achievement as part of a range of programs that enables students to access a diverse and highly flexible range of learning opportunities suited to their level of readiness, interests and aspirations.

Courses aligned to the [Years 9 to 12 Curriculum Framework](#) belong to one of the five focus areas of Discipline-based Study, Transdisciplinary Projects, Professional Studies, Work-based Learning and Personal Futures.

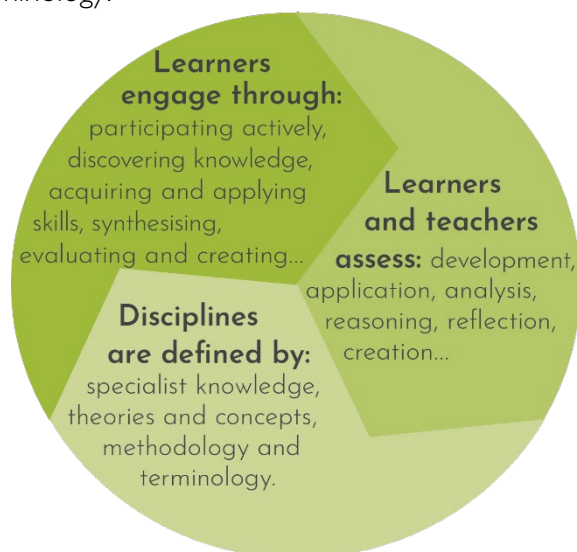
*Civics and Citizenship* Level 1 is a Discipline-based course.

### Focus Area – Discipline-based Study

Discipline-based Study includes content, core concepts and big ideas; enabling deep knowledge and understanding of the content and the application of what is learned. Students consider accepted key disciplinary knowledge, apply distinctive ways of thinking and become increasingly independent learners. They use methodologies specific to the discipline to explore and strengthen their understanding of key concepts and develop deep knowledge, skills and understanding.

Discipline-based Study courses have three key features that guide teaching and learning:

- specialist knowledge
- theories and concepts and
- methodology and terminology.





In this course learners will do this by accessing the relevant level of knowledge from the discipline of Politics/Civic Studies. Learners will engage with fundamental concepts from the discipline around democratic decision making and active citizenship; and be exposed to some specialist theoretical knowledge about government systems and globalisation. Discipline methodology such as participatory research, active political engagement, practising community involvement and exercising personal responsibility will be reflected through the inquiry and applied learning foci of the course.

## Rationale

*Civics and Citizenship* Level 1 provides opportunities for developing Personal Empowerment, Cultural Transmission and Preparation for Citizenship. It provides Level 1 access to a number of HASS programs of learning, including those in *Legal Studies*, *Global Futures* and the planned program in *Community and Society*. The course is designed to consolidate the knowledge, understanding, skills and confidence required to participate fully in Australia's democratic system of government, to engage fully in their own communities, and to work collaboratively and respectfully with others in the pursuit of shared goals. A further focus of the course is to develop the confidence, judgement, responsibility and civic engagement of learners; and to enhance these personal qualities through student agency in the selection of personal interest projects of applied work in each of the three modules.

## Integration of General Capabilities and Cross-Curriculum Priorities

The general capabilities addressed specifically in this course are:

- Critical and creative thinking 
- Personal and social capability 

The cross-curriculum priorities enabled through this course are:

- Aboriginal and Torres Strait Islander Histories and Cultures 
- Asia and Australia's Engagement with Asia 
- Sustainability 

## Course Description

*Civics and Citizenship* Level 1 reflects important aims of Civics Education. It develops:

1. the knowledge and skills necessary for participation in Australia's democratic system
2. the knowledge and skills required to participate actively and enjoyably as a local and global citizen.

There are four main topics in the course:

- Australia's democratic system
- Australia and the World
- Citizenship
- Belonging and Diversity.

These topics are linked through the three modules by a strong focus on applied learning and assessment.

The theme 'opportunities and obligations' also runs through all modules. This theme encourages learners to consider how their learning will have an impact on themselves and their communities in the future.

