Personal Futures

HaSS

Global Futures 2
COURSE DOCUMENT

PHASE 4
DRAFT FOR
CONSULTATION

Catholic
Education
Tasmania

INDEPENDENT
SCHOOLS
TASMANIA

Years 9 to 12 Learning

Tasmanian
Government

Table of Contents

Global Futures, 150 hours – Level 2

This course is the Level 2 component of the proposed *Global Futures* suite.

Focus Area – Personal Futures

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

Global Futures Level 2 is a Personal Futures course.

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

Personal Futures courses have three key features that guide teaching and learning:
- theory and dialogue
- informed action
- reflection and dialogue.
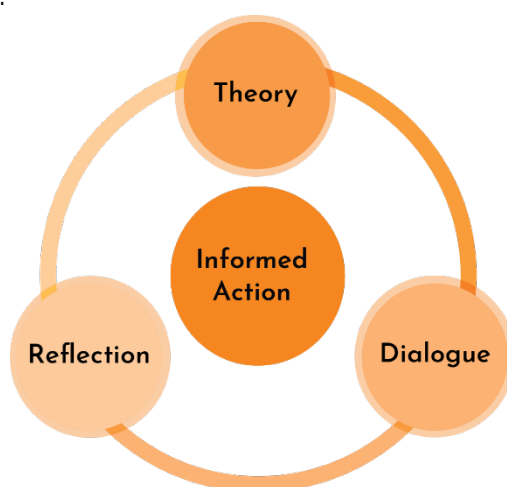
Figure 1: Transdisciplinary Project Cycle of Learning (adapted from OECD Learning Compass 2030)

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

Rationale

Global Futures Level 2 directly addresses Goal 2 of the *Alice Springs (Mparntwe) Education Declaration* (December 2019) 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 is specifically designed to provide students with responsible, active and meaningful engagement with their society as citizens of that society.

It provides Level 2 access to the proposed HASS *Global Futures* suite as well as the HASS *Legal Studies* suite, the proposed suite in *Community and Society* and other proposed HASS courses in Civics and Citizenship or History and Geography.

The course is designed to engage learners in the betterment of their community and world through the investigation of positive and valued change-making and the co-development and actioning of their own mentored plan for making a positive difference. The course also provides an opportunity to recognise, credit, refine and mentor the active citizenship many learners are already involved in. There are opportunities for learners to follow areas of interest in both Modules 1 and 2, whilst Module 3 consists primarily of an informed-action project designed and developed by the learners themselves.

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 courses? 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 global futures
2. apply metacognitive reasoning and skills individually and cooperatively
3. assess decisions, issues and responses according to criteria and evidence
4. explain ethical dilemmas
5. explain ethical decision making
6. explain ethical issues and their impact locally and globally
7. assess responses to ethical issues
8. plan and implement action in response to local or global issues.

Integration of General Capabilities and Cross-Curriculum Priorities

The general capabilities addressed specifically in this course are:
- Critical and creative thinking
- Ethical understanding
- Intercultural understanding
- Literacy
- Personal and social capability

The cross-curriculum priorities enabled through this course are:

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

Course Description

Global Futures Level 2 is about engaging with the community and taking responsible action to make the world a better place. There are three main topics in the course: making ethical decisions, understanding issues in the world, and making a difference. These topics are linked by a focus on inquiry, problem solving, ethical action and evaluative reflection.

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

Module 3 includes a major collaborative action project, and smaller projects may be undertaken in other modules. It is important when selecting a project that teachers and students undertake risk analysis of potential projects and learner involvement in them. Relevant permissions and approvals should also be sought..

Pathways

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

Course Requirements

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

Access

Learners undertaking the course will need to be able to work with other learners where appropriate.

Resources

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: Making Ethical Decisions

Core Module 2: Understanding Issues in the World

Core Module 3: Making a Difference

Delivery

Modules 1 and 2 may be delivered in any order.

Module 3 will be delivered after Modules 1 and 2.

