

Personal Futures

HaSS

Global Futures 3
COURSE DOCUMENT

DRAFT
PHASE 3 CONSULTATION



Catholic
Education
Tasmania



INDEPENDENT
SCHOOLS
TASMANIA

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Appendix 1 - Line of Sight

Learning Outcomes				
What students are expected to learn	Content			
	What teachers teach	Work Requirements	Criteria	Standards
		Some of what learners do	Key characteristics of what learners do	Qualities to be assessed for the key characteristics of what learners do
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Global Futures, 150 hours – Level 3

This course is the Level 3 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 3 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.

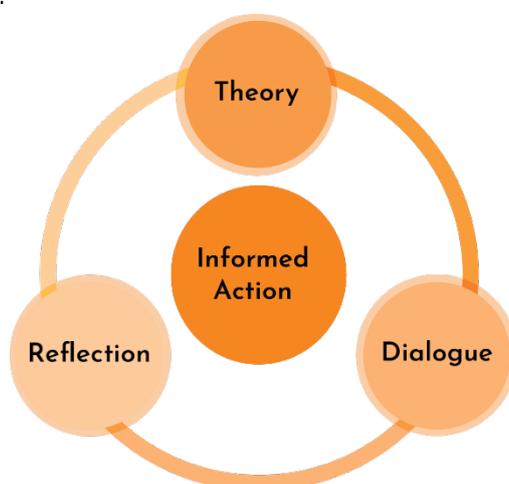


Figure 1: Transdisciplinary Project Cycle of Learning (adapted from OECD Learning Compass 2030)

In this Personal Futures course learners will investigate theories underlying 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 United Nations Sustainable Development Goals (SDGs). 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 3 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, those being Access, Agency, Excellence, Balance, Support and Achievement. It provides Level 3 access to the HASS *Global Futures* program as well as 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 contributing to the SDGs. The course also provides an opportunity to recognise, accredit, 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 1 and 2 whilst module 3 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 
- Ethical 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 3 equips learners with the knowledge and skills to bring about positive change in response to significant local, national and global issues. It also equips learners with skills to promote legislative change or change in community perceptions in areas of interest to them, and the capacity to act as positive role models and productive community members.

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

- Changing the Law
- Changing Minds
- Taking Action on the Sustainable Development Goals.

These topics are linked by a fourfold focus on inquiry, problem-solving, ethical action and evaluative reflection.

Student agency is central to determining and designing a social enterprise for module 2 and a significant action project for module 3.

Pathways

This course builds upon HASS 7-10 *Civics and Citizenship*, 7-10 *Geography* and 7-10 *History* Australian Curriculum

Global Futures Level 2 and *Legal Studies* Foundation 2 provide a pathway into *Global Futures* Level 3.

Global Futures Level 3 provides level 3 access to the TASC accredited HASS *Global Futures* program as well as the *Legal Studies* program and other HASS programs in *Civics and Citizenship* or *History* and *Geography*.

Course Requirements

There are no pre-requisites for *Global Futures* Level 3.

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

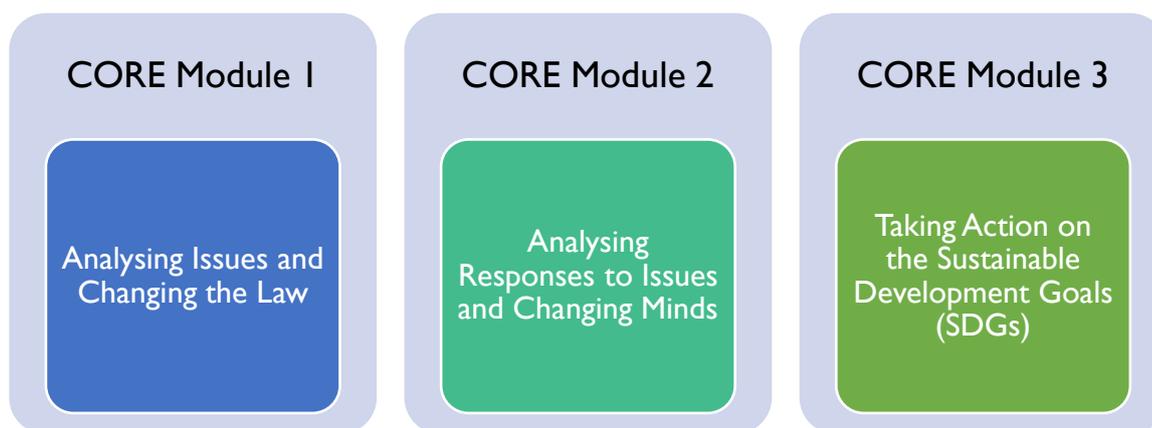
This course consists of three 50-hour modules.