## Pathways

- This course reflects and builds upon the 7-10 HASS Civics and Citizenship Australian Curriculum
- *Civics and Citizenship* Level 1 provides the Level 1 of the HASS Legal Studies program, the HASS Global Futures program and a pathway to other TASC accredited courses within HASS Civics and Citizenship learning programs.

## Course Requirements

- There are no pre-requisites for *Civics and Citizenship* Level 1.
- Learners undertaking the course will need to work with other learners at times.
- Internet and device access is essential for some parts of the course.

## Course Structure, Delivery and Progression

### Structure

This course consists of three 50-hour modules.

Modules available

Core Module 1: Australia's democratic system and me

Core Module 2: Communities and us

Core Module 3: Belonging, citizenship and diversity



### Delivery

The three modules should be delivered in order (1, 2, 3)

### Developmental Progression

At both the module and course level the learner is introduced to and builds upon key ideas, concepts, skills, knowledge and understanding leading to performance of understanding reflected in the work requirements.

Individual modules have a developmental progression that introduces, builds upon and culminates in a performance of understanding in the work requirements. Between modules there is also a developmental progression that leads to a culminating performance of understanding in the final work requirements.

## Module 1 – Australia’s democratic system and me

### Module 1 Learning Outcomes

On successful completion of this module, learners will be able to:

1. communicate purposefully and appropriately about Civics and Citizenship
2. apply fundamental metacognitive skills and self-management processes individually and cooperatively
3. identify or explain key aspects of diversity in Australia’s communities and its relationship with the rest of the world
4. explain and apply aspects of Australia’s democratic system.

### Module 1 Content

#### Practical engagement

This course is designed to practically engage learners with their learning. In this module the practical engagement will include mirroring democratic decision making and processes in learning activities, along with ‘getting involved’ in real world democratic systems where possible.

#### Opportunities and obligations

The specific information and detail selected to expand upon the key knowledge points of this Module should be explicit about the authentic opportunities and obligations that are part of belonging to a democracy. Learners should also be asked to consider whether these opportunities and obligations are the same for all. In this Module, learners must be exposed to the specific factual knowledge that will enable them to understand key features of Australia’s democratic system and to participate confidently in that system.

#### Key knowledge

Learners should be exposed to specialist knowledge and concepts associated with the system of government, civic involvement in the community and global citizenship. There is an expectation that learners will be able to respond appropriately to key terminology.

- Democracy and me
  - voting: what to do and why it is important
  - my representatives: who they are, their role and their responsibility
  - democracy and diversity: barriers to participation and benefits of diverse representation
- Understanding government
  - rules and laws: what they are, why we need them, and issues of fairness
  - the three levels of government and what they are responsible for
  - resource management: unlimited wants and limited resources.
- Understanding the law
  - criminal law: what it is and how it relates to young people
  - consumer protection and young people
  - interacting with the law as a private citizen.

#### Key skills

Learners should be involved in the disciplinary methods of participatory research and active political engagement as well as practising community involvement and personal responsibility. These entail forms of communication such as conducting surveys, casting a vote and writing letters, along with metacognitive skills such as collaborative contribution and self-regulation.

- Communication
  - purposeful communication aligned to the forms of communication used
  - conventions aligned to the forms of communication and research used
  - terminology associated with key features of Australia's democratic system.
- Metacognition
  - planning for success
  - reflecting on progress
  - responding and adjusting.

### Module 1 Work Requirements

The work requirements of a course are processes, products or performances that provide a significant demonstration of achievement that is measurable against the course's standards. Work requirements need not be the sole form of assessment for a module.

This module includes 1 folio work requirement.

See Appendix 3 for summary of Work Requirement specifications for this course.

### Module 1 Assessment

This module will assess criteria 1, 2, 3, 4.

## Module 2 – Communities and me

### Module 2 Learning Outcomes

On successful completion of this module, learners will be able to:

1. communicate purposefully and appropriately about Civics and Citizenship
2. apply fundamental metacognitive skills and self-management processes individually and cooperatively
3. identify or explain key aspects of diversity in Australia's communities and its relationship with the rest of the world
5. explain and apply fundamental knowledge about local, national and global communities to real life scenarios that reflect their own lives.