Course Content

Module 1 - Making Ethical Decisions

Module 1 Learning Outcomes

The following Learning Outcomes are a focus of this module:

1. communicate purposefully and appropriately about global futures
2. apply metacognitive reasoning and skills individually and cooperatively
3. assess decisions, issues and responses according to criteria and evidence
4. explain ethical dilemmas
5. explain ethical decision making

Module 1 Content

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

Key Knowledge:

Ethical dilemmas:
- defining ethics and explaining the difference and connection between an ethical issue, an ethical dilemma and an ethical decision
- ethical dilemmas and why they are difficult or controversial
- considering consequences in ethical dilemmas and decisions.

Ethical theories:
- ethical frameworks and approaches to ethics, such as deontological, consequentialist and virtue approaches
- two ethical theories with different approaches
- common influences in moral and ethical decision-making including rules, authorities, values, culture and beliefs.

Making decisions:
- investigations into sensitive issues
- useful approaches to making, evaluating and reflecting on difficult decisions
- different perspectives and dialogue on ethical dilemmas.

Key Skills:

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

Communication:
- using purposeful and effective research and presentation of information
- using conventions aligned to the research and communication tools used, including the conventions associated with academic integrity

- using terminology associated with ethical issues and moral decision making.

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

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

Module 1 Work Requirements 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 two (2) case study work requirements.

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

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

Module 2 – Understanding Issues in the World
Module 2 Learning Outcomes
The following Learning Outcomes are a focus of this module:

1. communicate purposefully and appropriately about global futures
2. apply metacognitive reasoning and skills individually and cooperatively
3. assess decisions issues and responses according to criteria and evidence
6. explain ethical issues and their impact locally and globally
7. assess responses to ethical issues

Module 2 Content
Module 2 of _Global Futures_ Level 2 considers issues that impact society both locally and globally. The focus of the module is on understanding and comparing responses to issues. It is important when selecting information and learning activities for the module, that students investigate different perspectives on the issues chosen for investigation. It is vital, to meet course outcomes, that learners are able to justify a position in response to issues they investigate.

Key Knowledge:
Exploring issues:
- what is an issue
- categories of issues, according to their similarities and differences
- advice and practise in researching specific issues.

Local and global issues:
- social issues including examples
- environmental issues including examples
- poverty and population issues including examples.

Understanding responses to issues:
- fact and opinion, what are the differences and how to distinguish them
- diverse perspectives and points of view, and debate on issues
- an individual response to an issue.

Key Skills:

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

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

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

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

Module 2 Work Requirements 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 three (3) case study work requirements.

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

Module 2 Assessment
This module has a focus on criteria 1, 2, 3, 6, 7.

Module 3 - Making a Difference
Module 3 Learning Outcomes
The following Learning Outcomes are a focus of this module:

1. communicate purposefully and appropriately about global futures
2. apply metacognitive reasoning and skills individually and cooperatively
3. assess decisions, issues and responses according to criteria and evidence
8. plan and implement action in response to local or global issues

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Module 3 Content

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

Key Knowledge:

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

Taking action:
- how to select a project topic and plan an approach for the project
- how to work on the project with others, including team, governance and support
- how to break the project down and develop a schedule.

Planning for success:
- how to set goals and targets
- how to incorporate evidence at all stages of the project
- success criteria for reflection and evaluation.

The collaborative project:
- undertaking the project
- how to evaluate the project
- how to reflect upon the project and consider implications and future options.

Key Skills:

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

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

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

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

Module 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 (1) project work requirement.

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

Module 3 Assessment

This module has a focus on criteria 1, 2, 3, 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 Focus	1,2,3,4,5	1,2,3,6,7	1,2,3,8

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

1. select and apply appropriate communication tools, protocols[†] and strategies
2. apply metacognitive skills and reasoning
3. use criteria and evidence to assess decisions and responses
4. describe ethical dilemmas
5. describe ethical decision-making
6. explain ethical issues and their impact
7. describe responses to ethical issues
8. take action in response to a local or global issue.