Modules available

Core Module 1: Analysing issues and changing the law

Core Module 2: Analysing responses to issues and changing minds

Core Module 3: Taking action on the Sustainable Development Goals (SDGs)



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 I - Analysing issues and changing the law

Module I 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. develop criteria to evaluate projects and propose future action
4. analyse issues and perspectives on them including their components, causes and consequences.

Module I Content

Learners will analyse issues to understand their component parts and the different perspectives that there may be on the issue. As part of this analysis they will develop the capacity to distinguish aspects of important issues that require a change in the law to bring about desired change. They will learn how to promote change in the law in a legal and productive manner and will design and undertake a project directed towards a positive and desirable change in the law. It is important when engaging with issues around the SDGs that learners consider different perspectives and points of view.

Key knowledge:

SDGs and the issues they address

- what are the SDGs?
- what are the SDGs about?
- diverse perspectives on the SDGs

Analysis of the issues

- analysis of two of the issues addressed by the SDGs
- problematic laws or regulations
- change process when a change in the law is required

Formal and informal processes for changing the law

- the processes themselves
- analysis and evaluation of past campaigns to change the law
- successful campaigns and tips for success

The action project – changing the law

(see Module I Work Requirement in Appendix 3)

Key skills:

- communication skills aligned to the research, analysis and project detailed in the Key Knowledge and Work Requirement for the course, including aligning communication format to purpose
- individual and collaborative metacognitive reasoning and skills
- designing a campaign promoting specific change in the law
- identifying a specific change in a specific law that will produce desirable change

- collecting data to evaluate the progress and success of a campaign promoting a change in the law
- reflecting on the impact of change in the law on personal and community futures.

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 - Analysing responses to issues and changing minds

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. develop criteria to evaluate projects and propose future action
5. analyse existing responses and synthesise their own response to Global Issues.

Module 2 Content

Learners will analyse responses to issues in order to understand different perspectives on how to best respond to the issue. As part of this analysis they will consider how to identify, analyse and influence opinion or public perception of important issues. They will learn how to promote change in a legal and productive manner and will design and undertake a project directed towards a positive and desirable change in the way an issue is perceived. It is important when engaging with issues around the SDGs that learners consider different perspectives and points of view.

Key knowledge:

Responses to issues related to the SDGs

- values and perspectives behind the responses
- arguments presented to support the response
- evidence and how it is used

Assumptions and implications of responses

- identify and analyse assumptions of either two opposing responses to the same issue or two responses from the same respondent to two different issues
- identifying implications and potential consequences of the same two responses
- aligning assumptions, implications, arguments and evidence in own responses

Changing minds

- skills and insights in presenting information
- analysing and evaluating past campaigns to change minds
- successful campaigns and tips for success

The action project – changing minds

(see Module 2 Work Requirement in Appendix 3)

Key skills:

- communication skills aligned to the research, analysis and project detailed in the Key Knowledge and Work Requirement for the course, including aligning communication format to purpose
- individual and collaborative metacognitive reasoning and skills
- designing a campaign promoting change in public perception
- identifying targets and strategies to achieve those targets
- using data to design and evaluate a campaign
- reflecting on the impact of desired change on personal and community futures.

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 a social enterprise 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 - Taking action on the Sustainable Development Goals (SDGs)

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. develop criteria to evaluate projects and propose future action
6. design and implement a project in response to a global issue.

Module 3 Content

Learners will design, develop, undertake and evaluate a project designed to make a positive contribution towards one or more of the United Nations Sustainable Development Goals. It is important when designing 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, when engaging with issues around the SDGs that learners consider different perspectives and points of view.

