DEPARTMENT OF EDUCATION
learners first

# Personal Futures

Science

## Introductory Science 1

COURSE DOCUMENT

DRAFT

PHASE 3 CONSULTATION

Catholic Education Tasmania

INDEPENDENT SCHOOLS TASMANIA

Years 9 to 12 Learning

Tasmanian Government

# Table of Contents

Phase 3 Consultation Draft Published: March 2021

## Introductory Science, 150 hours – Level 1

This course is the Level 1 component of the Science 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.

*Introductory Science* 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.

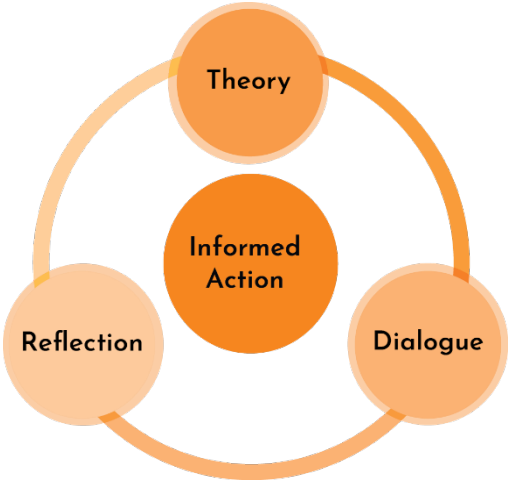



*Figure 1: Transdisciplinary Project Cycle of Learning (adapted from OECD Learning Compass 2030)*

In this course learners will do this by:

- Engaging with the fundamental skills and knowledge
- Identifying the challenges for them in Science
- Negotiating where learning will be most effective and valuable
- Planning and completing learning that most required to meet their goals in a way relevant to them
- Reflect on their achievement and integrate their learning into their broader life
- Identifying areas of further potential growth and setting new goals

## Rationale

*Introductory Science* Level 1 is proposed to provide a learning opportunity at the only level of complexity missing for science: Level 1. It allows for additional entry and exit points, providing equity for all learners to continue mandatory Science from Year 10, the *Preliminary Science* course or other pathways. Currently over 50% of jobs in Tasmania benefit from a science background (calculated from: https://economy.id.com.au/tasmania/employment-by-industry) – and this will only increase.

*Introductory Science* Level 1 will:

- enable equity of access to Science to all learners, ensuring that learners can include science as part their pathway within Senior Secondary education, no matter what their background
- provide a flexible course for those not on a university pathway and where their pathway cannot easily be defined within one area of science
- provide explicit articulation of the General Capabilities, with learner choice embedded, thereby increasing student agency
- allow learners to negotiate areas of focus where they can gain the greatest benefit from their learning and for their possible future pathways.

All learners should have the opportunity within their compulsory education until the age of 18 to engage or reengage with all learning areas, including science. It has been identified locally (https://stem.education.tas.gov.au/), nationally (https://www.education.gov.au/review-achieve-educational-excellence-australian-schools) and internationally (https://en.unesco.org/unesco_science_report) that greater STEM and in this case science, understanding benefits learners, the workforce and the broader community. The inclusion of *Introductory Science Level 1* to fill the existing gap within the learning area of science at complexity Level 1 will ensure that all learners have this opportunity in Years 11 and 12.

## Integration of General Capabilities and Cross-Curriculum Priorities

The general capabilities addressed specifically in this course are:

- Critical and creative thinking
- Ethical understanding
- Literacy
- Numeracy
- Personal and social capability

The cross-curriculum priorities are enabled through this course are:

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

## Course Description

*Science,* Level 1 will allow learners to be in control of their understanding of our shared world and prepare them for their possible futures. In this course learners will be able to harness their curiosity, wonder and interest in the natural and physical worlds. Inquiring into what is around them in their local community. They will follow and extend their own interests to investigate, imagine and explore ideas. Learners will be guided in a variety of rich and meaningful inquiry-based experiences when learning. Using a flexible and open-ended approach learners will revisit and reflect on their ideas, extending their thinking to take on further challenges.

