

Personal Futures

HaSS

Global Futures 3
COURSE DOCUMENT

PHASE 4
DRAFT FOR
CONSULTATION



Catholic
Education
Tasmania



INDEPENDENT
SCHOOLS
TASMANIA

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Global Futures, 150 hours – Level 3

This course is the Level 3 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 3 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.

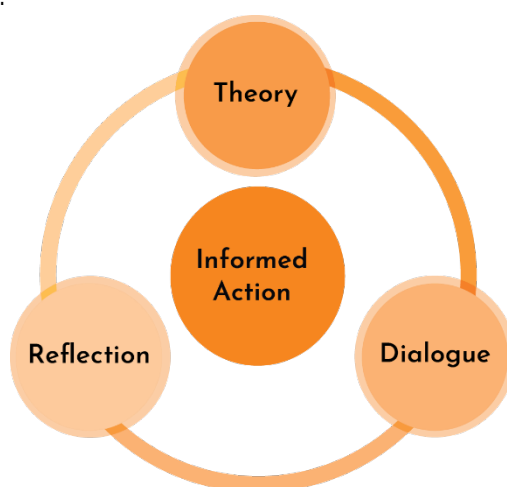


Figure 1: Transdisciplinary Project Cycle of Learning (adapted from OECD Learning Compass 2030)

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

Rationale

Global Futures Level 3 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 3 access to the proposed HASS *Global Futures* suite as well as other 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 contributing to the SDGs. The course also provides an opportunity to recognise, accredit, refine and mentor the active citizenship many learners are already involved in. There are opportunities for learners to follow areas of interest in both modules 1 and 2 whilst module 3 consists primarily of an 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 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 global futures
2. apply metacognitive reasoning and skills individually and cooperatively
3. evaluate global futures projects, decisions and responses using criteria and evidence
4. explain global issues and their local, national and global impacts
5. analyse global issues, including their data, components, causes, consequences, evidence and perspectives on them
6. explain responses to global issues including their rationale
7. analyse existing responses and synthesise their own response to global issues
8. design and implement informed action in response to a global issue.

Integration of General Capabilities and Cross-Curriculum Priorities

The general capabilities addressed specifically in this course are:

- Critical and creative thinking 
- Ethical understanding 
- Information and communication technology capability 
- 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 3 is about engaging with the world as local and global citizens, and taking responsible action to make the world a better place. There are three main topics in the course: changing the law, changing minds, and taking action on the United Nations Sustainable Development Goals. These topics are linked by a focus on inquiry, problem solving, ethical action and evaluative reflection and dialogue.

Global Futures Level 3 equips learners with the knowledge and skills to bring about positive change in response to significant local, national and global issues. It also equips learners with skills to promote legislative change or change in community perceptions in areas of interest to them, and the capacity to act as positive role models and productive community members.

Student agency and informed action are central to the course, determining and designing a social enterprise work requirement for Module 2 and a significant action project for Module 3.

Pathways

This course builds upon the Australian Curriculum HASS subjects: 7-10 Civics and Citizenship, 7-10 Geography and 7-10 History Australian Curriculum.

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

Global Futures Level 3 proposes to provide level 3 access to the proposed TASC accredited HASS *Global Futures* suite as well as the *Legal Studies* suite and other HASS suites in Civics and Citizenship or History and Geography.

Successful completion of this course prepares learners for tertiary study in a range of areas including history, journalism, environmental studies and politics.

Course Requirements

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

Access

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

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.

