

Personal Futures

Technologies

Digital Projects 1
COURSE DOCUMENT

DRAFT
PHASE 3 CONSULTATION



Catholic
Educator
Tasmania



INDEPENDENT
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Digital Projects, 150 hours – Level 1

This course is the Level 1 component of the Digital Projects program.

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.

Digital Projects Level 1 is a Personal Futures course.

Focus Area – Personal Futures

Personal Futures courses prepare students to be independent young adults, able to lead healthy, fulfilled and balanced lives. Learning is highly personalised. Students develop strategies to optimise learning, make decisions, solve problems, set career and life goals, and pursue areas of strong personal interest. Personal Futures supports students to develop the required knowledge, skills and understandings to make informed choices that enhance their own and others' health and wellbeing. The inclusion of Personal Futures as a focus area responds to a range of contemporary research findings highlighting the importance of students having broad educational goals that include individual and collective wellbeing and opportunities for student agency as they navigate a complex and uncertain world.

Personal Futures courses have three key features that guide teaching and learning

- theory and dialogue
- informed action
- reflection and dialogue.

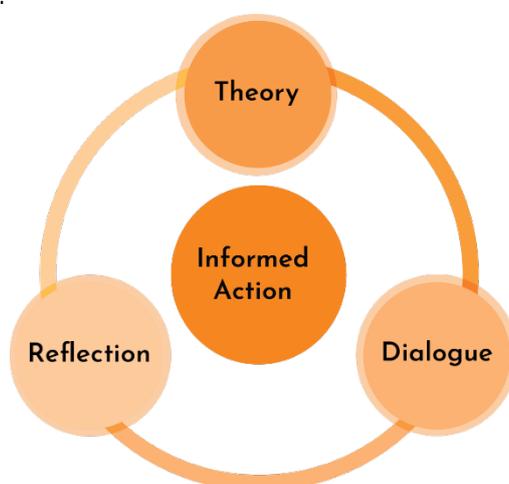


Figure 1: Transdisciplinary Project Cycle of Learning (adapted from OECD Learning Compass 2030)

In this course learners will do this by identifying their strengths and areas for improvement relating to their personal capabilities with digital literacy. They will undertake supported digital projects using a range of digital technologies, independently and/or collaboratively, relating to their personal interests and needs. Learners will continuously reflect on their personal goals and learning within their projects to review and refine their next steps. This course will enable learners to become confident digital users, creators and communicators.

Rationale

Digital transformation has changed the ways in which we live, learn and work. To take advantages of the opportunities and overcome the challenges of a digital society, learners in this course will develop the ability to identify and use digital technologies confidently, creatively, and critically.

Digital Projects Level 1 is a foundational course designed to build personal confidence with the use of digital technologies and enable the development of digital literacy, skills and knowledge to support learners to have fulfilling and productive lives, careers and relationships.

Digital Projects Level 1 will meet learner needs and interests through a customisable, engaging program of learning utilising problem-based and project-based inquiries. *Digital Projects Level 1* will enable students to engage practically and collaboratively with common and emerging technologies and have opportunities to develop projects to meet personal needs and interest.

Digital Projects provides a pathway between *Preliminary Technologies* to successful transition to Level 2 courses including *Computer Graphics & Design*, *Computer Science and Information System & Digital Technologies* as well as supporting the development of the digital skills to aid learning in all senior secondary courses.

Integration of General Capabilities and Cross-Curriculum Priorities

The general capabilities addressed specifically in this course are:

- Critical and creative thinking 
- Ethical understanding 
- Information and communication technology capability 
- 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

Digital Projects Level 1 is a foundation course designed to build personal confidence with the use of digital technologies and enable the development of digital literacy, skills and knowledge to support learners to have fulfilling and productive lives, careers and relationships.

Digital Projects Level 1 will meet learner needs and interests through a customisable, engaging program of learning utilising problem-based and project-based inquiries. *Digital Projects* Level 1 will enable students to engage practically and collaboratively with common and emerging technologies and have opportunities to develop projects to meet personal needs and interest.

Digital Projects Level 1 will support learners to become confident, creative and critical users of digital technologies enabling them to successfully live, learn and work in a digital society.