Standards

Criterion 1: select and apply appropriate communication tools, protocols[†] and strategies

Standard Elements	Rating C	Rating B	Rating A
E1 - Use of communication formats[‡]	uses a range of communication formats[‡] as directed	selects and uses a range of communication formats[‡] to communicate meaning	selects and uses appropriate communication formats[‡] to clearly communicate meaning
E2 - Use of terminology	uses a range of appropriate terminology to clarify meaning	uses a wide range of appropriate terminology to clarify meaning	correctly selects and accurately uses a wide range of appropriate terminology to clearly communicate meaning
E3 - Communication protocols such as use and control of language, word limits, referencing and citation	uses a range of communication protocols such as spelling, grammar, punctuation, referencing and citation to communicate meaning	selects and uses a wide range of communication protocols such as spelling, grammar punctuation, referencing and citation to communicate meaning	selects and correctly uses a wide range of communication protocols, including spelling, grammar, punctuation, word limits and ranges, and referencing and citation to accurately and clearly communicate meaning
E4 - Records sources of information	records sources of information as directed.	records sources of information.	accurately records sources of information.

[†]In this course communication tools include communication formats and terminology, protocols include spelling, punctuation, grammar, referencing, citation and email protocols, and strategies include survey, research and the use of internet, email and computing technologies.

[‡]Formats are considered to be the style and presentation guidelines and parameters for learner output including essays, reports, posters, oral reports, infographics, online slideshows, multi-modal presentations and other formats prescribed by work requirements or those set by teachers.

Criterion 2: apply metacognitive skills and reasoning

Standard Elements	Rating C	Rating B	Rating A
E1 - Sets goals and improvement strategies to progress learning	identifies a personal learning goal and one or more strategies to enable the achievement of that goal	identifies short-term and long-term personal learning goals and selects strategies to enable the achievement of those goals	develops short-term and long-term personal learning goals and selects and adapts strategies to achieve those goals
E 2 - Creates plans to complete tasks	individually or cooperatively identifies resources and develops a schedule to complete simple tasks	individually or cooperatively creates multi-dimensional learning plans to complete tasks	creates individual and cooperative multi-dimensional learning plans to complete ongoing tasks
E3 - Monitors progress	collects evidence of learning progress# in written or multimodal forms in order to monitor progress.	records and maps evidence of individual and collective learning progress# in written or multimodal forms in order to monitor progress and adjust plans and goals accordingly.	accurately records, maps and annotates evidence of individual and collective learning progress# in written or multimodal forms in order to monitor progress, effectively refine plans and meet learning goals.

Learning progress includes progress through a plan, progress towards a goal or target, or progress to a higher standard.

Criterion 3: use criteria and evidence to assess decisions and responses

Standard Elements	Rating C	Rating B	Rating A
E1 - Collects evidence	identifies evidence that supports or refutes a decision or response, and records it in written and multimodal forms	collects evidence that supports or refutes a decision or response, in describes it written and multimodal forms	collects and selects evidence that supports or refutes a decision or response, and explains its use, in written and multimodal forms
E2 - Identifies or develops success criteria	identifies one or two criteria for the success of decisions or responses	selects a small range of criteria that demonstrate the success of decisions or responses	adapts or develops success criteria to assess the success of decisions or responses

Standard Elements	Rating C	Rating B	Rating A
E3 - Reflects on success	identifies the success of decisions and responses, including reference to evidence or criteria.	describes the success of decisions or responses, referring to evidence and a small range of criteria for success.	explains the success of decisions and responses using evidence and success criteria.

Criterion 4: describe ethical dilemmas

Standard Elements	Rating C	Rating B	Rating A
E1 - Describes ethical dilemmas	identifies the causes of an ethical dilemma	describes the causes of an ethical dilemmas	explains the causes of an ethical dilemma
E2 - Describes the potential consequences of an ethical decision	identifies a positive and negative consequence of an ethical decision	describes one or two positive and negative consequences of an ethical decisions	explains potential consequences of an ethical decision
E3 - Presents a reasoned position on an ethical dilemma	presents a position on an ethical dilemma supported by one or two arguments.	presents a reasoned position on an ethical dilemma.	presents a coherent, reasoned position on an ethical dilemma.