Modules available

Core Module 1: Analysing Issues and Changing the Law

Core Module 2: Analysing Responses to Issues and Changing Minds

Core Module 3: Taking Action on the United Nations Sustainable Development Goals (SDGs)

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 - Analysing Issues and Changing the Law

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. evaluate global futures projects, decisions and responses using criteria and evidence
4. explain global issues and their local, national and global impacts
5. analyse global issues, including their data, components, causes, consequences, evidence and perspectives on them

Module 1 Content

Learners will analyse issues to understand their component parts and the different perspectives that there may be on the issue. As part of this analysis they will develop the capacity to distinguish aspects of important issues that require a change in the law to bring about desired change. They will learn how to promote change in the law in a legal and productive manner and will design and undertake informed action directed towards a positive and desirable change in the law. It is important when engaging with issues around the SDGs that learners consider different perspectives and points of view. It is also important that learners are introduced as appropriate to online spaces where nuanced discussion of global issues occurs, and that they are encouraged to interact responsibly, legally and ethically in those spaces.

Key knowledge:

SDGs and the issues they address:

- introduction to the SDGs including their origin and purpose
- detail on selected SDGs including their theoretical basis
- diverse perspectives and dialogue on the SDGs.

Analysis of the issues:

- analysis of two of the issues addressed by the SDGs
- problematic laws or regulations that may impede progress on the SDGs
- change process when a change in the law is required.

Formal and informal processes for changing the law:

- law changing processes: an introduction to the theory, examples of practice and dialogue
- examples of past campaigns to change the law
- successful campaigns, and the relevance of that learning to a current issue.

The action project – changing the law

(see Module 1 Work Requirement in Appendix 3)

Key skills:

- communication skills aligned to the research, analysis and project detailed in the key knowledge, skills and work requirements for the course, including aligning communication format to purpose
- skills in the effective use of information and communications technology including email, a range of software and research tools
- effective use of conventions and processes aligned to the research and communication tools used, including the conventions associated with academic integrity and responsible use of computers and the internet
- individual and collaborative metacognitive reasoning and skills
- campaign design skills for promoting specific change in the law
- analysis and identification of a specific change in a specific law that will produce desirable change
- collection and evaluation of data to evaluate the progress and success of a campaign promoting a change in the law
- reflection and dialogue on the impact of change in the law on personal and community futures.

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 studies.

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 - Analysing Responses to Issues and Changing Minds

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. evaluate global futures projects, decisions and responses using criteria and evidence
6. explain responses to global issues including their rationale
7. analyse existing responses and synthesise their own response to global issues

Module 2 Content

Learners will analyse responses to issues in order to understand different perspectives on how to best respond to the issue. As part of this analysis they will consider how to identify, analyse and influence opinion or public perception of important issues. They will learn how to promote change in a legal and productive manner and will design and undertake informed action directed towards a positive and desirable change in the way an issue is perceived. It is important when engaging with issues around the SDGs that learners consider different perspectives and points of view. It is also important that learners are introduced as appropriate to online spaces where nuanced discussion of global issues occurs, and that they are encouraged to interact responsibly, critically, legally and ethically in those spaces.

Key knowledge:

Responses to issues related to the SDGs:

- theory, values and perspectives behind selected responses
- dialogue and argument presented to support the response
- evidence used in the response.

Assumptions and implications of responses:

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

Changing minds:

- skills and insights in dialogue and the presentation of information
- past campaigns to change minds or public perception
- successful campaigns, and the relevance of that learning.

The informed action project – changing minds

(see Module 2 Work Requirement in Appendix 3)

Key skills:

- communication skills aligned to the research, analysis and project detailed in the key knowledge, skills and work requirements for the course, including aligning communication format to purpose
- skills in the effective use of information and communications technology including email, a range of software and research tools
- the effective use of conventions and processes aligned to the research and communication tools used, including the conventions associated with academic integrity and responsible use of computers and the internet
- individual and collaborative metacognitive reasoning and skills
- campaign design skills for promoting change in public perception
- identification of targets and strategies to achieve those targets
- collection and evaluation of data to evaluate the progress and success of a campaign
- reflection and dialogue on the impact of desired change on personal and community futures.

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 (1) social enterprise work requirement.

