Discipline-based Study

HaSS

Civics and Citizenship 1
COURSE DOCUMENT

PHASE 4
DRAFT FOR
CONSULTATION

Catholic
Education
Tasmania

INDEPENDENT
SCHOOLS
TASMANIA

Years 9 to 12 Learning

Tasmanian
Government

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Civics and Citizenship, 150 hours – Level 1

This course is the Level 1 component of a range of existing and proposed HASS suites.

Focus Area – Discipline-based Study

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

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

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

Discipline-based Study courses have three key features that guide teaching and learning:
- specialist knowledge
- theories and concepts and
- methodology and terminology.

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

Rationale

As a Years 9 to 12 Education course, *Civics and Citizenship* Level 1 enables learners to reach their potential. In particular, it provides opportunities for developing Personal Empowerment, Cultural Transmission and Preparation for Citizenship.

The course is intended to provide Level 1 access to a number of HASS suites of learning, including those in *Legal Studies* and the proposed suites in *Global Futures, Human Behaviour* and *Community and Society.*

Civics and Citizenship Level 1 is designed to consolidate the knowledge, understanding, skills and confidence required to participate fully in Australia's democratic system of government, to engage fully in their own communities and to work collaboratively and respectfully with others in the pursuit of shared goals. A further focus of the course is to develop the confidence, judgement, responsibility and civic engagement of learners; and to enhance these personal qualities through student agency in the selection of personal and group interest projects of applied work in each of the three modules.

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.

Learning Outcomes

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

1. communicate purposefully and appropriately about civics and citizenship
2. apply fundamental metacognitive skills and self-management processes individually and collaboratively
3. engage practically with learning about civics and citizenship
4. manage relationships appropriately
5. outline key aspects of diversity and inclusion in Australia's communities and its relationships with the rest of the world
6. explain key aspects of Australia's democratic system
7. explain fundamental knowledge about local, national and global communities
8. plan and complete a project.

Integration of General Capabilities and Cross-Curriculum Priorities

The general capabilities addressed specifically in this course are:

- critical and creative thinking
- personal and social capability.

The cross-curriculum priorities enabled through this course are:
- Aboriginal and Torres Strait Islander Histories and Cultures
- Asia and Australia's Engagement with Asia
- Sustainability.

Course Description

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

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

There are four main topics in the course:

- Australia's Democratic System
- Australia and the World
- Citizenship
- Belonging and Diversity.

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

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

Pathways

- This course reflects and builds upon the 7-10 HASS Civics and Citizenship Australian Curriculum.

- *Civics and Citizenship* Level 1 is intended to provide the Level 1 of the HASS Legal Studies suite, the proposed HASS Global Futures suite and a pathway to other TASC accredited courses within existing and proposed HASS Civics and Citizenship learning suites.

Course Requirements

There are no pre-requisites for *Civics and Citizenship* Level 1.

Access

Learners undertaking the course will need to work with other learners at times.

Resource Requirements

Internet and device access is essential for some parts of the course.

Course Structure and Delivery

Structure

This course consists of three 50-hour modules:

- Core Module 1: Australia's democratic system and me
- Core Module 2: Communities and us
- Core Module 3: Belonging, citizenship and diversity

Delivery

The three modules should be delivered sequentially.

Course Content

Module 1 – Australia's democratic system and me

Module 1 Learning Outcomes

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

1. communicate purposefully and appropriately about civics and citizenship
2. apply fundamental metacognitive skills and self-management processes individually and collaboratively
3. engage practically with learning about civics and citizenship
4. manage relationships appropriately
5. outline key aspects of diversity and inclusion in Australia's communities and its relationships with the rest of the world
6. explain key aspects of Australia's democratic system.

Module 1 Content
Practical engagement

This course is designed to engage learners with authentic or other practical application of their learning, and it will often be this practical engagement that is measured against the criteria and standards. In this module the practical engagement will include mirroring democratic decision making and processes in learning activities, along with 'getting involved' in real-world democratic systems where possible.

Opportunities and obligations

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

Key Knowledge
Learners will be exposed to relevant specialist knowledge, theories and concepts associated with their system of government, local civic involvement in the community and opportunities for global citizenship. There is an expectation that learners will be able to respond appropriately to key terminology.