Pathways

Digital Projects provides pathways between Preliminary Technologies to successful transition to Level 3 courses including Computer Graphics & Design, Essential Skills – Using Computers and the Internet, Computer Science, and Information Systems & Digital Technologies as well as supporting the development of the digital skills to aid learning in all senior secondary courses.

Digital Projects Level 1 may provide a pathway to entry level Vocational Education and Training (VET) Units or Certificate I qualifications with a computing focus.

Course Requirements

This course requires learners to have access to:

- computers (desktop and/or laptop computers, digital tablets or other equivalent devices) with connection to the internet and email
- hardware appropriate to simple tasks in everyday adult settings, including the workplace (such as a printer and storage devices)
- software appropriate to simple tasks in everyday adult settings, including the workplace (such as a word processor, spread sheet and simple graphics application).
- additional resources may be required depending on provider-selected learning tasks (see 'Course Content' below).

Course Structure, Delivery and Progression

Structure

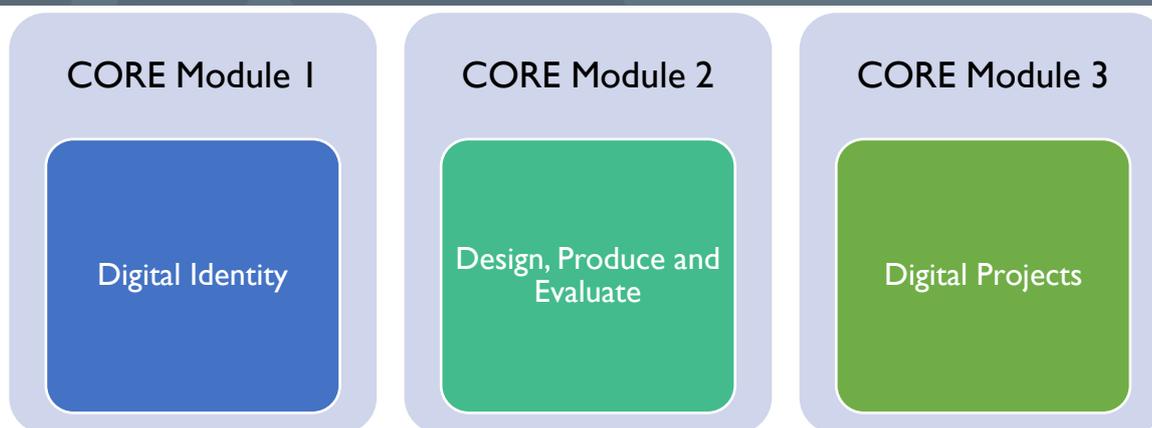
This course consists of three 50-hour modules.

Modules Available:

Core Module 1: Digital identity

Core Module 2: Design, produce and evaluate

Core Module 3: Digital projects



Delivery

Modules 1 and 2 should be delivered before Module 3. Modules 1 and 2 may be delivered concurrently.

Developmental Progression

Module 1 introduces the learner to key ideas, concepts, skills, knowledge and understanding. Module 2 enables the learner to build upon these key ideas, concepts, skills, knowledge and understanding. Module 3 enables the learner to further build on these key ideas, concepts, skills, knowledge and understanding.

The progression of learning is evidenced through assessment opportunities which provide feedback to promote further learning. A culminating performance of understanding is reflected in the final work developmental progression that leads to a culminating performance of understanding in the final work requirements.

Module 1 - Digital identity

Module 1 focuses on developing personal computing capabilities including: investigating, creating and communicating using a range of technologies; safety and well-being in a digital environment and managing and operating a range of technologies.

Module 1 Learning Outcomes

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

1. set and review personal goals in relation to developing digital literacy skills
2. apply knowledge, concepts, and/or skills for undertaking a digital project
3. use a design process and apply problem-solving, critical thinking, and decision-making skills to develop solutions for a variety of digital challenges
4. develop knowledge and skills needed to create, manage, communicate and investigate data, information and ideas; solve problems; and protect the safety of themselves and others in digital environments.

Module 1 Content

Learners are encouraged to explore their personal digital capabilities and are supported to set personal goals in relation to developing digital skills. Learners engage in concept-based inquiries connected to the learner's own experiences and prior knowledge to enable them to develop the knowledge and skills needed to: create, manage, communicate and investigate data, information and ideas; solve problems; and protect the safety of themselves and others in digital environments.