### Module 2 Content

#### Practical engagement

This course is designed to practically engage learners with their learning. In this module the practical engagement will include working on learning activities as communities of learners, along with 'getting involved' with real world community groups as often as practical and possible.

#### Opportunities and obligations

The specific information and detail selected to expand upon the key knowledge points of this Module should be explicit about the authentic and plentiful opportunities and obligations that are part of belonging to communities. Learners should also be asked to consider whether these opportunities and obligations are the same for all. In this Module, broad understanding and practical experience of the benefits of belonging and contributing to community will enable learners to develop an appreciation of communities and build lifelong capacity to participate in and contribute to them.



## Key knowledge

Learners should be exposed to specialist knowledge and concepts associated with the system of government, civic involvement in the community and global citizenship where relevant. Details, examples and illustrations should be drawn from the local context and from the experience and interests of teachers and learners. There is an expectation that learners will be able to respond appropriately to key terminology.

- Local Communities; access and inclusion
  - formal and informal communities
  - sporting and cultural communities
  - volunteering.
- National Identity
  - what and who is a citizen? Who is not?
  - what and who is 'an Australian'?
  - Australia and the world.
- Global Communities
  - formal relationships such as sister cities
  - 'not for profits'
  - global citizens and the law.

## Key skills

Learners should be involved in the disciplinary methods of participatory research and active political engagement as well as practising community involvement and personal responsibility. These entail forms of communication such as conducting surveys, writing letters, and completing forms such as membership applications; along with metacognitive skills such as collaborative contribution and self-regulation.

- Communication:
  - purposeful communication aligned to the forms of communication used
  - conventions aligned to the forms of communication and research used
  - terminology associated with formal and informal community membership.
- Metacognition
  - planning for success
  - reflecting on progress
  - responding and adjusting.

## Module 2 Work Requirements

The work requirements of a course are processes, products or performances that provide a significant demonstration of achievement that is measurable against the course's standards. Work requirements need not be the sole form of assessment for a module.

This module includes 1 folio work requirement.

See Appendix 3 for summary of Work Requirement specifications for this course.

## Module 2 Assessment

This module will assess criteria 1, 2, 3, 5.

## Module 3 – Belonging, citizenship and diversity

### Module 3 Learning Outcomes

On successful completion of this module, learners will be able to:

1. communicate purposefully and appropriately about Civics and Citizenship
2. apply fundamental metacognitive skills and self-management processes individually and cooperatively
3. identify or explain key aspects of diversity in Australia's communities and its relationship with the rest of the world
6. participate with others in Australia's democratic system and local and global communities.

### Module 3 Content

#### Practical engagement

This course is designed to practically engage learners with their learning. In this mMajor - the criteria listed do not match the order of the criteria and standards table (this results from an introduced rule that the common criteria had to be 1, 2 and 3. The order had been fixed in the Module section and the criteria/standards table but not the list at the beginning of the criteria section). The criterion in the list at number 3 should be number 4. The criterion in the list at number 4 should be 5. The criterion in the list at number 5 should be 6. The criterion in the list at number 6 should be number 3. For reference, the criteria/standards table has the criteria numbered correctly.

Module the practical engagement will include participating democratically in learning activities and completing a collaborative project, along with 'getting involved' with real world communities as often as practical and possible.

#### Opportunities and obligations

The specific information and detail selected to expand upon the key knowledge points of this Module should be explicit about the authentic and plentiful opportunities and obligations that are part of belonging to communities. Learners should also be asked to consider whether these opportunities and obligations are the same for all. In this Module, broad understanding and experience of the benefits of practical involvement with others will enable learners to develop an appreciation of and lifelong capacity for local and global citizenship.

