

Personal Futures

HaSS

Global Futures 2
COURSE DOCUMENT

DRAFT
PHASE 3 CONSULTATION



Catholic
Education
Tasmania



INDEPENDENT
SCHOOLS
TASMANIA

Table of Contents

Phase 3 Consultation Draft Published: March 2021

Global Futures, 150 hours – Level 2.....	4
Aims.....	4
Focus Area – Personal Futures.....	4
Rationale.....	5
Integration of General Capabilities and Cross-Curriculum Priorities.....	5
Course Description.....	5
Pathways.....	6
Course Requirements.....	6
Course Structure, Delivery and Progression.....	6
Structure.....	6
Delivery.....	6
Developmental Progression.....	7
Module 1 - Making moral decisions.....	7
Module 1 Learning Outcomes.....	7
Module 1 Content.....	7
Module 1 Work Requirements.....	8
Module 1 Assessment.....	8
Module 2 - Issues in the world.....	8
Module 2 Learning Outcomes.....	8
Module 2 Content.....	8
Module 2 Work Requirements.....	10
Module 2 Assessment.....	10
Module 3 - Making a difference.....	10
Module 3 Learning Outcomes.....	10
Module 3 Content.....	10
Module 3 Work Requirements.....	11
Module 3 Assessment.....	11
Assessment.....	11
Criteria.....	12
Standards.....	12
Quality Assurance.....	14
Qualifications and Award Requirements.....	15
Course Evaluation.....	15
Course Developer.....	15

Accreditation and Version History	15
Appendix 1 - Line of Sight.....	16
Appendix 2 - Alignment to Curriculum Frameworks.....	18
Appendix 3 - Work Requirements	18
Module 1 Work Requirements Specifications.....	18
Module 2 Work Requirements Specifications.....	18
Module 3 Work Requirements Specifications.....	19
Appendix 4 – General Capabilities and Cross-Curriculum Priorities.....	20
Appendix 5 – Glossary.....	20

Global Futures, 150 hours – Level 2

This course is the Level 2 component of the Global Futures 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.

Global Futures Level 2 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.

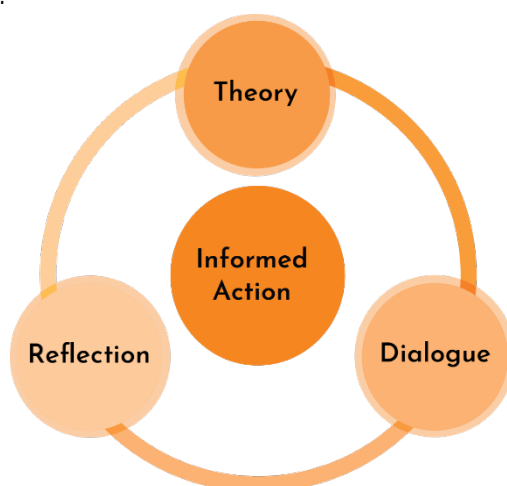


Figure 1: Transdisciplinary Project Cycle of Learning (adapted from OECD Learning Compass 2030)





In this Personal Futures course learners will investigate theories underlying ethical decisions and change making, along with skills and strategies that bring about positive change, and skills in reflective practice and constructive dialogue. The central component of the course will be an action project designed to have a positive impact on the world. The process for developing and undertaking this informed-action will include evaluation of the effectiveness of the project and consideration of the sustainability of change.

Rationale



Global Futures Level 2 directly addresses Goal 2 of the *Mparntwe Education Declaration* Education Goals for Young Australians: that “all young Australians become confident and creative individuals, successful lifelong learners, and active and informed members of the community”. The course specifically provides opportunities for developing Personal Empowerment, Cultural Transmission and Preparation for Citizenship, and supports the principles of the Years 9 -12 Education Framework of Access, Agency, Excellence, Balance, Support and Achievement. It provides Level 2 access to the HASS Global Futures program as well as the HASS Legal Studies program, the planned program in Community and Society and other HASS programs in Civics and Citizenship or History and Geography. The course is designed to engage learners in the betterment of their community and world through the investigation of positive and valued change-making and the co-development and actioning of their own mentored plan for making a positive difference. The course also provides an opportunity to recognise, credit, refine and mentor the active citizenship many learners are already involved in. There are opportunities for learners to follow areas of interest in both Modules One and Two whilst Module Three consists primarily of an action project designed and developed by the learners themselves.