## Pathways

*Science,* Level 1 is designed:

- for learners who have clearly not achieved at standard within the Australian Curriculum: Science F-10, or otherwise require re-engagement with the concepts contained within it for them to follow their preferred pathways.
- to provide a pathway for learners who have achieved at Stage 4 of the TASC Preliminary Suite of courses. Currently there is no course that fulfils this role within the TASC Science suite of courses or elsewhere
- to provide a pathway to Level 2 TASC courses, including science, and support or lead into a number of vocational pathways.

## Course Requirements

Learners are required to work as directed in practical situations as potentially dangerous materials and equipment may be used in this course.

Providers offering this course will need equipment, materials and a suitable space to carry out the practical component of the course effectively and safely.

This course requires learners to collaborate with others.

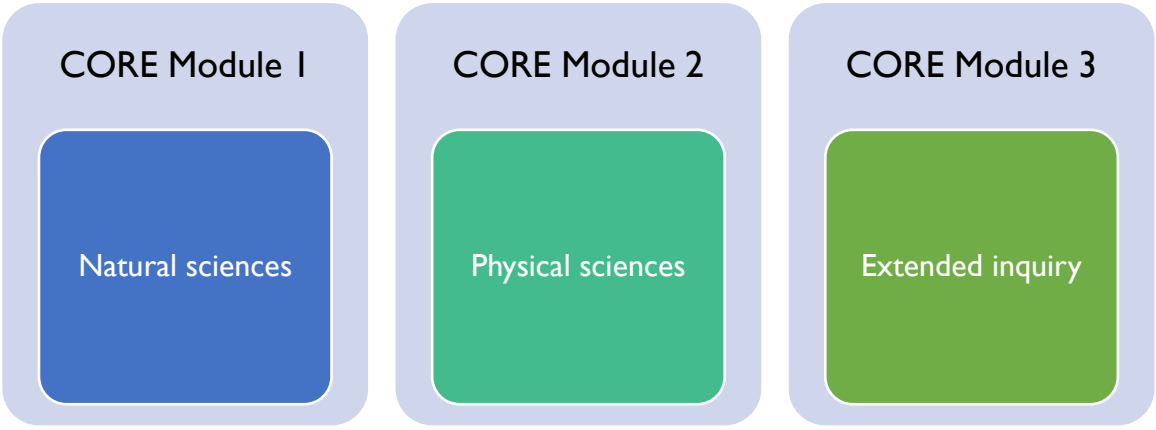
## Course Structure, Delivery and Progression

### Structure

This course consists of three 50-hour modules.

Modules Available

Core Module 1: Natural sciences
Core Module 2: Physical sciences
Core Module 3: Extended inquiry




### Delivery

There is no specific recommended delivery sequence for the modules

### Developmental Progression

Each module introduces and builds upon key ideas, concepts, skills, knowledge and understanding leading to a culminating performance of understanding reflected in the work requirements within each module.

## Module 1 - Natural sciences

This module aims to provide applied learning contexts within the natural sciences that are valued by learners and are found within their communities. Learners will use theory from the natural sciences to explore their communities, their values and their future plans. They will consider how we inquire into the natural world and the tools we use to this.

Learners will identify local applications of natural sciences and develop their own inquiry-based goals to inform their action. They will develop skills and strategies to address and reflect on their stated goals. They will plan and direct aspects of their own learning to research, apply, test, and compare their solutions. Learners will employ critical thinking skills to review, justify, and refine personal decisions.

### Module 1 Learning Outcomes

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

1. Work independently and with others to explore, reflect on and communicate science concepts
2. Design, implement, and reflect on scientific inquiry
3. Reflect on the interrelationships of the applications of science with technology and the values of the community
4. apply and reflect on models and theories used to explain natural sciences.