Criterion 5: describe ethical decision-making

Standard Elements	Rating C	Rating B	Rating A
E1 - Describes ethical theories	identifies the guiding principle(s) of an ethical theory and its application to an ethical dilemma	describes the guiding principle(s) of two or more ethical theories and their application to an ethical dilemma	explains the guiding principle(s) of two or more ethical theories and their application to an ethical dilemma
E2 - Describes influences on ethical decision making	identifies different influences on an ethical decision, including rules, authority, values, culture or beliefs	describes different influences on an ethical decision, including rules, authority, values, culture or beliefs	explains how different influences including rules, authority, values, culture or beliefs impact ethical decision making

Standard Elements	Rating C	Rating B	Rating A
E3 - Distinguishes emotional and rational contributions to ethical decision making	identifies rational and emotional factors in an ethical decision.	outlines one or more rational and one or more emotional factors in an ethical decision.	explains one or more rational and one or more emotional factors of ethical decisions.

Criterion 6: explain ethical issues and their impact

Standard Elements	Rating C	Rating B	Rating A
E1 - Knowledge of the issue	defines an ethical issue and lists one or two examples or characteristics of the issue	describes an ethical issue	explains an ethical issue
E2 - Knowledge of the impact of issues locally and globally	identifies impacts of an ethical issue locally or globally	outlines impacts of an ethical issue locally or globally	explains local and global impacts of an ethical issue
E3 - Distinguishes fact from opinion	distinguishes fact from opinion on an ethical issue.	identifies facts and opinions on an ethical issue and its impact.	distinguishes fact from opinion in explanations of ethical issues and their impact.

Criterion 7: describe responses to ethical issues

Standard Elements	Rating C	Rating B	Rating A
E1 - Describes strengths and weaknesses of responses	identifies strengths and weaknesses of a response to an ethical issue	describes strengths and weaknesses of a response to an ethical issue	explains strengths and weaknesses of a response to ethical issues
E2 - Compares responses	identifies similarities and differences between responses to ethical issues	describes similarities and differences between responses to ethical issues	explains similarities and differences between responses to ethical issues

Standard Elements	Rating C	Rating B	Rating A
E3 - Prefers a response	outlines a preferred response to an ethical issue.	outlines a preferred response to an ethical issue and presents support for the response.	outlines a preferred response to an ethical issue and supports it with reasoned argument.

Criterion 8: take action in response to a local or global issue

Standard Elements	Rating C	Rating B	Rating A
E1 - Empathetic, aspirational and achievable planning	identifies stakeholders in informed action plans	identifies stakeholders in informed action plans and identifies their interests	identifies stakeholders and explains how their interests have been addressed in informed action plans
E2 - Coherence and cohesion	identifies goals or targets for informed action	outlines how goals or targets will be met through informed action	explains how goals or targets will be measured and met through informed action
E3 - Measurable and impactful	identifies some impacts of informed action.	measures and reports on the impact of informed action.	assesses and explains the impact of informed action.

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 8 ratings

The minimum requirements for an award 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 rating 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

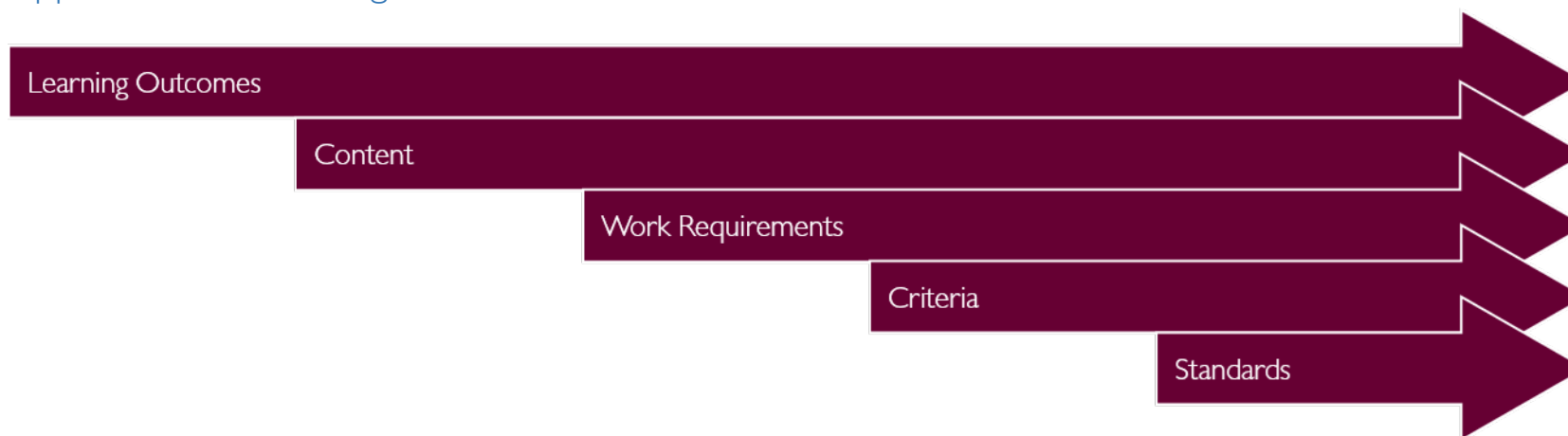- This will be confirmed by time of accreditation.