Learners will have opportunities to develop strategies to achieve personal goals and to review and refine goals throughout the module.

Key knowledge

Personal digital capabilities:

- goal setting techniques such as SMART Goals
- common digital systems
- personal security and wellbeing
- personal digital environments

Key skills

Learners are able to:

- apply personal goal setting strategies
- use digital technology to enhance own learning
- use common digital systems to complete familiar tasks
- safely use a range the internet for activities and transactions
- apply a number of digital netiquette conventions
- use search engines effectively
- identify and managing risk factors
- select an appropriate audience for digital communication
- select and evaluate data and information.

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 one (a) short response – Goal setting and Guided Reflection and one (I) product – Digital Literacy Infographic as work requirements.

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 - Design, produce and evaluate

Module 2 focuses on learners continuing to develop their digital literacy by working as problem solvers, collaborators and creators.

Module 2 Learning Outcomes

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

1. set and review personal goals in relation to developing digital literacy skills
2. apply knowledge, concepts, and/or skills for undertaking a digital project
3. use a design process and apply problem-solving, critical thinking, and decision-making skills to develop solutions for a variety of digital challenges
5. develop communication and self-management skills, including initiative, teamwork, planning and organisation.

Module 2 Content

Learners will continue to develop their digital literacy alongside computational thinking, problem-solving and technical skill building. Learners will be supported to design digital solutions in response to a problem or project brief relating to a particular theme or themes as selected by the provider.

Suggested themes may include:

- programming
- emerging technologies
- digital fabrication
- multimedia
- business computing
- information processing, publishing and presenting

Provocations for problems or projects may arise from involvement in community projects, service learning, social enterprise or from case studies and realistic hypothetical situations. The content for projects focuses on problem-solving, generating ideas, modelling, managing, communicating, collaborating and evaluating solutions. The project should be relevant to learners needs and interests and address real-world problems.

Learners will document their learning and have opportunities to reflect upon strategies to achieve personal goals and to review and refine goals throughout the module.

Key knowledge

Guided Digital Projects

- goal setting and metacognitive strategies
- common digital systems and theme specific hardware, software and peripherals
- intra and interpersonal skills
- design process

Key skills

Learners are able to:

- identify appropriate digital system to use to seek timely information
- apply the process of design (investigate, design, plan, manage, create, evaluate solutions)
- apply basic computational thinking skills to describe problems and possible solutions
- engage confidently with and responsibly select and manipulate appropriate technologies – materials, data, systems, tools and equipment.
- produce or create solutions or products to address a need, problem or challenge
- uses common symbols and terminology associated with the digital context
- troubleshoot familiar issues and knows when to ask for assistance
- evaluate and use technologies in a range of contexts
- use digital collaboration tools to safely collaborate with others to create and improve their work
- describe own learning processes.

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 one (1) extended response - learning journal/blog/vlog including goal setting and one (1) reflection as work requirements.

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 - Digital projects

The final module focuses on negotiated collaborative or independent projects. Learners will select projects of personal interest that will support the development of their identified digital literacy goals.

Module 3 Learning Outcomes

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

1. set and review personal goals in relation to developing digital literacy skills
2. apply knowledge, concepts, and/or skills for undertaking a digital project
3. use a design process and apply problem-solving, critical thinking, and decision-making skills to develop solutions for a variety of digital challenges
6. employ a growth mindset to overcome project challenges.

Module 3 Content

Learners will have the opportunity to showcase their digital literacy and technical skills and to reflect upon and celebrate their personal achievements. Learners may choose to extend a project they have been working on or to transfer their skills to a new project. In negotiating their project, learners must clearly identify the strengths they will bring to the project and the knowledge and skills that they will challenge themselves to develop.

Key knowledge

Negotiated Digital Projects

- goal setting and metacognitive strategies
- ethical impact of digital technology on society
- plan and manage projects
- problem-solving, computational thinking and the design process
- growth mindset

Key skills

Learners are able to:

- review, reflect upon and evaluate learning and actions and set personal goals for future development
- apply digital literacy skills to further their learning
- apply computational thinking skills to describe problems and possible solutions
- design a digital solution for a problem using an appropriate method
- create a solution based on their design using appropriate tools and techniques

- review or test the solution against their original plan
- evaluate digital solutions or prototypes
- identify ethical considerations in digital solutions and/or data use.