#### Key knowledge

Learners should be exposed to specialist knowledge and concepts associated with the system of government, civic involvement in the community and global citizenship where relevant. Details, examples and illustrations should be drawn from an authentic context and from the experience and interests of teachers and learners. There is an expectation that learners will be able to respond appropriately to key terminology.

- Joining and belonging
  - how to join social, political and community groups
  - belonging and active citizenship; the opportunities and obligations they bring
  - inclusion; inclusive groups and inclusive behaviours.
- Diversity
  - diverse identities
  - diverse perspectives
  - appreciating diversity.

- Getting involved
  - getting started on a project
  - initiating change and sticking with it
  - sustainable action and relationships.

### Key skills

Learners should be involved in the disciplinary methods of participatory research and active political engagement as well as practising community involvement and personal responsibility. These entail forms of communication such as conducting surveys, writing letters, and completing forms such as membership applications, along with metacognitive skills such as collaborative contribution and self-regulation.

- Communication:
  - purposeful communication aligned to the forms of communication used
  - conventions aligned to the forms of communication, research methods and mode of action used
  - terminology associated with formal and informal community membership and citizenship.
- Metacognition
  - planning for success
  - reflecting on progress
  - responding and adjusting.

### Module 3 Work Requirements

The work requirements of a course are processes, products or performances that provide a significant demonstration of achievement that is measurable against the course's standards. Work requirements need not be the sole form of assessment for a module.

This module includes 1 extended response work requirement.

See Appendix 3 for summary of Work Requirement specifications for this course.

### Module 3 Assessment

This module will assess criteria 1, 2, 3, 6.

## Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating 'A', 'B', or 'C', according to the outcomes specified in the standards section of the course.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Internal assessment of all criteria will be made by the provider. Providers will report the learner's rating for each criterion to TASC.

## Criteria

	Module 1	Module 2	Module 3	Notes
Criteria Assessed	1,2,3,4	1,2,3,5	1,2,3,6	Three common criteria in all modules and one focus criterion per module

The assessment for *Civics and Citizenship* Level 1 will be based on the degree to which the learner can:

1. select and apply communication tools and protocols
2. select and apply metacognitive and cooperative skills
3. examine aspects of diversity and how they impact upon Australian and global citizens
4. demonstrate knowledge and understanding of Australia's democratic system
5. apply knowledge and understanding of local, national and global communities
6. demonstrate capacity to participate with others in Australia's democratic system and communities

## Standards

Criterion 1: select and apply communication tools and protocols

Rating C	Rating B	Rating A
uses nominated communication formats	uses nominated communication formats to convey meaning	uses nominated communication formats in meaningful targeted communication
identifies a range of terminology associated with Australia's democracy and communities	uses terminology associated with Australia's democracy and communities	uses a range of terminology associated with Australia's democracy and communities in meaningful targeted communication
identifies communication conventions.	uses nominated communication conventions.	uses communication conventions in meaningful targeted communication.

Criterion 2: select and apply metacognitive and cooperative skills

Rating C	Rating B	Rating A
participates in the development of learning goals and plans for self and others	contributes to the development of learning goals and plans for self and teams or groups	contributes to the development and revision of learning plans for self and others
participates in the monitoring of learning progress	participates in the monitoring and evaluation of learning progress	contributes to the monitoring and evaluation of learning plans of self and others
participates in the achievement of learning goals.	contributes to the achievement of learning goals.	works towards long term learning goals.

Criterion 3: examine aspects of diversity as they impact upon Australian and global citizens

Rating C	Rating B	Rating A
identifies experiences of Australian democracy and community life	identifies and describes similarities and differences in a range of people's experiences of Australian democracy and community life	describes and compares a range of people's diverse experiences of Australian democracy and community life
expresses own perspective on familiar things and identifies perspective of others	expresses own perspective on aspects of Australian democracy and communities, and identifies perspective of others	identifies and describes shared experience in Australia's democracy and community life and discusses the value of diverse perspectives
distinguishes between inclusive and non-inclusive practices.	identifies and describes the benefits of inclusion in Australia's democracy and communities.	identifies, describes and imagines inclusion strategies in Australia's democracy and community life.