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 1 - 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, 4	GC:
2. Apply metacognitive reasoning and skills individually and cooperatively	Module 1, 2, 3	Module 1, 2, 3	C 2	E 1, 2, 3	GC:
3. Evaluate decisions, issues and responses according to criteria and evidence	Module 1, 2, 3	Module 1, 2, 3	C 3	E 1, 2, 3	GC:
4. Explain ethical dilemmas	Module 1	Module 1	C 4	E 1, 2, 3	GC:
5. Explain ethical decision making	Module 1	Module 1	C 5	E 1, 2, 3	GC:

Learning Outcomes	Course Content	Work Requirements	Criteria	Standards	General Capabilities (GC)
6. Explain ethical issues and their impact locally and globally	Module 2	Module 2	C 6	E 1, 2, 3	GC:
7. Assess responses to ethical issues	Module 2	Module 2	C 7	E 1, 2, 3	GC:
8. Plan and implement action in response to local or global issues	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.

All criteria and standards have been aligned where relevant with Australian Curriculum Ancient and Modern History Unit 1 and 2 Level Descriptions.

Criterion 1 – select and apply communication strategies, has been aligned where possible to Australian Curriculum Senior Secondary English learning outcomes for units 1 and 2.

Australian Curriculum General Capabilities continua were used to inform the standards for criterion 2 of this course (https://www.australiancurriculum.edu.au/f-10-curriculum/general-capabilities/).

Appendix 3 - Work Requirements

Module 1 Work Requirements Specifications

Focus Area: Personal Futures
Title of Work Requirement: Evaluating Moral Decisions
Mode /Format: Case Study
Description: The work requirement for Module 1 consists of two (2) case studies of an ethical dilemma.
Each case study:
- will focus an ethical dilemma arising from a different one of the topic groups in the table below
- will outline the dilemma involved
- will outline how one or more ethical theories might respond to the dilemma
- will outline a fictional or anonymous response to the dilemma including the presentation of:

  - the perspective of the response and how this impacts the position taken in the response
  - 2-3 arguments supporting the position taken in the response, and
  - 1-2 arguments against the position taken in the response

- will evaluate the arguments presented
- will explain and evaluate the decision making presented in the response
- will be accompanied by evidence of planning and reflection
- may take a position on the dilemma.

Size: The case studies will be between 500 and 800 words each.
Timing: No timing is prescribed for the work requirement.
External Agencies: NA
Relevant Criteria:
- Criterion 1: All standard elements
- Criterion 2: All standard elements
- Criterion 3: All standard elements
- Criterion 4: All standard elements
- Criterion 5: All standard elements.

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

Module 2 Work Requirements Specifications
Focus Area: Personal Futures
Title of Work Requirement: Investigating Issues
Mode /Format: Case Study
Description: The work requirement for Module 2 consists of three case studies of local and global issues. One case study will be of a Social Issue, one case study will be of an Environmental Issue and one case study will be of a Poverty and Population Issue.
Each case study:
- will present an explanation of at least two perspectives on the issue and the position(s) the perspective does or could take
- will include at least one refutation or counter argument to the positions taken
- will include a discussion of fact and opinion
- will provide a justified position on the issue
- will be presented as a combination of words and audio or visual illustration.