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 one (a) digital folio as a 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 in all modules and one focus criterion per module

The assessment for *Digital Projects* Level 1 will be based on the degree to which the learner can:

1. apply a process for setting and reviewing personal goals
2. demonstrate fundamental technical skills, knowledge and understanding
3. demonstrate thinking skills when following a design process
4. demonstrate personal capability with digital literacy
5. demonstrate communication and self-management skills
6. apply strategies to demonstrate a growth mindset

Standards

Criterion 1: apply a process for setting and reviewing personal goals

Rating C	Rating B	Rating A
demonstrates some awareness of self as a digital user in familiar contexts by identifying some enablers and barriers to achieving goals	demonstrates an understanding of self as a digital user in familiar by identifying enablers and barriers to achieving goals	demonstrates an understanding of self as a digital user in familiar and some unfamiliar contexts by identifying enablers and barriers to achieving goals
sets goals using a proforma, which are measurable, achievable, specific, time referenced and realistic	sets a range of goals, which are measurable, achievable, specific, time referenced and realistic	sets a broad range of goals, which are consistently measurable, achievable, specific, time referenced and realistic
reflects on progress towards meeting goals when prompted and identifies ways in which goals can be met in the future.	reflects on progress towards meeting goals using a template and describes ways in which goals can be met in the future.	reflects on progress towards meeting goals and explains ways in which goals can be met in the future.

Criterion 2: demonstrate fundamental technical skills, knowledge and understanding

Rating C	Rating B	Rating A
identifies and uses appropriate computer hardware and software to achieve digital solutions	selects and uses appropriate computer hardware and software to achieve digital solutions	regularly selects and effectively uses appropriate computer hardware and software to achieve digital solutions
describes a limited range of traditional, current and emerging information and software technologies	describe a range of traditional, current and emerging information and software technologies	describe a wide range of traditional, current and emerging information and software technologies
applies and experiments with digital tools and software in a range of familiar contexts.	applies and experiments with digital tools and software in a range of familiar contexts.	applies and experiments with digital tools and software in a range of familiar and some unfamiliar contexts.

Criterion 3: demonstrate thinking skills when following a design process

Rating C	Rating B	Rating A
uses the internet to research and record ideas, consider alternatives and make decisions based on a limited range of evidence	effectively uses the internet search tools to research ideas, consider alternatives and describe decisions based on a range of evidence	effectively uses the internet to research ideas, consider alternatives and explain decisions based on a range of credible, reliable, and relevant evidence.
identifies and uses basic problem-solving strategies when undertaking digital projects	selects and uses a range of problem-solving strategies when undertaking digital projects	describes, uses and evaluates a range of problem-solving strategies when undertaking digital projects
designs, produces and evaluates solutions to simple digital challenges	designs, produces and evaluates appropriate solutions to a range of digital challenges	designs, produces and evaluates appropriate solutions to a range of challenging digital problems
uses a limited range of software applications to communicate, organise and display information.	uses a range of software applications to communicate, organise and display information.	uses a wide range of software applications to communicate, organise and display information.

Criterion 4: demonstrate personal capability with digital literacy

Rating C	Rating B	Rating A
identifies the importance of secure information and privacy and applies personal responsibility for identifying and managing risk factors	describes the importance of secure information and privacy and regularly applies personal responsibility for identifying and managing risk factors	explains the importance of secure information and privacy and always applies personal responsibility for identifying and managing risk factors
recognises that content posted online or using networked devices may be public or private and can become a permanent record which may affect the reputation of themselves and others	examines personal data and suggests ways in which digital identity can be managed to limit the impact of online actions on the reputation of themselves and others	investigates and curates personal data to manage digital identity and takes steps to address the impact of online actions on the reputation of themselves and others
sometimes applies the digital concepts, formats and terminology required to select and use appropriate software and hardware for personal use.	often applies the digital concepts, formats and terminology required to select and use appropriate software and hardware for personal use.	consistently applies the digital concepts, formats and terminology required to select and use appropriate software and hardware for personal use.