- Democracy and me
  - voting: my obligations, what to do and why it is important
  - my representatives: who they are, their role and their obligations
  - democracy and diversity: barriers to participation and the benefits and opportunities that arise from diverse representation.
- Understanding government
  - rules and laws: what they are, why we need them (opportunities and obligations) and issues of fairness with rules and laws
  - the three levels of government and some examples of what each level is responsible for
  - resource management: the problem of having unlimited wants but limited resources.
- Understanding the law
  - criminal law: what it is and how it relates to young people, including obligations under the law

- consumer protection and advice for young people
- interacting with the law as a private citizen, your rights and obligations.

Key Skills

Learners will be involved in suitable versions of the disciplinary methodologies of participatory research and active political engagement as well as practising community involvement and personal responsibility. These entail forms of communication such as conducting surveys, casting a vote and writing letters or other forms of advocacy; along with metacognitive skills such as collaborative contribution and self-regulation. The further development of personal and social capabilities and strategies such as team-work, empathising, decision-making, responding to challenges, listening and being heard should also form part of the explicit instruction in this course.

- Communication
  - purposeful communication
  - the mechanics of communication such as spelling, grammar and punctuation and those aligned to the particular forms of communication and research used
  - terminology associated with key features of Australia's democratic system.
- Metacognition
  - planning for success
  - reflecting on progress
  - responding to reflection and feedback.

Module 1 Work Requirements Summary

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 folio work requirement.

See Appendix 3 for the full specifications of the Work Requirements for this course.

Module 1 Assessment

This module has a focus on criteria 1, 2, 3, 4, 5 and 6.

Module 2 – Communities and me

Module 2 Learning Outcomes

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

1. communicate purposefully and appropriately about civics and citizenship
2. apply fundamental metacognitive skills and self-management processes individually and collaboratively
3. engage practically with learning about civics and citizenship
4. manage relationships appropriately
5. outline key aspects of diversity and inclusion in Australia's communities and its relationships with the rest of the world
7. explain fundamental knowledge about local, national and global communities.

Module 2 Content
Practical engagement

This course is designed to engage learners with authentic or other practical application of their learning, and it will often be this practical engagement that is measured against the criteria and standards. In this module the practical engagement will include working on learning activities as communities of learners, along with 'getting involved' with real world community groups as often as practical and possible.

Opportunities and obligations

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

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

- Local Communities: opportunities and obligations, access and inclusion
    - formal and informal communities: how they might differ and examples of each
    - sporting and cultural communities and examples of each
    - opportunities for volunteering in the community.
- National Identity
    - what and who is a citizen?
    - obligations of citizenship and opportunities and rights from citizenship
    - what and who is 'an Australian'?
    - introduction to Australia's relationships with the world
    - opportunities available to connect with people and communities throughout the world.
- Global Communities
    - formal relationships such as sister cities, and the opportunities and obligations of the relationship
    - 'not for profit' organisations
    - introduction to global citizens and the law.

Key Skills
Learners will be involved in suitable versions of the disciplinary methodologies of participatory research and active political engagement as well as practising community involvement and personal responsibility. These entail forms of communication such as conducting surveys, writing letters or other forms of advocacy; and completing forms such as membership applications. along with metacognitive skills such as collaborative contribution and self-regulation. The further development of personal and social capabilities and strategies such as collaborating, empathising, decision-making, responding to challenge, listening and being heard should also form part of the explicit instruction in this course.

- Communication:
    - purposeful communication

- the mechanics of communication such as spelling, grammar and punctuation and those aligned to the particular forms of communication and research used
- terminology associated with formal and informal community membership.
- Metacognition
  - planning for success
  - reflecting on progress
  - responding to reflection and feedback.

Module 2 Work Requirements Summary

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 folio work requirement.

See Appendix 3 for the full specifications of the Work Requirements for this course.

Module 2 Assessment

This module has a focus on criteria 1, 2, 3, 4, 5, 7.