Size: A written case study will be between 300 and 500 words plus illustration. A PowerPoint, series of posters or pamphlets, or similar will include between 150 and 250 words per issue. An audio-visual presentation will be between 2 and 3 minutes per issue.
Timing: No timing is prescribed for the work requirement.
External Agencies: Learners may present the perspective of an external agency in one of their case studies.
Relevant Criteria:
- Criterion 1: All standard elements
- Criterion 2: All standard elements
- Criterion 3: All standard elements
- Criterion 6: All standard elements
- Criterion 7: All standard elements.

Module 3 Work Requirements Specifications
Focus Area: Personal Futures
Title of Work Requirement: Making a Difference
Mode /Format: Project
Description: A collaborative action project designed to make a difference in their community plus a report on the project.
- The project will encompass one or more local or global issues.
- The project will include action designed to contribute to addressing the issue(s), such as but not limited to:
  - public recognition or perception of the issue(s)
  - alleviation of problems associated with the issue(s)

- supporting organisations working on the issue(s).

- The individual report will include:

    - an outline of the project
    - a discussion of the aims and rationale for the project
    - reflection and evaluation of the project.

- The report will be accompanied by

    - annotated planning and monitoring for the project
    - evidence of the project.

Size: The report will be 400 – 800 words not including annotated planning and evidence.
External agencies: Learners are encouraged to liaise with external agencies.
Relevant criteria:
- Criterion 1: All standard elements
- Criterion 2: All standard elements
- Criterion 3: All standard elements
- Criterion 8: 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 ᴀᴀ
- Sustainability ⚘

Appendix 5 – Glossary

Term	Definition	Source Acknowledgement	Course Context
assumptions	things that are accepted as true or certain	Oxford Languages	for instance, the belief in the eternal reward or punishment of heaven and hell assumes that some part of a person will survive death
consequentialist	a consequentialist theory of value judges the rightness or wrongness of an action based on the consequences that action has. Consequentialism is a type of teleological theory.	https://www.qcc.cuny.edu/socialsciences	the use of the more widely recognised term consequentialist in the course document should not be read to preclude learners and teachers from engaging with alternative teleological approaches and theories
deontological	deontological ethics or deontology refers to an ethical theory that uses rules or principles to distinguish right from wrong	Adapted from The University of Texas – Ethics Unwrapped	
environmental issue	an 'issue' is an important topic or problem for debate	Oxford Languages	an environmental issue is a topic or problem concerning the environment. In this course such issues include but are not limited to: deforestation, pollution, climate change, soil erosion, species extinction. Environmental issues can also be specific and local
ethical	use 1 - Relating to moral principles or the branch of knowledge dealing with these	Oxford Languages	use of this term in place of 'morally good' or 'right' should be discouraged to avoid confusion (but not penalised)

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ethical action	action is "the fact or process of doing something, typically to achieve an aim"	Oxford Languages	ethical action in this course is action taken to achieve an ethical aim
ethical approach	this would include deontological, consequentialist (teleological) and virtue approaches	adapted from DU Portfolio – University of Denver	in this course the term is used to refer to normative approaches to ethical decision making
ethical decision	a decision is a conclusion or resolution reached after consideration	Oxford Languages	in this course the term is used to refer to applied ethical decisions ie those that involve particular situations. Most decision making referred to in this course is of this kind
ethical dilemma	a situation in which a difficult choice has to be made between two courses of action, either of which entails transgressing a moral principle	Oxford Languages	in this course an ethical dilemma involves two or more options and a decision. Ethical issues create ethical dilemmas. A simple example would be the ethical issue of abortion which can create the dilemma of whether to continue a pregnancy or obtain an abortion. This might lead to the ethical decision to obtain an abortion. A more complicated example would be the ethical issue of overpopulation which might lead to a dilemma about how to allocate future resources effectively and ethically, which might lead to a decision to implement a one-child policy
ethical framework	a framework is a basic structure underlying a system, concept or text	Oxford Languages	in this course 'ethical frameworks' usually refer to specific examples of normative approaches to ethical decision making.