Criterion 5: demonstrate communication and self-management skills

Rating C	Rating B	Rating A
connects, communicates and collaborates safely with others using digital technologies	connects, communicates and collaborates safely and appropriately with others using digital technologies	connects, communicates and collaborates safely and purposefully with others using a range of digital technologies
troubleshoots familiar issues with some assistance	troubleshoots familiar issues with limited assistance	troubleshoots familiar and some unfamiliar issues and knows when to ask for assistance
identifies strategies that assist in regulating behaviour and achieving personal goals.	selects and uses strategies that assist in regulating behaviour and achieving personal goals.	selects, uses and refines strategies that assist in regulating behaviour and achieving personal goals.

Criterion 6: apply strategies to demonstrate a growth mindset

Rating C	Rating B	Rating A
regularly demonstrates personal flexibility and resilience when solving digital problems	frequently demonstrates personal flexibility and resilience when solving digital problems	consistently demonstrates personal flexibility and resilience when solving digital problems
apply some aspects of knowledge gained from one familiar context to another unrelated but familiar context to solve a digital problem	apply knowledge gained from one familiar context to another unrelated but familiar context to solve a digital problem	apply knowledge gained from one context to another unrelated context to solve a digital problem
identifies and applies responsible and ethical attitudes related to the use of digital technologies.	describes and applies responsible and ethical attitudes related to the use of digital technologies.	explains and applies responsible and ethical attitudes related to the use of digital technologies.

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 *Digital Projects* Level I 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.