Module 3 – Belonging, citizenship and diversity

Module 3 Learning Outcomes

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

1. communicate purposefully and appropriately about civics and citizenship
2. apply fundamental metacognitive skills and self-management processes individually and collaboratively
3. engage practically with learning about civics and citizenship
4. manage relationships appropriately
5. outline key aspects of diversity and inclusion in Australia's communities and its relationships with the rest of the world
8. plan and complete a project.

Module 3 Content
Practical engagement

This course is designed to engage learners with authentic or other practical application of their learning, and it will often be this practical engagement that is measured against the criteria and standards. In this module the practical engagement will include participating democratically in learning activities and completing a collaborative project, along with 'getting involved' with real world communities as often as practical and possible.

Opportunities and obligations

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

Key Knowledge

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

- Joining and belonging
  - how to join social, political and community groups
  - participating, belonging and active citizenship: some opportunities and obligations they bring
  - inclusion: inclusive groups and inclusive behaviours, such as inclusive practices and inclusion strategies – what do they look like?
- Diversity
  - examples of diverse identities
  - examples of diverse points of view
  - appreciating diversity.
- Getting involved
  - getting started on a project
  - initiating change and maintaining ongoing involvement in the project
  - sustainable action and relationships.

Key Skills

Learners will be involved in suitable versions of the disciplinary methodologies of participatory research and active political engagement as well as practising community involvement and personal responsibility. These entail forms of communication such as conducting surveys, writing letters or other forms of advocacy; and completing forms such as membership applications, along with metacognitive skills such as collaborative contribution and self-regulation. The further development of personal and social capabilities and strategies such as collaborating, empathising, decision-making, responding to challenge, listening and being heard should also form part of the explicit instruction in this course.

- Communication
  - purposeful communication
  - the mechanics of communication such as spelling, grammar and punctuation and those aligned to the particular formats of communication and research used
  - terminology associated with formal and informal community membership and citizenship.
- Metacognition
  - planning for success
  - reflecting on progress
  - responding to reflection and feedback.

Module 3 Work Requirements Summary

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 extended response work requirement.

See Appendix 3 for the full specifications of the Work Requirements for this course.

Module 3 Assessment

This module has a focus on criteria 1, 2, 3, 4, 5, 8.

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
Criteria Assessed	1, 2, 3, 4, 5, 6	1, 2, 3, 4, 5, 7	1, 2, 3, 4, 5, 8

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

1. use communication tools and protocols
2. use metacognitive skills and reasoning
3. apply learning in practical contexts
4. apply social awareness and social capability skills
5. outline aspects of diversity and inclusion that impact upon Australian and global citizens
6. identifies fundamental aspects of Australia's democratic system
7. identifies some characteristics of local, national and global communities, and opportunities for engagement with such communities
8. plan and complete a project.

Standards

Criterion 1: use communication tools* and protocols*

Standard Elements	Rating C	Rating B	Rating A
E1 – Use of communication formats	uses one or two familiar simple formats* to undertake set tasks	uses familiar simple formats to convey meaning in set tasks	selects and uses familiar simple formats in meaningful targeted communication

Standard Elements	Rating C	Rating B	Rating A
E2 – Terminology	recognises a limited range of terminology associated with Australia's democracy and communities	identifies and uses a limited range of terminology associated with Australia's democracy and communities	identifies and accurately uses a limited range of terminology associated with Australia's democracy and communities to clarify meaning in communication
E3 – Communication mechanics such as spelling grammar and punctuation	identifies mechanics of communication such as spelling, grammar and punctuation	identifies and uses, as instructed, one or two strategies for improving accuracy of the mechanics of communication such as spelling, grammar and punctuation	identifies and uses two or more strategies to improve the accuracy of the mechanics of communication such as spelling, grammar and punctuation

- In this course communication tools include communication formats and terminology; and protocols include spelling, grammar and punctuation.
- Formats are considered to be the style and presentation guidelines and parameters for learner output including posters, oral reports, infographics and other formats prescribed by work requirements or those set by teachers.