## Module 1 Content

Learners will reflect on and, in dialogue with others, identify where in the natural sciences their strengths and interests in the natural sciences lie and there is opportunity for growth the meet the requirements of this module. Using this reflection learners will co-construct a plan to demonstrate their current strengths in the natural sciences and build their understanding to meet the requirements of the module including opportunities for inquiry. Learners will use this plan to reflect on and review their progress

Key Knowledge

### Science as a human endeavour

Learners will explore:

- ways to use technologies to assist them to gain greater scientific understanding including recording, organising and interpreting data
- where the natural sciences can be or are applied within their local community

### Science understanding - theory

Within the natural sciences learners will explore and explain:

- the interdependency of living things and how they interact with each other in a local environment
- the relationships between form and features of living things to the functions their systems perform within familiar and/or unfamiliar organisms
- local examples of where Earth is subject to change within and on its surface, over a range of timescales as a result of natural processes and human use of resources
- diversity of living things on Earth and/or evolution over time.

Key skills

### Monitoring and reviewing to demonstrate learning

Learners will reflect on and in dialogue with others to identify where in the natural sciences:

- their strengths and interests in the natural sciences lie
- there is opportunity for growth the meet the requirements of the course.

Using this reflection learners will co-construct a plan to:

- demonstrate their current strengths in the natural sciences
- build their understanding to meet the requirements of the course including opportunities for inquiry.

Learners will use this plan to reflect on and review their progress.

### Science inquiry skills

Learners:

### Design of inquiry

- identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge

- collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed.

### Implementation of inquiry

- measure and control variables, select equipment appropriate to the task and collect data with accuracy
- create and use representation to organise, record and communicate mathematical ideas and concepts.

### Evaluation of inquiry

- summarise data, from their own investigations and secondary sources, and use scientific understanding to identify relationships and draw conclusions based on evidence
- reflect on scientific investigations including to make predictions and generalisations, and identifying improvements
- use scientific knowledge and findings from investigations to evaluate claims based on evidence.

#### 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 (1) folio work requirement. (Natural Sciences folio)

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 - Physical sciences

This module aims to provide applied learning contexts within the physical sciences that are valued by learners and are found within their communities. Learners will use theory from the physical sciences to explore their communities, their values and their future plans. They will consider how we inquire into the physical world and the tools we use to this.

Learners will identify local applications of physical sciences and develop their own inquiry-based goals to inform their action. They will develop skills and strategies to address and reflect on their stated goals. They will plan and direct aspects of their own learning to research, apply, test, and compare their solutions. Learners will employ critical thinking skills to review, justify, and refine personal decisions.

#### Module 2 Learning Outcomes

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

1. Work independently and with others to explore, reflect on and communicate science concepts
2. Design, implement, and reflect on scientific inquiry
3. Reflect on the interrelationships of the applications of science with technology and the values of the community
5. Apply and reflect on models and theories used to explain physical sciences

## Module 2 Content

Learners will reflect on and, in dialogue with others, identify where in the physical sciences their strengths and interests lie and there is opportunity for growth to meet the requirements of this module. Using this reflection learners will co-construct a plan to demonstrate their current strengths in the physical sciences and build their understanding to meet the requirements of this module including opportunities for inquiry. Learners will use this plan to reflect on and review their progress

Key Knowledge

### Science as a human endeavour

Learners will explore:

- ways to use technologies to assist them to gain greater scientific understanding including recording, organising and interpreting data
- where the physical sciences can be or are applied within their local community.

### Science understanding - theory

Within the physical sciences learners will explore and explain how:

- chemical and physical properties of substances are determined by their structure at an atomic scale
- substances change and new substances are produced by the rearrangement of atoms through atomic interactions and energy transfer
- forces affect the behaviour of objects
- energy can be transferred and transformed from one form to another.

Key skills

### Science inquiry skills

Learners:

### Design of inquiry

- identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge
- collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed.