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 - Taking Action on the United Nations Sustainable Development Goals (SDGs)

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. evaluate global futures projects, decisions and responses using criteria and evidence
8. design and implement informed action in response to a global issue

Module 3 Content

Learners will design, develop, undertake and evaluate an informed action project designed to make a positive contribution towards one or more of the SDGs. It is important when designing a project that teachers and students undertake risk analysis of potential projects and learner involvement in them. It is also vital, to meet course outcomes, when engaging with issues around the SDGs that learners consider different perspectives and points of view. It is also important that learners are introduced as appropriate to online spaces where nuanced discussion of global issues occurs, and that they are encouraged to interact responsibly, critically, legally and ethically in those spaces.

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.

Knowledge of informed action:

- how to select an issue aligned to the SDGs, design a central action project and plan an approach for the project
- how to work with others, including team, governance and support; and potentially liaise with interested Government Organisations and Non-Government Organisations
- how to develop a scope and sequence.

Knowledge of planning for success:

- how to set, monitor and refine goals and targets
- how to use evidence at all stages of the project
- how to develop and use criteria for monitoring, reflecting and evaluating.

The collaborative informed action project:

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

Key skills:

- communication skills aligned to the research, analysis and project detailed in the key knowledge, skills and work requirements for the course, including aligning communication format to purpose
- skills in the effective use of information and communications technology including email, a range of software and research tools

- the effective use of conventions and processes aligned to the research and communication tools used, including the conventions associated with academic integrity and responsible use of computers and the internet
- individual and collaborative metacognitive reasoning and skills: planning for success, reflecting on progress and considering implications
- skills in designing and undertaking an action project that is considerate, cohesive, coherent and impactful
- use of evidence to identify targets and strategies and to design and evaluate a project
- reflection and dialogue on the impact of the project on personal and community futures.

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, 4, 7, 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.

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

Criteria

	Module 1	Module 2	Module 3
Criteria Focus	1,2,3,4,5	1,2,3,6,7	1,2,3,4,7,8

The assessment for *Global Futures* Level 3 will be based on the degree to which the learner can:

1. select and apply appropriate communication tools and strategies*
2. apply metacognitive skills and reasoning
3. select, develop and apply criteria to evaluate projects, decisions and responses *
4. explain global issues*
5. investigate global issues
6. explain differing responses to global issues
7. synthesises responses to global issues*
8. design and assess informed action in response to an issue*

*denotes criteria that are both internally and externally assessed.

Standards

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

This criterion is both internally and externally assessed.

Standard Elements	Rating C	Rating B	Rating A
E1 - Use of communication formats [†]	selects from and uses a range of appropriate communication formats including email, software and online tools to communicate meaning clearly	selects from and effectively uses a range of appropriate formal and informal communication formats including email, software and online tools to communicate meaning clearly	selects from and effectively uses a range of appropriate formal and informal communication formats including email, software and online tools to communicate meaning clearly for different purposes, contexts and audiences
E2 - Terminology	selects and uses a wide range of appropriate terminology to clearly communicate meaning	selects and correctly uses a wide range of non-specialist and some specialist terminology to clearly communicate meaning	selects and correctly uses a wide range of specialist and non-specialist terminology to clearly communicate meaning
E3 - Communication protocols such as spelling, grammar, punctuation and word ranges	correctly uses a wide range of communication protocols such as spelling, grammar, punctuation and word ranges to communicate clearly	correctly uses a wide range of communication protocols such as spelling, grammar, punctuation and word ranges to communicate clearly in a variety of contexts	correctly uses communication protocols such as spelling, grammar, punctuation and word ranges in nuanced and clear communication for a variety of purposes contexts and audiences

Standard Elements	Rating C	Rating B	Rating A
E4 - Ethical scholarship	identifies and practises ethical scholarship when conducting research and presenting work.	identifies and practises ethical scholarship when conducting research and presenting work.	identifies and practises ethical scholarship when conducting research and presenting work.

† 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, email, online slideshows, multi-modal presentations and other formats prescribed by work requirements or those set by teachers.

Criterion 2: apply metacognitive skills and reasoning

This criterion is only internally assessed.