Integration of General Capabilities and Cross-Curriculum Priorities

The general capabilities addressed specifically in this course are:

- Critical and creative thinking 
- Intercultural understanding 
- Literacy 
- 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

Global Futures Level 2 equips learners with knowledge and skills for ethical decision making and experience in evaluating local, national and global issues. It also equips learners with skills to promote action or change in areas they are interested in. In addition, learners will gain the capacity to act as positive role models and productive community-based change-makers.

There are three main topics in the course corresponding to three modules of learning:

- Making Moral Decisions
- Issues in the World
- Making a Difference.

These topics are linked by four focuses:

- inquiry
- problem-solving
- ethical action
- evaluative reflection.

Module 3 includes a collaborative action project.

Pathways

- This course builds upon HASS 7-10 Civics and Citizenship, 7-10 Geography and 7-10 History Australian Curriculum.
- Civics and Citizenship Level 1 provides a pathway into Global Futures Level 2.
- *Global Futures* Level 2 provides Level 2 access to the TASC accredited HASS Global Futures program as well as the Legal Studies program, the planned program in Community and Society and other HASS programs in Civics and Citizenship or History and Geography.

Course Requirements

There are no pre-requisites for *Global Futures* Level 2.

Learners undertaking the course will need to be able 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

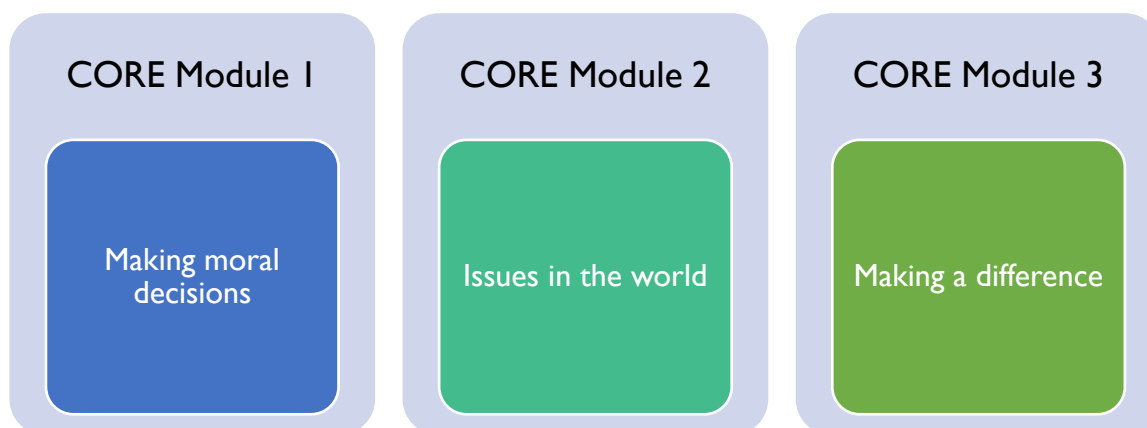
This course consists of three 50-hour modules.

Modules available

Core Module 1: Making moral decisions

Core Module 2: Issues in the world

Core Module 3: Making a difference



Delivery

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

Module 3 may be delivered concurrently with Modules 1 and 2.

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 - Making moral decisions

Module 1 Learning Outcomes

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

1. communicate purposefully and appropriately about global futures.
2. apply metacognitive reasoning and skills individually and cooperatively.
3. evaluate decisions, issues and projects according to criteria and evidence.
4. conduct and conclude investigation of ethical decisions and decision making, use ethical decision making.