### Implementation of inquiry

- measure and control variables, select equipment appropriate to the task and collect data with accuracy
- create and use representation to organise, record and communicate mathematical ideas and concepts.

### Evaluation of inquiry

- summarise data, from their own investigations and secondary sources, and use scientific understanding to identify relationships and draw conclusions based on evidence
- reflect on scientific investigations including to make predictions and generalisations, and identifying improvements
- use scientific knowledge and findings from investigations to evaluate claims based on evidence.

### 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) folio work requirement. (Physical Sciences folio)

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 - Extended inquiry

This module aims to provide applied learning contexts in science that are chosen and valued by learners and are found within their communities. Learners will use theory from the sciences to explore their communities, their values and their future plans. They will consider how we inquire into the world and the tools we use to this.

Learners will identify local applications of science and develop their own inquiry-based goals to inform their action. They will develop skills and strategies to address and reflect on their stated goals. They will plan and direct aspects of their own learning to research, apply, test, and compare their solutions. Learners will employ critical thinking skills to review, justify, and refine personal decisions.

### Module 3 Learning Outcomes

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

1. Work independently and with others to explore, reflect on and communicate science concepts
2. Design, implement, and reflect on scientific inquiry
3. Reflect on the interrelationships of the applications of science with technology and the values of the community
6. access, apply and reflect on models and theories used to explain science within an inquiry.

### Module 3 Content

Learners will reflect on and, in dialogue with others, identify where in an area of scientific interest their strengths and interests in science lie and there is opportunity for growth the meet the requirements of the module. Using this reflection learners will co-construct a plan to build on their strengths to increase their understanding and complete an inquiry or a series of inquiries to build their understanding. Learners will use this plan to reflect on and review their progress

Key Knowledge

#### Science understanding - theory

Within an area of scientific interest learners will explore within their inquiry or inquiries and explain:

- the specialist knowledge they applied
- the theory and methods they applied
- any scientific terminology to assist with deeper understanding.

Key skills

### Science inquiry skills

Learners:

### Design of inquiry

- identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge
- collaboratively and individually plan and conduct a range of investigation types, including fieldwork and experiments, ensuring safety and ethical guidelines are followed.

### Implementation of inquiry

- measure and control variables, select equipment appropriate to the task and collect data with accuracy
- create and use representations to organise, record and communicate mathematical ideas and concepts.

### Evaluation of inquiry

- summarise data, from their own investigations and secondary sources, and use scientific understanding to identify relationships and draw conclusions based on evidence
- reflect on scientific investigations including to make predictions and generalisations, and identifying improvements
- use scientific knowledge and findings from investigations to evaluate claims based on evidence.

#### 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 (1) inquiry and one (1) folio work requirement. (Extended inquiry folio and Extended inquiry)

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 *Introductory Science* Level 1 will be based on the degree to which the learner can:

1. explore, reflect on and communicate science concepts individually and with others
2. design, implement, and reflect on scientific inquiry
3. explore the interrelationships of the applications of science with technology and the community
4. apply and reflect on models and theories used to explain natural sciences
5. apply and reflect on models and theories used to explain physical sciences
6. access, apply and reflect on models and theories used to explain science within an inquiry

## Standards

Criterion 1: explore, reflect on and communicate science concepts individually and with others

| Rating C | Rating B | Rating A |
|---|---|---|
| The learner: | | |
| follows strategies and acts to solve problems when considering difficult situations and/or safety considerations | changes strategies and acts to solve problems when considering difficult situations and/or safety considerations | changes strategies and acts flexibly to solve problems when considering difficult situations and/or safety considerations |
| identifies the extent to which their roles and responsibilities contributed to the achievement of personal and group objectives | reflects on the extent to which their roles and responsibilities contributed to the achievement of personal and group objectives | reflects on and explores the extent to which their roles and responsibilities contributed to the achievement of personal and group objectives |
| uses representations to describe relationships and solve problems | selects and uses representations to describe relationships and solve problems | selects and uses appropriate representations to describe relationships and solve problems |
| communicates ideas in a range of modes, styles and genres for specific purposes. | communicates knowledge and ideas in a range of modes, styles and genres for specific purposes. | communicates knowledge and ideas effectively in a range of modes, styles and genres for specific purposes. |