Criterion 4: demonstrate knowledge and understanding of Australia's democratic system

Rating C	Rating B	Rating A
identifies and explores information on Australia's democratic system	clarifies/sorts information about Australia's democratic system	identifies main ideas about Australia's democratic system and clarifies information from a range of sources
poses questions to identify information about Australia's democratic system	poses questions to identify the relevance or significance of information about Australia's democratic system to self	poses questions to clarify the relevance and significance of information about Australia's democratic system to self and others
identifies personal involvement implied by Australia's democratic system.	makes decisions implied by main ideas in Australia's democratic system.	makes and reflects upon decisions based upon main ideas about Australia's democratic system.

Criterion 5: apply knowledge and understanding of local, national and global communities

Rating C	Rating B	Rating A
identifies and explores information on local, national and global communities	clarifies/sorts information about local, national and global communities	identifies main ideas about local, national and global communities and clarifies information from a range of sources
poses questions to identify information about local, national and global communities	poses questions to identify the relevance of information about local, national and global communities to self	poses questions to clarify the relevance and significance of information about local, national and global communities to self and others
identifies potential personal involvement in local, national and global communities.	makes decisions implied by potential personal involvement in local, national and global communities.	makes and reflects upon decisions based upon potential personal involvement in local, national and global communities.

Criterion 6: demonstrate capacity to participate with others in Australia's democratic system and communities

Rating C	Rating B	Rating A
participates in democratic action and local or global community	facilitates or assists other's participation in democratic action and local or global community	makes decisions and takes action to participate democratically and communally
describes how people contribute to communities	identifies the communities to which they belong and what they do as part of that community	identifies the communities to which they might belong and what they can do to contribute to those communities
identifies benefits of interacting with others and belonging to communities.	distinguishes between factors that build positive relationships and those that don't.	describes the factors that contribute to positive relationships with people in communities.

### Quality Assurance

- This will be determined by TASC at time of accreditation.

## Qualifications and Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 6 ratings.

The minimum requirements for an award in *Civics and Citizenship* Level 1 are as follows:

### EXCEPTIONAL ACHIEVEMENT (EA)

5 'A' ratings, 1 'B' rating

### HIGH ACHIEVEMENT (HA)

3 'A' ratings, 2 'B' ratings, 1 'C' rating

### COMMENDABLE ACHIEVEMENT (CA)

3 'B' ratings, 3 'C' ratings

### SATISFACTORY ACHIEVEMENT (SA)

5 'C' ratings

### PRELIMINARY ACHIEVEMENT (PA)

3 'C' ratings

A learner who otherwise achieves the ratings for an SA (Satisfactory Achievement) award but who fails to show any evidence of achievement in one or more criteria ('z' notation) will be issued with a PA (Preliminary Achievement) award.

## Course Evaluation

- This will be confirmed by time of accreditation.