Criterion 2: use metacognitive skills and reasoning

Standard Elements	Rating C	Rating B	Rating A
E1 – Setting goals and plans	sets, with a mentor, simple learning goals for self and others as instructed	creates with others, including a mentor, learning goals and plans for self and others that manage one or two requirements of tasks or projects	creates and revises with others, including mentorship, learning goals and plans for self and others that meet requirements of tasks and projects
E2 – Monitoring learning	seeks and responds to feedback or reflects on progress towards short-term learning achievements as instructed	seeks and responds to feedback with others, identifies one or two short term learning achievements and recognises a potential barrier to learning achievement	seeks and responds to feedback with others, accurately identifies short-term learning achievements, and identifies one or two potential barriers to learning achievement
E3 – Working towards goals	completes, with assistance, concrete tasks of one or two steps	completes concrete tasks of one or two steps as directed.	completes concrete tasks of one or two steps accurately and on time.

Criterion 3: apply learning in practical contexts

Standard Elements	Rating C	Rating B	Rating A
E1 – Participation	agrees to undertake and begins one or two voluntary democratic and communal activities from the learning program	completes two or more voluntary democratic and communal activities from the learning program	completes and assists others' engagement in a broad range of democratic and communal activities from the learning program
E2 – Transfer of knowledge	identifies one or two key ideas from citizenship education	identifies one or two key ideas from civics and citizenship education that are relevant in authentic or otherwise practical contexts	identifies and describes some key ideas from civics and citizenship education that are relevant to specific authentic or otherwise practical contexts
E3 – Application of learning in practical contexts	applies an example of learning from civics and citizenship in an authentic or otherwise practical context	applies two to three key ideas from civics and citizenship education to a relevant authentic or otherwise practical context	uses civics and citizenship learning to inform action and decision making in one or two contexts in their own life or community

Criterion 4: apply social awareness and social capability skills

Standard Elements	Rating C	Rating B	Rating A
E1 – Consideration - of others	identifies the needs of others in the learning environment	identifies one or two strategies to identify the needs of others in the learning environment	identifies one or two appropriate strategies to change group dynamics and develop interpersonal relationships in the learning environment
E2 – Skills - application	follows a group decision making or interpersonal resolution strategy as directed	applies one or two familiar group decision making or interpersonal resolution strategies in the learning environment	applies two or more familiar strategies to facilitate group decision making and interpersonal resolution in the learning environment

Standard Elements	Rating C	Rating B	Rating A
E3 – Understanding - relationships	identifies one or two actions and attitudes that contribute to positive working relationships	identifies familiar actions or attitudes as contributing to – or not contributing to – positive relationships	describes three or more familiar factors, including actions and attitudes, that contribute to positive relationships between people in communities

Criterion 5: outline aspects of diversity and inclusion that impact upon Australian and global citizens

Standard Elements	Rating C	Rating B	Rating A
E1 – Knowledge of diverse experience of Australia's democracy and community life	identifies personal experience of Australian democracy or community life	identifies one or two similarities and differences between diverse people's experiences of Australian democracy or community life	outlines one or two aspects of diversity in a range of diverse people's experiences of Australian democracy and community life
E2 – Identifying perspectives	expresses own point of view when required	expresses own point of view on one or two aspects of Australian democracy and communities, and identifies a possible alternative point of view	outlines a point of view on Australia's democracy and community life different to their own, and identifies a benefit of having diverse perspectives
E3 – Application of learning about diversity and inclusion to Australia's democracy and communities or the learning environment	recognises one or two inclusive practices	identifies familiar inclusive practices and recognises one or two benefits of inclusion in the learning environment or Australia's democracy and communities	outlines familiar inclusive practices and benefits of inclusion and, with a mentor, one or two inclusion strategies for the learning environment or Australia's democracy and communities

Criterion 6: identifies fundamental aspects of Australia's democratic system

Standard Elements	Rating C	Rating B	Rating A
E1 – Knowledge of Australia's democratic system into familiar categories	identifies familiar information on Australia's democratic system	identifies some key ideas about on Australia's democratic system	identifies and explains some key ideas about Australia's democratic system and sorts some information from a small range of sources into familiar categories
E2 – Developing understanding of Australia's democratic system	with prompting, poses one or two questions to clarify information about Australia's democratic system	with prompting, poses questions to clarify some relevance or significance to self of familiar information about Australia's democratic system	poses questions to clarify some relevance or significance of familiar and some unfamiliar information about Australia's democratic system to self and peers
E3 – Application of knowledge to personal circumstances	identifies one or two familiar personal obligations required by Australia's democratic system.	identifies familiar and some unfamiliar personal obligations required by Australia's democratic system.	identifies and explains personal obligations required by Australia's democratic system.