Criterion 2: design, implement, and reflect on scientific inquiry

| Rating C | Rating B | Rating A |
|---|---|---|
| The learner: | | |
| selects and conducts safe, ethical investigations that collect data in response to a familiar question or problem | selects and conducts safe, ethical investigations that collect data in response to a familiar question or problem | plans and conducts safe, ethical investigations that collect data in response to a familiar question or problem |
| selects and communicate data to identify trends | selects data to identify trends and sources of error | selects data to identify key trends and sources of error |
| communicates to present data and conclusions | communicates to demonstrate trends conclusions based on data | communicates to demonstrate trends and key conclusions based on data |
| considers processes and claims and suggests improvements. | considers processes and claims and suggests testable improvements. | reflects on processes and claims and suggests valid testable improvements. |

Criterion 3: explore the interrelationships of the applications of science with technology and the community

| Rating C | Rating B | Rating A |
|---|---|---|
| The learner: | | |
| uses technology to collect and process data and information and improve understanding | selects and uses technology to collect and process data and information and improve understanding | reflects on how technology is used to collect and process data and information and improve understanding |
| accesses and communicates applications of science within their local community | accesses and communicates applications of science to solve problems within their local community | develops and communicates applications of science to solve problems within their local community |

Criterion 4: apply and reflect on models and theories used to explain natural sciences

| Rating C | Rating B | Rating A |
|---|---|---|
| The learner: | | |
| applies theories or models of biology to identify phenomena, solve problems and make predictions in familiar contexts | applies theories or models of biology to reflect on phenomena, solve problems and make predictions in unfamiliar contexts | applies theories or models of biology to explain phenomena, solve problems and make valid predictions in unfamiliar contexts |
| applies theories or models of earth and environmental science to identify phenomena, solve problems and make predictions in familiar contexts. | applies theories or models of earth and environmental science to reflect on phenomena, solve problems and make predictions in unfamiliar contexts. | applies theories or models of earth and environmental science to explain phenomena, solve problems and make valid predictions in unfamiliar contexts. |

Criterion 5: apply and reflect on models and theories used to explain physical sciences

| Rating C | Rating B | Rating A |
|---|---|---|
| The learner: | | |
| applies theories or models of physics to identify phenomena, solve problems and make predictions in familiar contexts | applies theories or models of physics to reflect on phenomena, solve problems and make predictions in unfamiliar contexts | applies theories or models of physics to explain phenomena, solve problems and make valid predictions in unfamiliar contexts |
| applies theories or models of chemistry to identify phenomena, solve problems and make predictions in familiar contexts. | applies theories or models of chemistry to reflect on phenomena, solve problems and make predictions in unfamiliar contexts. | applies theories or models of chemistry to explain phenomena, solve problems and make valid predictions in unfamiliar contexts. |

Criterion 6: access, apply and reflect on models and theories used to explain science within an inquiry

| Rating C | Rating B | Rating A |
|---|---|---|
| The learner: | | |
| applies theories or models of identify phenomena, solve problems and make predictions in familiar contexts | applies theories or models reflect on phenomena, solve problems and make predictions in unfamiliar contexts | applies theories or models to explain phenomena, solve problems and make valid predictions in unfamiliar contexts |
| applies methods to identify phenomena, solve problems and make predictions in familiar contexts | applies methods to reflect on phenomena, solve problems and make predictions in unfamiliar contexts | applies methods to explain phenomena, solve problems and make valid predictions in unfamiliar contexts |
| uses correct terminology to identify phenomena, solve problems and make predictions in familiar contexts. | applies correct terminology to reflect on phenomena, solve problems and make predictions in unfamiliar contexts. | applies correct terminology to explain phenomena, solve problems and make valid predictions in unfamiliar contexts. |