Standard Elements	Rating C	Rating B	Rating A
E1 - Sets goals and improvement strategies to progress learning	sets learning goals and creates texts to communicate learning goals that suit a range of purposes, and the selection of strategies to achieve those goals	sets learning goals and creates texts to communicate learning goals that suit a range of purposes or contexts, and the selection and adaptation of strategies to achieve those goals	sets learning goals and creates texts to communicate the evolution of learning goals that suit a wide range of purposes or contexts, and the design of nuanced strategies to achieve those goals
E2 - Creates plans to complete tasks	creates effective and detailed learning plans to schedule and complete tasks, using appropriate interactive software	creates effective and detailed learning plans to schedule and complete tasks, that address strengths, weaknesses and goals, using appropriate interactive software	creates sophisticated and nuanced learning plans to schedule, complete and monitor tasks, addressing strengths and weaknesses and developed using appropriate interactive software
E3 - Monitors progress and adjusts plans accordingly	records, maps or annotates learning progress†, in written or multimodal forms, and adjusts learning plans accordingly.	records, maps or annotates learning progress†, in written or multimodal forms, and adjusts learning plans, goals and strategies accordingly.	records, maps or annotates learning progress† and the use of strategies, in written or multimodal forms, and adjusts learning plans, goals and strategies effectively

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

Criterion 3: select, develop and apply criteria to evaluate projects, decisions and responses*

This criterion is both internally and externally assessed.

Standard Elements	Rating C	Rating B	Rating A
E1 - Collects and analyses evidence	collects and examines a variety of evidence, including online, to evaluate projects, decisions or consequences	collects and analyses a wide variety of evidence, including online, to evaluate projects, decisions and consequences	collects, develops and critically analyses a wide variety of evidence, including online, to evaluate projects, decisions and consequences
E2 - Uses and develops success criteria	identifies and selects criteria to evaluate projects, decisions and responses in written or multimodal forms	identifies, selects or adapts criteria to evaluate projects, decisions and responses in written or multimodal forms	develops or adapts criteria for nuanced critical evaluation of projects, decisions and responses in written or multimodal forms
E3 - Evaluates projects, decisions and responses	evaluates projects, decisions or responses, in written or multimodal form, using criteria and a small range of evidence.	consistently evaluates projects, decisions and responses, in written or multimodal form, using criteria and a range of evidence.	critically evaluates the development, progress, success and implications of projects, decisions and responses, in written or multimodal form, using criteria and a wide variety of evidence.

Criterion 4: explain global issues *

This criterion is both internally and externally assessed.

Standard Elements	Rating C	Rating B	Rating A
E1 – Undertakes research	undertakes research into global issues selecting and using information and evidence from a range of appropriate sources, including online sources	undertakes research into global issues selecting and using relevant information and evidence based on an assessment of reliable and useful sources, including online sources	undertakes research into global issues selecting and using relevant evidence based on a critical evaluation of reliable and useful sources, including online sources

Standard Elements	Rating C	Rating B	Rating A
E2 - Knowledge of the issue and its local, national and global impact	explains global issues and accounts for their impact in written and multimodal forms	explains global issues and accounts for their impact using supporting evidence in written and multimodal forms	provides detailed, supported and nuanced explanations of global issues and their impact and significance in written and multimodal forms
E3 - Knowledge of change process as it applies to global issues and their impact	explains change process [†] related to global issues and their impact in written and multimodal forms	explains change process [†] and illustrates with relevant examples of global issues in written and multimodal forms	provides detailed explanation of change process [†] and selects pertinent illustration from curated examples of global issues, in written and multimodal forms
E4 - Explains change required	explains and accounts for specific change required in the law or public perceptions relating to a global issue in written and multimodal forms.	explains, accounts for and justifies specific change required in the law or public perceptions relating to a global issue, in written and multimodal forms.	provides detailed explanation and justification of change proposed to the law or public perception relating to a global issue, in written and multimodal forms.

[†]change process means the steps that lead to presenting a proposed change in the law or public perception (see glossary for a more detailed explanation).