Criterion 7: identifies some characteristics of local, national and global communities and opportunities for engagement with such communities

Standard Elements	Rating C	Rating B	Rating A
E1 – Knowledge of local, national and global communities	identifies familiar information as being about local, national or global communities	identifies some key ideas about local, national and global communities	explains some key ideas about local, national and global communities and sorts some information from a small range of sources into familiar categories
E2 – Developing understanding of local, national and global communities	with prompting, poses one or two questions to clarify information about local, national and global communities	with prompting, poses questions to clarify some relevance or significance of familiar information about local, national and global communities to self	poses questions to clarify some relevance or significance of familiar and some unfamiliar information about local, national and global communities to self and others

Standard Elements	Rating C	Rating B	Rating A
E3 – Application of knowledge to personal opportunities	identifies familiar examples of potential personal involvement in local, national and global communities.	identifies familiar, and some unfamiliar, examples of potential personal involvement in local, national and global communities.	identifies and explains examples of potential personal involvement in local, national and global communities.

Criterion 8: plan and complete a project

Standard Elements	Rating C	Rating B	Rating A
E1 – Use discipline research methodology	locates information as directed	uses one or two research methods including an appropriate level of participatory research to undertake a project	uses one or two research methods including an appropriate level of participatory research to help guide the planning and completion of a project
E2 – Apply discipline knowledge to project	applies some knowledge of one or two aspects of Australia's political system or communities to a project	applies knowledge of some aspects of Australia's political system and communities to a project	applies knowledge of key aspects of Australia's political system and communities, to a project
E3 – Take - personal responsibility for project	individually or cooperatively completes an aspect of a project as directed.	individually or cooperatively completes assigned aspects of a project.	selects and uses a small range of strategies to manage and complete aspects of a project.

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

Qualifications and Award Requirements
The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 8 ratings.

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

EXCEPTIONAL ACHIEVEMENT (EA)
6 'A' ratings, 2 'B' ratings

HIGH ACHIEVEMENT (HA)
3 'A' ratings, 4 'B' ratings, 1 'C' rating

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

SATISFACTORY ACHIEVEMENT (SA)
6 'C' ratings

PRELIMINARY ACHIEVEMENT (PA)
4 'C' ratings

A learner who otherwise achieves the ratings for an SA (Satisfactory Achievement) or CA (Commendable 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.
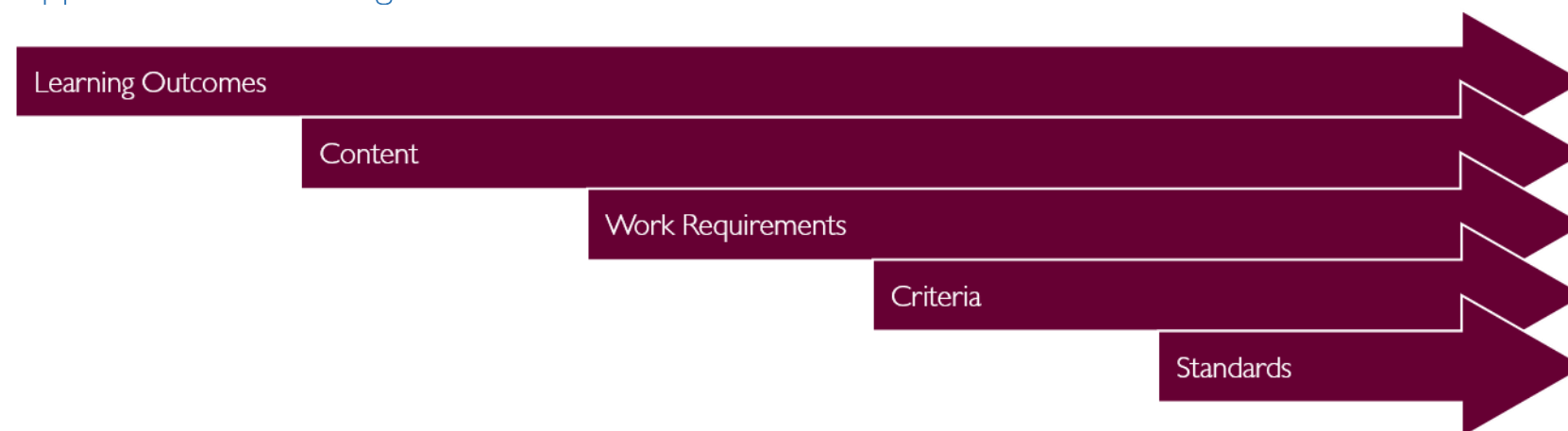
Course Evaluation
- This will be confirmed by the time of accreditation.