## 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 *Introductory Science* Level 1 are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)
5 'A' ratings, 1 'B' rating

HIGH ACHIEVEMENT (HA)
3 'A' ratings, 2 'B' ratings, 1 'C' rating

COMMENDABLE ACHIEVEMENT (CA)
3 'B' ratings, 3 'C' ratings

SATISFACTORY ACHIEVEMENT (SA)
5 'C' ratings

PRELIMINARY ACHIEVEMENT (PA)
3 'C' ratings

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

## Course Evaluation

- This will be confirmed by time of accreditation.

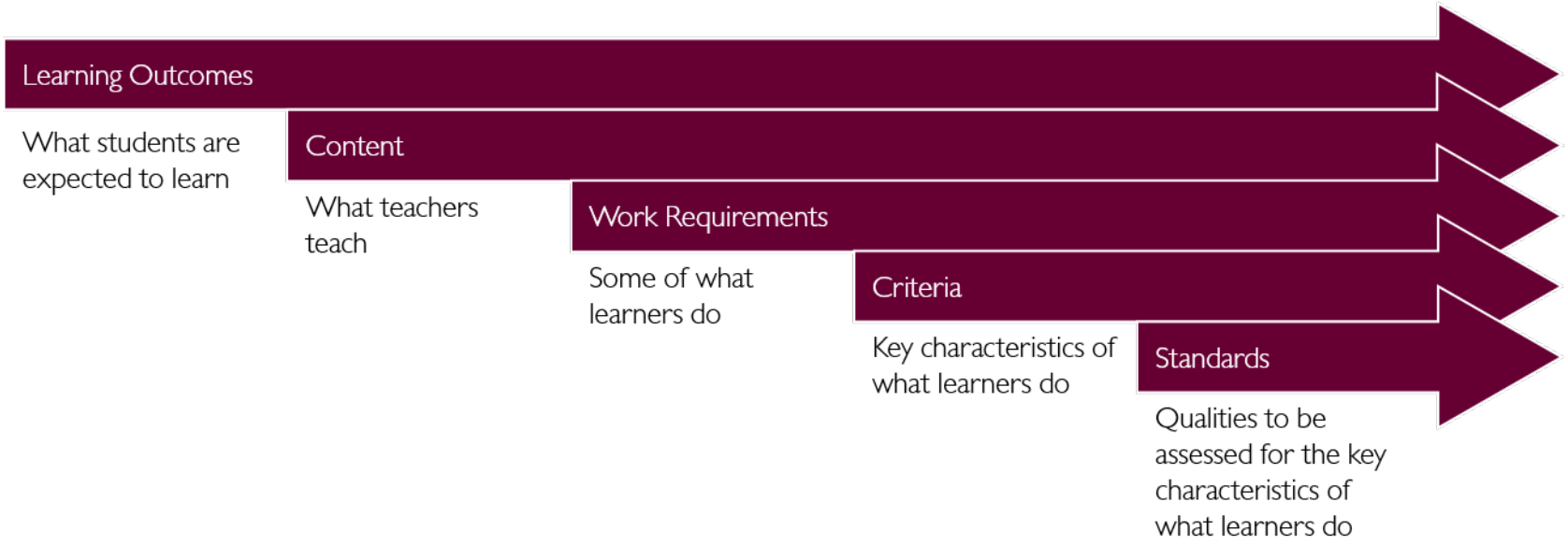
## Course Developer

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

## Accreditation and Version History

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

## Appendix 1 - Line of Sight




| Learning Outcomes | Course Content | Work Requirements | Criteria | Standards | General Capabilities (GC) |
|---|---|---|---|---|---|
| 1. Work independently and with others to explore, reflect on and communicate science concepts. | Module 1, 2, 3 | Module 1, 2, 3 | C 1 | All | GC: |
| 2. Design, implement, and reflect on scientific inquiry. | Module 1, 2, 3 | Module 1, 2, 3 | C 2 | All | GC: |
| 3. Reflect on the interrelationships of the applications of science with technology and the values of the community. | Module 1, 2, 3 | Module 1, 2, 3 | C 3 | All | GC: |
| 4. Apply and reflect on models and theories used to explain natural sciences. | Module 1 | Module 1 | C 4 | All | GC: |