Module 1 Content

Module 1 of *Global Futures* Level 2 considers many of the complexities involved in making moral decisions and taking action that might flow from those decisions. It is important when selecting information and designing learning experiences to meet the outcomes of the module, that both teachers and learners bear in mind that this *Global Futures* course is concerned with the future of the planet and its inhabitants along with the future of learners and the communities to which they do or will belong. It is also vital, to meet the course outcomes, that learners are exposed to and consider a variety of perspectives on the decisions and issues they encounter.

Key knowledge:

Ethical Dilemmas:

- what is ethics?
- what is an ethical dilemma and why are they controversial?
- identifying assumptions and implications involved in considering ethical dilemmas.

Ethical Theories:

- ethical frameworks and approaches to ethics, such as deontological, consequentialist and virtue approaches
- considering two well-known ethical theories with different approaches
- common influences in ethical decision making.

Making decisions:

- conducting investigations into sensitive issues
- useful approaches to making and evaluating difficult decisions
- considering different perspectives on ethical dilemmas.

Key skills:

Collaboration, communication and ethical action are central to successful completion of this course. In this module learners will develop research and presentation skills associated with moral decision making, such as conducting surveys, writing letters and creating purposeful tables and posters. Effective planning and collaborative decision making should be developed here ready to be extended in later modules.

Communication:

- purposeful and effective research and presentation of information
- conventions aligned to the research and communication tools used, including the conventions associated with academic integrity
- terminology associated with ethical issues and moral decision making.

Metacognition:

- planning for success
- reflecting on progress
- responding to reflection and adjusting planning accordingly.

Using criteria and evidence:

- locating and selecting suitable evidence
- assessing the suitability, reliability and usefulness of evidence
- using criteria for evaluation.

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 two case study 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 - Issues in the world

Module 2 Learning Outcomes

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

1. communicate purposefully and appropriately about global futures
2. apply metacognitive reasoning and skills individually and cooperatively
3. evaluate decisions, issues and projects according to criteria and evidence
5. compare responses to local and global issues.

Module 2 Content

Module 2 of *Global Futures* Level 2 considers issues that impact society both locally and globally. The focus of the module is on understanding and comparing responses to issues. It is important when selecting information and learning activities for the module, that students investigate different

perspectives on the issues chosen for investigation. It is vital, to meet course outcomes, that learners are able to justify a position in response to issues they investigate.

Key knowledge:

Exploring Issues:

- what is an issue?
- categorising issues according to their similarities and differences
- advice and practise in researching specific issues.

Local and Global Issues:

- social issues including examples
- environmental Issues including examples
- poverty and population issues including examples.

Understanding responses to issues:

- distinguishing fact from opinion
- diverse perspectives and points of view, and debate on issues
- developing a response to an issue.

Key skills:

Collaboration, communication and ethical action are central to successful completion of this course. In this module learners will explore issues and analyse and evaluate responses to those issues. They will develop research, analysis and communication skills associated with developing and communicating a considered position on issues, such as conducting surveys, identifying perspectives, evaluating evidence, writing letters and creating purposeful tables and posters. Effective planning and collaborative decision making should be further developed in this module in preparation for the collaborative action project in Module 3.

Communication:

- purposeful and effective research and presentation of information.
- conventions aligned to research and communication, including conventions associated with academic integrity.
- terminology associated with ethical issues and moral decision making.

Metacognition:

- planning for success.
- reflecting on progress.
- responding to reflection and adjusting planning accordingly.

Using criteria and evidence:

- locating and selecting suitable evidence.
- assessing the suitability, reliability and usefulness of evidence.
- using criteria for evaluation.

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 three case study 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 - Making a difference

Module 3 Learning Outcomes

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

1. communicate purposefully and appropriately about global futures
2. apply metacognitive reasoning and skills individually and cooperatively
3. evaluate decisions, issues and projects according to criteria and evidence
6. plan and implement local/global futures projects.