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 an issue aligned to the SDGs, designing a central action project and planning an approach for the project.
- working with others, including team, governance and support and potentially liaising with interested Government and NGO s.

- developing a scope and sequence.

Planning for success:

- setting, monitoring and refining goals and targets.
- using evidence at all stages of the project.
- developing and using criteria for monitoring, reflecting and evaluating.

The collaborative project:

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

Key skills:

- purposeful and effective research, analysis and presentation of information detailed in the Key Knowledge and Work Requirement for the Module
- individual and collaborative metacognitive reasoning and skills: planning for success, reflecting on progress and considering implications
- designing and undertaking an action project that is considerate, cohesive, coherent and impactful
- using evidence to identify targets and strategies and to design and evaluate a project
- reflecting on the impact of the project on personal and community futures.

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 a 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.

TASC will supervise the external assessment of designated criteria which will be indicated by an asterisk (*). The ratings obtained from the external assessments will be used in addition to internal ratings from the provider to determine the final award.

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 3 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. develop and apply criteria to evaluate projects and determine consequences*
4. research and analyse issues.
5. analyse and synthesise responses to issues
6. design and implement a project in response to an issue*

*denotes criteria that are both internally and externally assessed.

Standards

Criterion 1*: select and apply appropriate communication tools and strategies

This criterion is both internally and externally assessed

Rating C	Rating B	Rating A
appropriately selects from and effectively uses a range of formal and informal communication formats to suit purpose	meets communication requirements of tasks including effective use of appropriate formats	sets, meets and sometimes exceeds communication requirements and expectations of tasks
correctly uses a wide range of topic-based terminology	uses a wide range of non-specialist and some specialist terminology	uses a wide range of specialist and non-specialist terminology to clarify meaning
correctly uses a wide range of communication conventions.	purposefully uses a wide range of communication conventions.	uses a wide range of communication conventions to clarify meaning.

Criterion 2: select and apply metacognitive skills and reasoning

Rating C	Rating B	Rating A
creates effective and detailed learning plans	creates effective learning plans that address individual and collective strengths, weaknesses and goals	demonstrates proficiency in selecting and using learning strategies as part of sophisticated learning plans
monitors and evaluates learning and adjusts learning plans	monitors learning and adjusts plans and strategies accordingly	monitors learning and effectively adjusts learning plans strategies and intentions accordingly
sets aspirational and achievable learning goals and intentions.	self-assesses progress towards high expectations and achievable learning goals.	consistently demonstrates high expectations and achieves learning goals.

Criterion 3: * develop and apply criteria to evaluate projects and determine consequences

Rating C	Rating B	Rating A
collects and analyses evidence for evaluation	collects and critically analyses evidence for evaluation	collects, develops and critically analyses evidence for evaluation
seeks and selects criteria to evaluate projects, decisions and responses	develops criteria to evaluate projects according to evidence	develops criteria for nuanced critical evaluation of projects according to evidence
evaluates projects, decisions and responses using criteria and evidence.	evaluates projects, decisions and responses using criteria and evidence.	critically applies criteria to evidence in the evaluation of development, progress, success and implications of projects, decisions and responses.

Criterion 4: research and analyse issues

Rating C	Rating B	Rating A
develops questions that identify factors that amplify or diminish global issues	develops questions that increase understanding of connections between issues, their causes and consequences, and their evidence	develops questions that lead to ways, sometimes new, of understanding global issues
explains the tensions between different views, cultures and beliefs that impact global issues	explains continuity and change in perspectives on global issues	explains connections, distinctions and possible consensus of perspectives on global issues
collects and analyses suitable and relevant evidence from a range of sources and uses it to shape inquiry questions.	collects, analyses and synthesises suitable and relevant evidence from a range of sources in order to shape and resolve inquiry questions.	seeks evidence to test hypotheses and adjusts hypotheses where necessary.