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			These are usually associated with an ethical theory. eg a Utilitarian framework or a Natural Law framework. It would not be incorrect for a learner to refer to a more general ethical framework such as a deontological framework or a consequentialist framework, but it would be difficult to provide suitable illustration, reference or evidence
ethical issue	an issue is an important subject that people are arguing about or discussing. An ethical issue involves a conflict of right or wrong relating to the behaviour of an entity seeking ethical behaviour	Collins English Dictionary adapted from thelawdictionary.org	in this course, ethical issues are divided into three categories: 1. social issues which include issues of discrimination and rights 2. environmental issues which include issues such as pollution and climate change 3. population and poverty issues which include issues such as displaced peoples and intergenerational disadvantage. Issues often fit into more than one category or overlap categories. Teachers and learners should not expect categorisation of issues to be exact as it is merely a useful way to conduct conversation and encourage breadth of learning
ethical theory	an ethical theory attempts to provide a clear, unified account of what our ethical obligations are. They are attempts, in	conciseencyclopedia.org	

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	other words, to tell a single 'story' about what we are obligated to do"		
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
global issue	an issue is an important subject that people are arguing about or discussing	Collins English Dictionary	in this course it is understood that local issues may be local manifestations of global issues and/or are likely to have connections to global issues. It is therefore highly unlikely that a local issue of interest to a learner would not be suitable for study in general or within any of the work requirements
governance	structures and processes that are designed to ensure accountability, transparency, responsiveness	ibe.unesco.org	in this course governance refers to the structure of permission and guidance for learner projects and interaction with the

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			community. In many cases this governance would include a set of general principles and guidelines for interaction with the community as well as Principal or Principal's delegate permission for major projects
implications	conclusions that can be drawn from something. Possible future effects or results	Oxford Languages Merriam-Webster	for example, reduced smoking rates are an implication of raised tobacco prices.
law	the system of rules which a particular country or community recognizes as regulating the actions of its members and which it may enforce by the imposition of penalties	Oxford Languages	'the law' In this course refers to law relevant to the learner and the issue or people involved in the issue. In most cases this will be Australian Commonwealth or state law, or local council bi-laws. In rare cases international law might be relevant and in even rarer cases the law of another country. Intended study or work output involving either international law or law from an external jurisdiction should be approved by the teacher in advance
learning plan	a learning plan is a document that captures plans to acquire knowledge and improve abilities or complete a learning task	Adapted from simplicable.com	in this course a learning plan is understood to refer to the plans made by a learner to achieve learning goals or intentions. It is intended that all learners of this course develop plans for their learning and task completion in this course. The term in the course document does not refer to any formal learning plans required or suggested outside of this course. The format of the

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			plan is up to the learner or teacher but is likely to include some or all of the dimensions of time, resource, mechanisms for monitoring and review, outcomes or intentions, break-down of tasks and more
metacognition	metacognition is, put simply, thinking about one's thinking. More precisely, it refers to the processes used to plan, monitor, and assess one's understanding and performance. Metacognition includes a critical awareness of a) one's thinking and learning and b) oneself as a thinker and learner	Vanderbilt University Center for Teaching	in this course three elements of metacognition are taught and assessed: setting plans, monitoring progress and using goals and strategies
moral decisions	a decision is a conclusion or resolution reached after consideration	Oxford Languages	in this course the term may occur to refer to normative ethical decisions, distinguishing those decisions from applied ethical decisions. Moral decisions in this course might include how one will approach an ethical issue or make an ethical decision. Decisions about ethical principles or approaches if you like. Learners should not be required to master this distinction
SDG – Sustainable Development Goals	the 17 United Nations Sustainable Development Goals or their equivalent replacement	un.org	
social issue	an 'issue' is an important topic or problem for debate	Oxford Languages	a social issue is a topic or problem that primarily involves interaction between

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			people within a society. Many social issues have significant overlap with environmental, poverty or population issues. In this course social issues relate to but are not limited to: discrimination, human rights, equality and equity. Social issues though often local can also connect with similar or related issues throughout the globe. When meeting course requirements learners should be given as much agency as possible in determining the classification of issues, and teachers will have final say on whether a particular issue may be classified to meet the requirements of the Module 2 work requirement
virtue ethics	virtue ethics is an approach to ethics that emphasises the virtues, or moral character	Stanford Encyclopedia of Philosophy	in this course a virtue ethics approach which focusses on the character of an agent may be contrasted with an ethical approach that emphasises consequences or moral rules