Module 3 Content

Module 3 of *Global Futures* Level 2 consists of the planning, undertaking and evaluation of a collaborative action project designed to make a positive difference in the local or global community. It is important when selecting a project that teachers and students undertake risk analysis of potential projects and learner involvement in them. It is also vital, to meet course outcomes, that learners are exposed to and consider a variety of perspectives on their project and their undertaking as a whole.

Key knowledge:

It is not intended that time be allocated equally across key knowledge in this module, with the collaborative project itself likely to assume a significant portion of the 50 hours.

Taking action:

- selecting a project topic and planning an approach for the project
- working on the project with others, including team, governance and support
- breaking the project down and developing a schedule.

Planning for success:

- setting goals and targets
- using evidence at all stages of the project
- using success criteria for reflection and evaluation.

The collaborative project:

- undertaking the project
- evaluating the project
- reflecting upon the project and considering implications and future options.

Key skills:

Collaboration, communication and ethical action are central to successful completion of this course. In this module learners will develop and implement a collaborative action project in their community. This project will be a response to one or more issues, locally or globally, and will be designed to make a positive difference. Communication skills associated with co-development and persuasion will be central, as will effective planning, reflection and evaluation.

Communication:

- purposeful and effective research and presentation of information.
- conventions aligned to the research and communication tools used, including the conventions associated with academic integrity.
- terminology associated with ethical issues and moral decision making.

Metacognition:

- planning for success
- reflecting on progress
- responding to reflection and adjusting planning.

Using criteria and evidence:

- locating and selecting suitable evidence
- assessing the suitability, reliability and usefulness of evidence
- using criteria for evaluation.

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 project 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 *Global Futures* Level 2 will be based on the degree to which the learner can:

1. select and apply appropriate communication tools and strategies
2. select and apply metacognitive skills and reasoning
3. evaluate and support decisions using criteria and evidence
4. research and explain ethical decisions and decision making
5. compare responses to issues that impact on society
6. take action in response to a local/global issue.

Standards

Criterion 1: select and apply appropriate communication tools and strategies

Rating C	Rating B	Rating A
uses a range of nominated communication formats in meaningful targeted communication	uses a range of nominated communication formats to assist with meaning.	appropriately selects from and uses a range of communication formats to suit purpose
uses a range of terminology, usually correctly	uses a wide range of terminology	correctly spells and appropriately uses a wide range of terminology
uses communication conventions to assist with meaning.	uses a range of communication conventions to assist with meaning.	correctly uses a range of communication conventions.

Criterion 2: select and apply metacognitive skills and reasoning

Rating C	Rating B	Rating A
develops plans for achieving learning goals	creates learning plans for self and others	creates learning plans to reflect and develop learning intentions of self and groups
reflects on learning progress	monitors individual and collective learning progress	monitors, evaluates and reflects upon individual and collective learning progress
sets learning goals	sets personal learning goals and intentions.	sets aspirational learning goals and intentions.

Criterion 3: evaluate and support decisions using criteria and evidence

Rating C	Rating B	Rating A
identifies relevant evidence	determines evidence as affirming or refuting.	analyses evidence for its use and reliability.
co-operates in the evaluation of projects, decisions and responses	identifies aspects of the success or otherwise of projects, decisions and responses	identifies success criteria for projects, decisions and responses.
co-operates in the evaluation of projects, decisions and responses.	evaluates projects, decisions and responses.	evaluates the success of projects, decisions and responses according to success criteria.

Criterion 4: research and explain ethical decisions and decision making

Rating C	Rating B	Rating A
develops questions that assist in collecting information on ethical decisions and decision making	develops questions that assist in categorising information on ethical decisions and decision making	develops questions that help in understanding why decisions are made and the consequences they produce
explains different views cultures and beliefs that shape people's responses to issues and their causes and consequences	explains impactful views, cultures and beliefs - including their rational basis	explains how different views, cultures and beliefs impact ethical decision making, including rational and emotional aspects
collects evidence from a range of sources and presents it in a readable way.	collects evidence from a range of sources and uses it to support inquiry.	collects and analyses suitable and relevant evidence from a range of sources to support inquiry questions.