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. Communicate purposefully and appropriately about civics and citizenship	Module 1, 2, 3	Module 1, 2, 3	C 1	E 1, 2, 3	GC:
2. Apply fundamental metacognitive skills and self-management processes individually and collaboratively	Module 1, 2, 3	Module 1, 2, 3	C 2	E 1, 2, 3	GC:
3. Engage practically with learning about civics and citizenship	Module 1, 2, 3	Module 1, 2, 3	C 3	E 1, 2, 3	GC:
4. Manage relationships appropriately	Module 1, 2, 3	Module 1, 2, 3	C 4	E 1, 2, 3	GC:
5. Outline key aspects of diversity and inclusion in Australia's communities and its relationships with the rest of the world	Module 1, 2, 3	Module 1, 2, 3	C 5	E 1, 2, 3	GC:
6. Explain key aspects of Australia's democratic system	Module 1	Module 1	C 6	E 1, 2, 3	GC:

Learning Outcomes	Course Content	Work Requirements	Criteria	Standards	General Capabilities (GC)
7. Explain fundamental knowledge about local, national and global communities	Module 2	Module 2	C 7	E 1, 2, 3	GC:
8. Plan and complete a project	Module 3	Module 3	C 8	E 1, 2, 3	GC:

Appendix 2 - Alignment to Curriculum Frameworks

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

Australian Curriculum General Capabilities were used to develop the standards for criteria 2- 8 of this course https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/ .

All criteria and standards were aligned with the Australian Core Skills Framework Learning Level 1 https://www.dese.gov.au/skills-information-training-providers/resources/australian-core-skills-framework .

Appendix 3 – Work Requirements

Module 1 Work Requirements Specifications

Focus Area: Discipline-based Study,
Title of Work Requirement: Australia's Democracy.
Mode /Format: Folio.
Description: The work requirement for Module 1 is a folio consisting of three components.
- Completion of the work requirement should involve participatory research, engagement with the political system, and personal responsibility.
- Learners will choose preferred topics from the topic options for components 1 and 3.
- Learners will choose a suitable mode or modes of presentation from the presentation options.
- Mode of presentation may vary between the components, and between tasks if relevant.

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

Size: will be determined by the format chosen and should be set by the teacher.
Timing: will depend upon the learning context and the needs of the individual learner.
Relevant criteria: all six listed criteria should be assessed in the work requirement: how they are applied across the components of the work requirement is at the discretion of the provider and should be appropriate to the learning context.
- Criterion 1
- Criterion 2
- Criterion 3

- Criterion 4
- Criterion 5
- Criterion 6

Module 2 Work Requirements Specifications

Focus Area: Discipline-based Study.
Title of Work Requirement: Communities.
Mode /Format: Folio.
Description: The work requirement for Module 2 is a folio consisting of three components:
- Completion of the work requirement should involve participatory research, community engagement, and personal responsibility.
- Learners may choose a preferred topic from the topic options.
- Learners may choose a suitable mode or modes of presentation from the presentation options.

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

Timing: will depend upon the learning context and the needs of the individual learner.
External agencies: volunteering may be completed with a local or global organisation or in the learning setting.
Relevant criteria: all six listed criteria should be assessed in the work requirement. How they are applied across the components of the work requirement is at the discretion of the provider and should be appropriate to the learning context.
- Criterion 1
- Criterion 2
- Criterion 3
- Criterion 4.
- Criterion 5
- Criterion 7

Module 3 Work Requirements Specifications

Focus Area: Discipline-based Study.
Title of Work Requirement: Global Citizens Project.
Mode /Format: Project.
Description: The work Requirement for Module 3 is a group project.