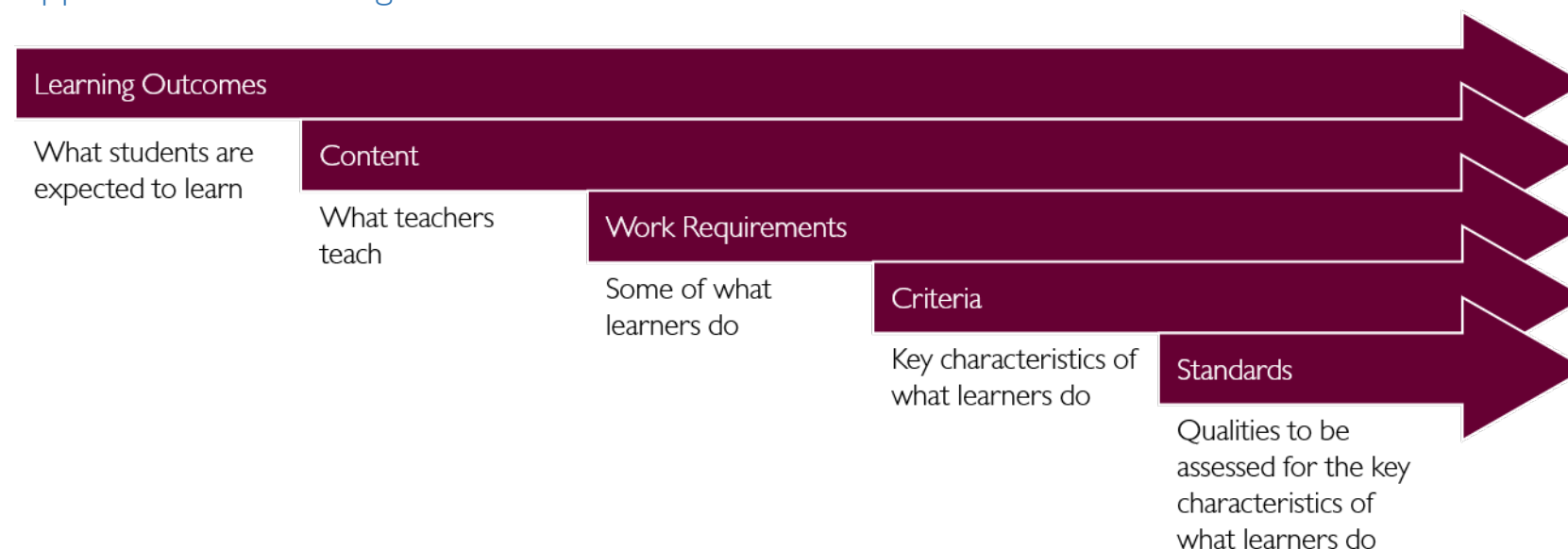
## Course Developer

This course has been developed by the Department of Education's Years 9 to 12 Learning Unit in collaboration with Catholic Education Tasmania and Independent Schools Tasmania.

## Accreditation and Version History



- Details to be determined by TASC at time of accreditation.

## Appendix I - Line of Sight



Learning Outcomes	Course Content	Work Requirements	Criteria	Standards	General Capabilities (GC)
1. Communicate purposefully and appropriately about Civics and Citizenship.	Module 1, 2, 3	Module 1, 2, 3	C 1	E 1, 2, 3	GC: 
2. Apply fundamental metacognitive skills and self-management processes individually and cooperatively.	Module 1, 2, 3	Module 1, 2, 3	C 2	E 1, 2, 3	GC: 
3. Identify or explain key aspects of diversity in Australia's communities and its relationship with the rest of the world.	Module 1, 2, 3	Module 1, 2, 3	C 3	E 1, 2, 3	GC: 
4. Explain and apply aspects of Australia's democratic system.	Module 1	Module 1	C 4	E 1, 2, 3	GC: 



5. Explain and apply fundamental knowledge about local, national and global communities to real life scenarios that reflect their own lives.	Module 2	Module 2	C 5	E 1, 2, 3	GC: 
6. Participate with others in Australia's democratic system and local and global communities.	Module 3	Module 3	C 6	E 1, 2, 3	GC: 

## Appendix 2 - Alignment to Curriculum Frameworks

There are no statements of national standards or frameworks relevant to this course.

## Appendix 3 - Work Requirements

### Module 1 Work Requirements Specifications

**Focus Area:** Discipline-based Study

**Title of Work Requirement:** Australia's Democracy

**Mode /Format:** Folio

**Learning Outcomes:** 1, 2, 3, 4

**Description:** The work Requirement for Module 1 is a folio consisting of three components.

- Completion of the work requirement should involve participatory research, engagement with the political system, and personal responsibility
- Learners may choose a preferred topic from the topic options for components 1 and 3
- Learners may choose a suitable mode or modes of presentation from the presentation options
- Mode of presentation may vary between the components, and between tasks if relevant