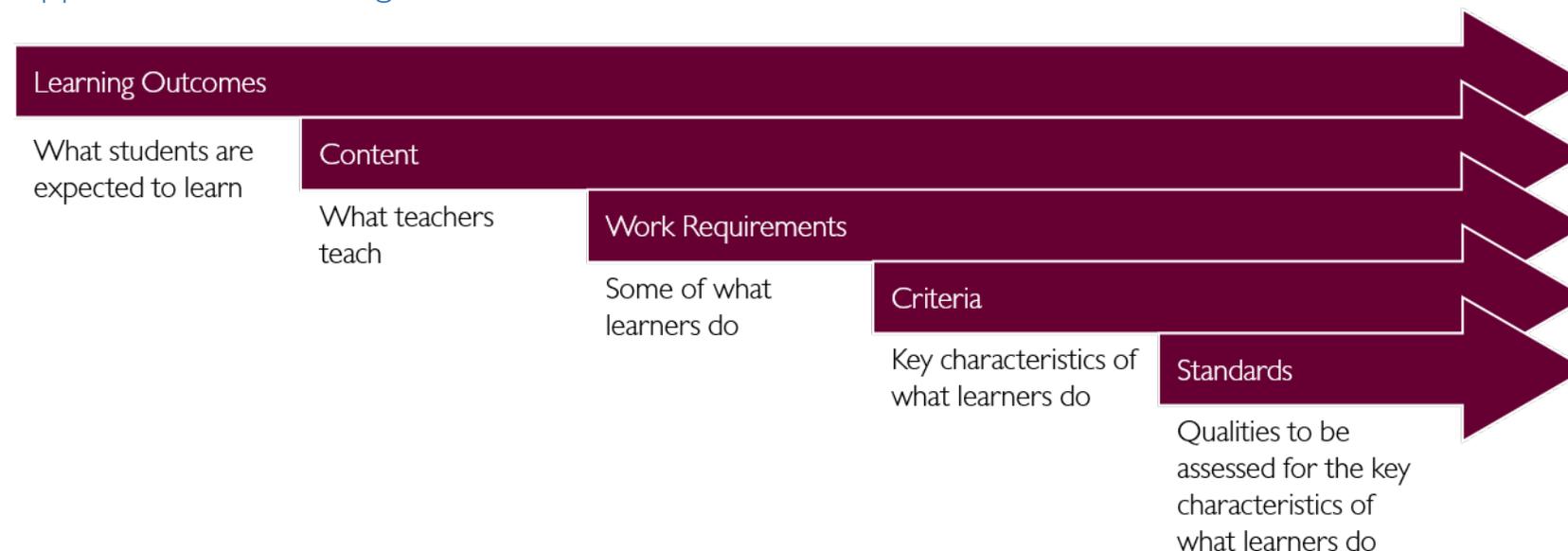
Course Developer

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. Set and review personal goals in relation to developing digital literacy skills.	Module 1, 2, 3	Module 1, 2, 3	C 1	All	GC:
2. Apply knowledge, concepts, and/or skills for undertaking a digital project.	Module 1, 2, 3	Module 1, 2, 3	C 2	All	GC:
3. Use a design process and apply problem-solving, critical thinking, and decision-making skills to develop solutions for a variety of digital challenges.	Module 1, 2, 3	Module 1, 2, 3	C 3	All	GC:
4. Develop knowledge and skills needed to create, manage, communicate and investigate data, information and ideas; solve problems; and protect the safety of themselves and others in digital environments.	Module 1	Module 1	C 4	All	GC:

5. Develop communication and self-management skills, including initiative, teamwork, planning and organisation.	Module 2	Module 2	C 5	All	GC: 
6. Employ a growth mindset to overcome project challenges.	Module 3	Module 3	C 6	All	GC:  

Appendix 2 - Alignment to Curriculum Frameworks

Progression from the F-10 Australian Curriculum: Science

This course component provides a progression from in the F-10 Australian Curriculum: Technologies curriculum - Digital Technologies and the Australian Curriculum – ICT Capability Continuum (Draft Digital Literacy Continuum).

Australian Core Skills for Work: Digital Literacy Skills Framework

This course component meets the Level 2 requirements of the core skills for digital literacy.

Appendix 3 - Work Requirements

Module 1 Work Requirements Specifications

Focus Area: Personal Futures

Title of Work Requirement: Digital Literacy Infographic

Mode /Format: product

Learning Outcomes: 2, 3, 4

Description: What is Digital Literacy and Why Care?

Learners will research an aspect of digital literacy such as digital footprints, social media, cyberbullying, fake news or balance and well-being and produce an infographic to educate their identified intended audience.

Size: 1 A3 or 2-side A4 page (images and text)

Timing: no specified timing

External agencies: none required.

Relevant Criterion/criteria:

- Criterion 2: element 1
- Criterion 3: elements 1, 4
- Criterion 4: all standard elements

Focus Area: Personal Futures

Title of Work Requirement: Goal setting and Guided Reflection

Mode /Format: Short response

Learning Outcomes: 1

Description:

- Learners will identify their digital literacy goals for the Term, make an action plan, identify barriers and brainstorm possible solutions.
- Learners may be provided with a template to guide and capture this information, however the presentation format is not specified, for example the response may form part of an ongoing blog/vlog.
- Time should be provided throughout the term to enable learners to reflect on the outcomes of their goals and refine as required.
- It is expected that goal setting, review and refinement will continue across all three modules.

Size: recommended maximum 5 hours on task

Timing: no specified timing

External agencies: none required

Relevant Criterion/criteria:

- Criterion 1: all standard elements

Module 2 Work Requirements Specifications

Focus Area: Personal Futures

Title of Work Requirement: Reflective learning journal/blog/vlog

Mode /Format: extended response

Learning Outcomes: 1, 2, 3, 5

Description: The learning journal will enable learners to document their digital solutions and highlight the knowledge and skills they have developed through the problem-solving and/or design process. The journal will also capture the learner's reflections about their progress towards meeting their personal goals. Students should be encouraged to present their journal using a multimedia format including words, images, audio, animations, video or other suitable medium. Providers may provide writing prompts and questions to guide the journaling process.

Size: recommended maximum of 500 words or 3 min multimodal text or combination of both

Timing: ongoing throughout Module 2

External agencies: none required

Relevant Criterion/criteria:

- Criterion 1: all standard elements
- Criterion 2: all standard elements
- Criterion 3: all standard elements
- Criterion 5: all standard elements

Module 3 Work Requirements Specifications

Focus Area: Personal Futures

Title of Work Requirement: Digital portfolio

Mode /Format: folio

Learning Outcomes: 1, 2, 3, 6

Description: Learners develop a folio of work which showcases their project work, technical skills, digital literacy, and personal development.

Size: Recommended maximum 20hours on task

Timing:

External agencies: none required

Relevant Criterion/criteria:

- Criterion 1: all standard elements
- Criterion 2: all standard elements
- Criterion 3: all standard elements
- Criterion 6: all standard elements

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.