| | | | | | | |
|---|---|---|---|---|---|---|
| 5. | Apply and reflect on models and theories used to explain physical sciences. | Module 2 | Module 2 | C 5 | All | GC: |
| 6. | Access, apply and reflect on models and theories used to explain science within an inquiry. | Module 3 | Module 3 | C 6 | All | GC: |

# Appendix 2 - Alignment to Curriculum Frameworks

## Relationship to the F-10 Australian Curriculum: Science

This course provides a further opportunity to develop student understanding and skills from across the three strands of the F-10 Australian Curriculum: Science. In the Science Understanding strand, the Biology curriculum draws on knowledge and understanding from across the four sub-strands of Biological, Physical, Chemical, and Earth and Space sciences. In particular:

- diversity of living things on Earth and evolution over time
- interdependency of living things and how they interact with each other and their environment
- relationships between form and features of living things to the functions their systems perform
- Earth is subject to change within and on its surface, over a range of timescales as a result of natural processes and human use of resources
- chemical and physical properties of substances are determined by their structure at an atomic scale
- substances change and new substances are produced by the rearrangement of atoms through atomic interactions and energy transfer
- forces affect the behaviour of objects
- energy can be transferred and transformed from one form to another.

# Appendix 3 - Work Requirements

## Module 1 Work Requirements Specifications

**Focus Area:** Personal Futures
**Title of Work Requirement:** Natural Sciences Folio
**Mode /Format:** Folio
**Learning Outcomes:** 1, 2, 3 and 4
**Description:**
Learners will use a multimodal folio of their work to demonstrate how they meet the requirements of Module 1 to be presented in dialogue with their teacher.
**Size:** 5 minutes multimodal presentation
**Timing:** This is a culminating performance for Module 1
**External agencies:** Engagement with external agencies is optional
**Relevant Criterion/criteria:**

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

## Module 2 Work Requirements Specifications

**Focus Area:** Personal Futures
**Title of Work Requirement:** Physical Sciences Folio
**Mode /Format:** Folio
**Learning Outcomes:** 1, 2, 3 and 5
**Description:**
Learners will create a multimodal folio of their work to demonstrate how they meet the requirements of Module 2 to be presented in dialogue with their teacher.

**Size:** 5 minutes
**Timing:** This is a culminating performance for Module 1
**External agencies:** Engagement with external agencies is optional
**Relevant Criterion/criteria:**

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

### Module 3 Work Requirements Specifications

**Focus Area:** Personal Futures
**Title of Work Requirement:** Extended Inquiry Folio
**Mode /Format**: Folio
**Learning Outcomes:** 1, 2, 3 and 6
**Description:**
Learners will create a multimodal folio of their work to demonstrate how they meet the requirements of Module 3 to be presented in dialogue with their teacher.
**Size:** 5 minutes
**Timing:** This is a culminating performance for Module 1
**External agencies:** Engagement with external agencies is optional
**Relevant Criterion/criteria:**

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

**Focus Area:** Personal Futures
**Title of Work Requirement:** Extended Inquiry
**Mode /Format**: Inquiry
**Learning Outcomes: 3**
**Description:**
Learners will use a multimodal presentation to describe:

- the question being investigated in Module 3
- their major findings with the evidence for them
- opportunities for further investigation with reasoning

**Size:** 3-minutes multimodal presentation
**Timing:** This is a culminating performance for Module 1
**External agencies:** Engagement with external agencies is optional
**Relevant Criterion/criteria:**

- Criterion 1
- Criterion 3

## 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

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