Criterion 5: analyse and synthesise responses to issues

Rating C	Rating B	Rating A
clarifies challenging information and analyses influential components of it	clarifies complex information and analyse influences, assumptions and implications	clarifies complexities of information and evaluates influences, assumptions and implications
adapts/reconciles ideas and assess alternative responses to complex or challenging issues	assesses alternative responses to Global Issues and support decisions with argument and/or data	produces multi-faceted assessments of alternative responses to Global Issues which include supporting argument and creative options to modify ideas and actions if required
creates and connects complex ideas in order to respond to Global Issues.	purposefully creates and connects complex ideas in order to produce empathetic responses to Global Issues.	purposefully creates and connects complex ideas to produce possible responses to Global Issues that consider multiple perspectives and implications.

Criterion 6: *design and implement a project in response to an issue

Rating C	Rating B	Rating A
plans and takes action that is aspirational, achievable, practical and considerate	achieves some goals in an aspirational practical and considerate global futures project	achieves goals, in an aspirational practical and considerate global futures project
demonstrates coherence and cohesion in planning and undertaking projects	demonstrates coherence and cohesion in planning and undertaking multi-faceted projects	demonstrates proficiency in planning and undertaking multi-faceted cohesive and coherent projects
plans, actions and monitors projects that are measurable and impactful.	plans, actions and monitors projects with potential sustained impact.	plans, actions and monitors complex projects with potential sustained impact.

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 the 9 ratings (6 ratings from the internal assessment and 3 ratings from the external assessment).

The minimum requirements for an award in *Global Futures* Level 3 are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)

8 'A' ratings, 1 'B' rating (2 'A' ratings, 1 'B' rating from external assessment)

HIGH ACHIEVEMENT (HA)

4 'A' ratings, 4 'B' ratings, 1 'C' ratings (1 'A' rating, 1 'B' rating and 1 'C' rating from external assessment)

COMMENDABLE ACHIEVEMENT (CA)

4 'B' ratings, 4 'C' ratings (1 'B' ratings, 2 'C' ratings from external assessment)

SATISFACTORY ACHIEVEMENT (SA)

7 'C' ratings (2 'C' ratings from external assessment)

PRELIMINARY ACHIEVEMENT (PA)

5 'C' ratings

A learner who otherwise achieves the ratings for a CA (Commendable Achievement) or 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.