Criterion 5: compare responses to issues that impact on society

Rating C	Rating B	Rating A
identifies and clarifies components of relevant information according to set criteria such as similarities and differences	identifies and clarifies components of relevant information from various sources.	analyses and clarifies components of relevant information from various sources.
categorises responses to local and global issues	challenges responses to local and global issues and propose rationale	assesses alternative responses to global issues and support conclusions
considers different perspectives to respond to local and global issues.	selectively combines ideas from curated resources to respond to local and global issues.	combines various known and new ideas and perspectives to consider possible futures related to local and global issues.

Criterion 6: take action in response to a local/global issue

Rating C	Rating B	Rating A
plans and takes action that is considerate of others	plans and takes action that has achievable goals and is considerate of others	plans and takes action that is achievable, practical and considerate of others
considers coherence or cohesion as factors when cooperating to develop project plans and action	considers coherence and cohesion in developing project plans and action	demonstrates cohesion and coherence in project plans and action
cooperates in planning and taking action.	plans and takes action that is likely to be impactful.	plans and takes action that is measurable and impactful.

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 *Global Futures* Level 2 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.

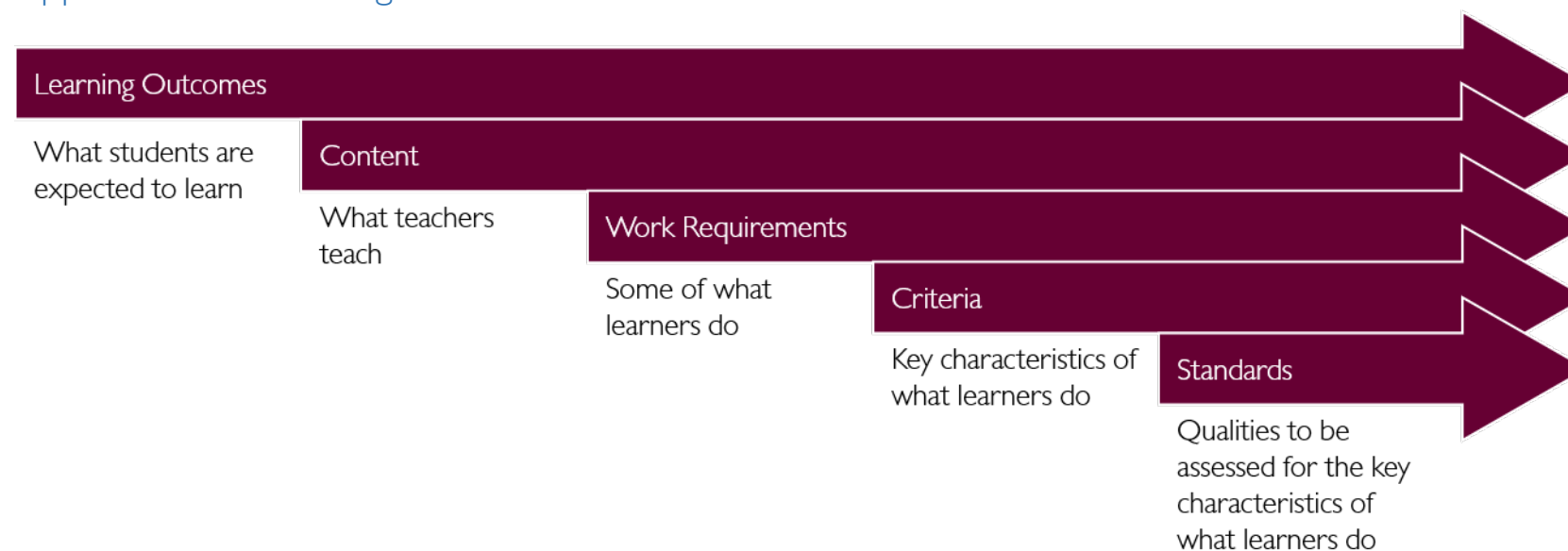
Course Developer

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 global futures.	Module 1, 2, 3	Module 1, 2, 3	C 1	E 1, 2, 3	GC:
2. Apply metacognitive reasoning and skills individually and cooperatively.	Module 1, 2, 3	Module 1, 2, 3	C 2	E 1, 2, 3	GC:
3. Evaluate decisions, issues and projects according to criteria and evidence.	Module 1, 2, 3	Module 1, 2, 3	C 3	E 1, 2, 3	GC:

4. Conduct and conclude investigation of ethical decisions and decision making.	Module 1	Module 1	C 4	E 1, 2, 3	GC:    
5. Compare responses to local and global issues.	Module 2	Module 2	C 5	E 1, 2, 3	GC:    
6. Plan and implement local/global futures projects.	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: Personal Futures

Title of Work Requirement: Evaluating Moral Decisions

Mode /Format: Case Study

Learning Outcomes: 1, 2, 3, 4

Description: The work requirement for Module 1 consists of two case studies of an ethical dilemma. Each case study:

- Will focus an ethical dilemma arising from a different one of the topic groups in the table below.
- Will outline the dilemma involved.
- Will outline a fictional or anonymous response to the dilemma including the presentation of:
 - the perspective of the response and how this impacts the position taken in the response
 - 2-3 arguments supporting the position taken in the response and
 - 1-2 arguments against the position taken in the response.
- Will evaluate the arguments presented.
- Will explain and evaluate the decision making presented in the response.
- Will be accompanied by evidence of planning and reflection.
- May take a position on the dilemma.

Size: A written response such as a report, essay, article or blog will be between 500 and 800 words in total. Multi-modal or audio-visual products such as a short video, oral presentation or multi-modal presentation will be 3-6 minutes in total.

Timing:

External agencies: n/a

Relevant Criterion/criteria:

- Criterion 1: All standard elements
- Criterion 2: All standard elements
- Criterion 3: All standard elements
- Criterion 4: All standard elements

Topic Groups:

- Issues of environmental sustainability, such as overpopulation or pollution
- Issues relating to personhood, such as abortion, euthanasia and human cloning
- Issues of discrimination, such as those based on gender, age, religion or race
- Issues of responsibility to others, such as those affected by disadvantage.
- Issues of moral citizenship, such as obeying the law or attempting to change the law
- Issues of online ethics, such as information privacy or cyber bullying.

Module 2 Work Requirements Specifications

Focus Area: Personal Futures

Title of Work Requirement: Investigating Issues

Mode /Format: Case Study

Learning Outcomes: 1, 2, 3, 5

Description: The work requirement for Module 2 consists of three case studies of local and global issues. One case study will be of a Social Issue, one case study will be of an Environmental Issue and one case study will be of a Poverty and Population Issue.

Each case study:

- Will present an explanation of at least two perspectives on the issue and the position(s) the perspective does or could take.
- Will include at least one refutation or counter argument to the positions taken.
- Will include a discussion of fact and opinion.
- Will provide a justified position on the issue.
- Will be presented as a combination of pictures and visual illustration.

Size: A PowerPoint, series of posters or pamphlets, or similar will include between 150 and 250 words per issue. An audio-visual presentation will be between 2 and 3 minutes per issue.

Timing:

External agencies: learners may present the perspective of an external agency in one of their case studies.

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: Making a Difference

Mode /Format: Project

Learning Outcomes: 1, 2, 5, 6

Description: A collaborative action project designed to make a difference in their community plus a report on the project.

- The project will encompass one or more local or global issues.
- The project will include action designed to contribute to addressing the issue(s), such as but not limited to:
 - public recognition or perception of the issue(s)
 - alleviation of problems associated with the issue(s)
 - supporting organisations working on the issue(s).
- The report will include:
 - Evidence of collaboration and teamwork.
 - Annotated planning and monitoring for the project.
 - Reflection and evaluation of the project.

Size: The report will consist of approximately 500 words plus evidence.

External agencies:

Relevant 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.