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

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

Size: 60 – 200 words for the report.
Timing: will be determined by the provider.
External agencies: Learners may wish to engage with global or local not-for-profit organisations.
Relevant criteria:
- Criterion 1
- Criterion 2
- Criterion 3
- Criterion 4
- Criterion 5
- Criterion 8

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

Term	Definition	Source Acknowledgement	Course Context
active citizenship	People getting involved in their communities and democracy at all levels from local to national and global	EucA European university college Association	
barriers to being Australian	Barrier – a circumstance or obstacle that keeps people or things apart or prevents communication or progress	Oxford Languages	In this course barriers to being Australian are primarily legal barriers related to immigration and citizenship. These barriers are exacerbated by many of the obstacles and circumstances included under the definition of 'barriers to participation'.
barriers to participation	Barrier – a circumstance or obstacle that keeps people or things apart or prevents communication or progress	Oxford Languages	These barriers can include physical access obstacles, lack of knowledge, awareness, opportunity or experience, discrimination and perceived discrimination, restrictive regulation or legislation, lack of necessary regulation or legislation, limited opportunities, language or literacy barriers, ….and much more.
citizen	A legally recognised subject or national of a state or commonwealth, either native or naturalised	Oxford Languages	Definitions of citizenship usually note that citizenship includes certain protections from the state and obligations from the citizen.

Term	Definition	Source Acknowledgement	Course Context
communication format	Way in which something is arranged or set out	Oxford languages	This course includes but is not limited to formats such as tables, posters, sentences, short answers, paragraphs, and the various or multi-modal formats referenced in the work requirements.
diversity	The condition or fact of being different or varied	Cambridge English Dictionary	Can include but is not limited to: genetic or biological diversity, diversity of circumstance or origin, the diversity of identities, experiences and aspirations within a group of people, and diversity of opinion or ideas.
formats	The way in which something is arranged or set out	Oxford Languages	Communication formats are the style and presentation guidelines and parameters for learner output. It is understood that different formats suit different purposes and learners in this course will begin to develop an understanding that the way information is presented influences the effectiveness of the communication. Formats include, but are not limited to, those listed as assessment types in the TASC Work Requirements Policy. In this course the formats are those described in the work requirements or set by teachers as assessment formats or learner output format requirements.

Term	Definition	Source Acknowledgement	Course Context
global citizenship	Recognising the interconnectedness of life, respecting cultural diversity and human rights, advocating global social justice, empathising with suffering people around the world, seeing the world as others see it and feeling a sense of moral responsibility for planet Earth	The Good Universities Guide	In this course, global citizenship refers to an individual voluntarily extending some or all of the moral obligations of their citizenship beyond the nation or commonwealth that provides them with reciprocal protections and benefits.
global communities	Community - people who are considered as a unit because of their common interests, social group, locality or nationality	Cambridge English Dictionary	Global Communities in this course refer to groups of people from around the world with a shared interest.
local communities	Community - people who are considered as a unit because of their common interests, social group, locality or nationality	Cambridge English Dictionary	Local Communities in this course refer to both the communities of shared interest within the learner's local area and the community of people who reside in that local area. Examples could vary from the whole body of people to the local branch of an environmental organisation or a music or theatre group.

Term	Definition	Source Acknowledgement	Course Context
national identity	The identity of a person or place is the characteristics they have that distinguish them from others	Collins English Dictionary	National identity would mean 'Australian identity' for many learners of this course. Some would say that being Australian is all Australians have in common and thus that being Australian is all that there is to Australian national identity. Others would say that Australians share a varying number of characteristics that together distinguish them from others. Learners will explore the notion of national identity in Module 2 of this course and may reach their own understanding of what it means to be an Australian.
obligation	Something that you must do	Cambridge English Dictionary	In this course it is assumed that membership of groups or communities brings both opportunities and obligations. This assumption may be tested and will be explored during the course.
opportunity	Circumstance that makes it possible to do something you want to do	Adapted from Oxford Languages	In this course it is assumed that membership of groups or communities brings both opportunities and obligations. This assumption may be tested and will be explored during the course.