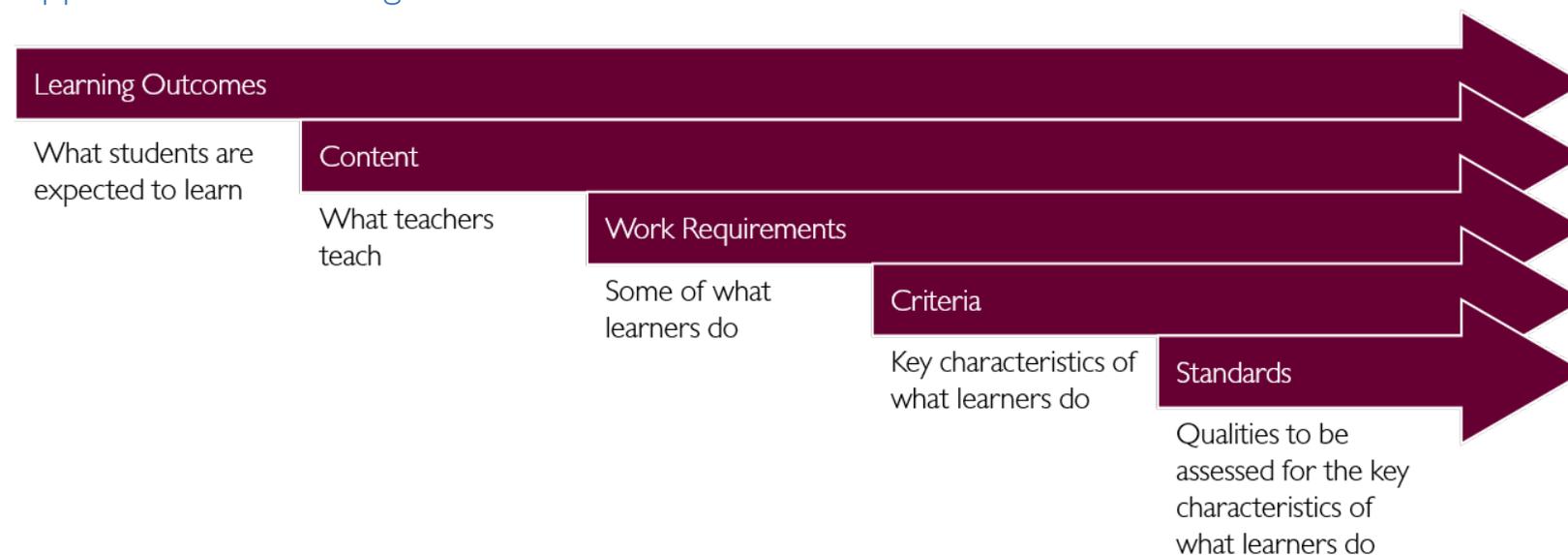
Course Developer

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. Develop criteria to evaluate projects and propose future action.	Module 1, 2, 3	Module 1, 2, 3	C 3	E 1, 2, 3	GC:    
4. Analyse issues and perspectives on them including their components, causes and consequences.	Module 1	Module 1	C 4	E 1, 2, 3	GC:    
5. Analyse existing responses and synthesise their own response to Global Issues.	Module 2	Module 2	C 5	E 1, 2, 3	GC:    
6. Design and implement a project in response to a global issue.	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: Proposing a change in the law

Mode /Format: Case Study

Learning Outcomes: 1, 2, 3, 4

Description: The work requirement for Module 1 consists of two case studies of a proposed change in the law. The case studies may be on the same issue or different issues. The case studies may relate to the same SDG or a different SDG.

Each case study:

- Will identify two desirable changes in the law.
- Will outline the issue and the dilemma involved.
- Will include the presentation of:
 - a general outline of the issue, dilemma and proposed change involved
 - 2-3 evaluated arguments supporting the need for change
 - 1-2 evaluated arguments against the need for change.
- Will include a rationale for the specific change in the law proposed.
- Will identify the evidence used to support decision making.
- Will be accompanied by evidence of action, planning and reflection.

Size: Each written case study will be between 500 and 800 words in total. Each multi-modal or audio-visual case study will be 3-6 minutes in total.

Timing: The timing of the work requirement is at the discretion of the teacher.

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

Module 2 Work Requirements Specifications

Focus Area: Personal Futures

Title of Work Requirement: Changing Minds: A Social Enterprise

Mode /Format: Social Enterprise

Learning Outcomes: 1, 2, 3, 5

Description: The work requirement for Module 2 consists of a Social Enterprise. The Social Enterprise will consist of two strategies to address perceptions, ignorance or misconceptions of an issue. The enterprise may address the same issue or SDG as the work requirement from Module 1. The assessable component of the work requirement will include:

- A report consisting of
 - A brief outline of the issue involved
 - Identification of the desired change in public perception
 - A rationale for changing that perception
 - A description or presentation of two 'changing minds' strategies chosen
 - A rationale for each of the strategies chosen

- An evaluation of the enterprise according to success criteria
- Annotated planning
- Annotated evidence used for decision making

Size: A written report will be between 500 and 800 words not including annotated planning and evidence. An audio visual or multi-modal report will be 3-6 minutes not including annotated planning and evidence.

Timing: The timing of the work requirement is at the discretion of the teacher.

External agencies: Learners may wish to engage with external Government or Non-government agencies involved in addressing the SDGs.

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: Taking Action

Mode /Format: Project

Learning Outcomes: 1, 2, 3, 6

Description: Learners will undertake a significant project designed to contribute to one of the Sustainable Development Goals. The project:

- Will be approved by the principal or principal's representative
- Will consist of a planned program of action
- Will include a report consisting of
 - Goals and or targets
 - Actions linked to goals
 - Evidence supporting decisions about goals/targets and actions
 - Annotated planning
 - Evaluation of the project according to success criteria
 - A prognosis.

Size: The report will be between 1200 and 1500 words not including annotated planning and evidence. Researching, planning and actioning the project should be between 25 and 40 hours. An audio-visual or multi-modal report will be between 6 and 10 minutes.

Timing: Researching, planning and actioning the project should be between 25 and 40 hours.

External agencies: Learners may wish to engage with external Government or Non-government agencies involved in addressing the SDGs.

Relevant Criterion/criteria:

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

Relationship to External Assessment: The Taking Action project will be externally assessed against:

- Criterion 1: 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.