Component	Topic options	Presentation options
1. Our democratic process	Choose 2 (two) (options a-d may relate to a public election or a learning based election): a. How to vote card (who to vote for) b. How to vote instructions c. Election advertisement d. Election results table e. My representatives	a. Paper based b. Digital c. Audio/visual representation of content
2. Access to democracy	Group presentation - Barriers to participation in Australia's democracy	a. Set of posters b. Audio-visual presentation
3. The law and me	Present advice to peers on topic a or b a. Youth crime b. Consumer protection	a. Multi-modal presentation

**Size:** will be determined by the format chosen and should be set by the teacher.

**Timing:** will depend upon the learning context and the needs of the individual learner.

**Relevant criteria:**

- Criterion 1
- Criterion 2
- Criterion 3
- Criterion 4

## Module 2 Work Requirements Specifications

**Focus Area:** Discipline-based Study

**Title of Work Requirement:** Communities

**Mode /Format:** Folio

**Learning Outcomes:** 1, 2, 3, 5

**Description:** The work Requirement for Module 2 is a folio consisting of three components.

- Completion of the work requirement should involve participatory research, community engagement, and personal responsibility
- Learners may choose a preferred topic from the topic options
- Learners may choose a suitable mode or modes of presentation from the presentation options

Component	Topic options	Presentation options	Size
1. Community Groups	Research piece on a. local community groups, or b. Inclusion in the local community	a. Written report b. Oral report c. Creative response	40 - 150 words
2. Barriers to participation	a. 3 barriers to community participation b. 3 barriers to being Australian	a. Poster b. Speech c. Audio-visual presentation	a. - one poster per barrier b. or c. 100 - 150 words
c. Volunteering	Group formal or informal volunteering contribution to a. local or b. global community	Group report and individual signed certificate	Report – 50 - 100 words

**External agencies:** volunteering may be completed with a local or global organisation or in the learning setting

**Relevant criteria:**

- Criterion 1
- Criterion 2
- Criterion 3
- Criterion 5

## Module 3 Work Requirements Specifications

**Focus Area:** Discipline-based Study

**Title of Work Requirement:** Global Citizens Project

**Mode /Format:** Project

**Learning Outcomes:** 1, 2, 3, 6

**Description:** The work Requirement for Module 3 is a group project

- Completion of the work requirement should involve participatory research, engagement with the political system, community involvement and personal responsibility
- Learners may choose a preferred topic from the topic options
- Learners may choose a suitable mode or modes of presentation from the presentation options

Topic options (pick one)	Presentation components	Presentation options
a. Environment initiative	1. Topic outline	a. Written presentation
b. Democracy initiative	2. Project Plan	b. Digital presentation
c. Inclusion initiative	3. Report	c. Multi-modal presentation
d. Poverty initiative	4. Evaluation	
e. Social Justice initiative		
f. Teacher approved initiative		

**Size:** 60 – 200 words

**External agencies:** Learners may wish to engage with global or local not-for-profit organisations

**Relevant criteria:**

- Criterion 1
- Criterion 2
- Criterion 3
- Criterion 6

## Appendix 4 – General Capabilities and Cross-Curriculum Priorities

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the *Alice Springs (Mparntwe) Education Declaration* (December 2019).

General Capabilities:

The general capabilities play a significant role in the Australian Curriculum in equipping young Australians to live and work successfully in the twenty-first century.

In the Australian Curriculum, capability encompasses knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school.

The general capabilities include:

- Critical and creative thinking 
- Ethical understanding 
- Information and communication technology capability 
- Intercultural understanding 
- Literacy 
- Numeracy 
- Personal and social capability 

### Cross-Curriculum Priorities:

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face, for their own benefit and for the benefit of Australia as a whole. The priorities provide national, regional and global dimensions which will enrich the curriculum through development of considered and focused content that fits naturally within learning areas. Incorporation of the priorities will encourage conversations between students, teachers and the wider community.

The cross-curriculum priorities include:

- Aboriginal and Torres Strait Islander Histories and Cultures 🖐
- Asia and Australia's Engagement with Asia 🏠
- Sustainability 🌱

### Appendix 5 – Glossary

- o A central glossary will be added to the final draft of the course for consultation.