Criterion 5: investigate global issues

This criterion only internally assessed.

Standard Elements	Rating C	Rating B	Rating A
E1 - Poses inquiry questions to guide research	poses simple inquiry questions to guide research that identifies factors which impact upon global issues such as their components, causes and consequences	poses inquiry questions to develop a research plan for inquiry into global issues and their components, causes and consequences	poses nuanced inquiry questions to develop a clear, detailed and coherent research plan for inquiry into global issues, their components, causes and consequences

Standard Elements	Rating C	Rating B	Rating A
E2 - Analyses perspectives and connections	explains and accounts for different perspectives on global issues including the influence of cultures and beliefs, in written and multimodal forms	analyses and accounts for different perspectives on global issues, including conflict between different perspectives and the influence of cultures and beliefs, in written and multimodal forms	explains connections, distinctions and potential consensus of perspectives on global issues, in written and multimodal forms
E3 - Uses evidence to assist with analysis	collects and analyses evidence from a range of sources, including online, to develop an argument.	collects and analyses evidence from a range of sources, including online, to develop and sustain an argument.	collects and analyses evidence from a wide range of sources, including online, to test hypotheses and develop and sustain an argument.

Criterion 6: explain differing responses to global issues

This criterion only internally assessed.

Standard Elements	Rating C	Rating B	Rating A
E1 - Explains proposed responses to issues	explains proposed responses to current global or local issues in written and multimodal forms	provides detailed or nuanced explanation of proposed responses to current global or local issues, in written and multimodal forms	provides detailed and nuanced explanation of proposed responses to global and local issues, in written and multimodal forms
E2 - Explains rationale for response to issues	explains rationale for responses to global or local issues, in written and multimodal forms	provides detailed or nuanced explanation of rationale for responses to global or local issues, in written and multimodal forms	provides detailed and nuanced explanation of rationale for responses to global and local issues, in written and multimodal forms
E3 - Explains successful responses to global issues	develops oral or written text that uses evidence from a range of different sources, including online, to explain successful and unsuccessful responses to global issues.	develops oral or written text that uses evidence from a range of different sources, including online, to coherently explain and compare successful and unsuccessful responses to global issues.	develops oral or written text that uses evidence from a wide range of different sources, including online, to coherently explain and account for the success of past responses to global issues.

Criterion 7 synthesises responses to global issues*

This criterion is both internally and externally assessed.

Standard Elements	Rating C	Rating B	Rating A
E1 - Synthesises preferred responses to global issues	explains a preferred response to global issues, including rationale and supporting evidence, in written or multimodal forms	synthesises a preferred response to a global issue, including rationale, supporting evidence, assumptions and implications, in written or multimodal forms	synthesises and justifies a preferred response to a global issue, including rationale, supporting evidence, assumptions and implications, in written or multimodal forms
E2 – Compares and assesses responses	compares alternative responses to global issues and supports conclusions with argument or evidence	compares and assesses alternative responses to global issues and supports conclusions with argument and evidence	compares and evaluates alternative responses to global issues and supports conclusions with sustained evidence-based argument
E3 - Promotes preferred response	creates compelling oral or written texts that connect complex ideas in a proposed response to a global issue.	creates compelling oral or written texts that connect complex ideas in a targeted, supported response to a global issue.	creates compelling oral or written texts that connect complex ideas to produce a response to a global issue that addresses a target audience and assesses multiple perspectives, evidences and implications.

Criterion 8: design and assess informed action in response to an issue*

This criterion is both internally and externally assessed.

Standard Elements	Rating C	Rating B	Rating A
E1 - Empathetic planning	identifies stakeholders in planning and explains, in written or multimodal forms, how stakeholder interests have been addressed in the informed action planning	explains, in written or multimodal forms, how plans for informed action have been developed and amended in response to stakeholder interests	explains, in written or multimodal forms, how plans for informed action have been developed, and how and why they have been amended, to respond to stakeholder interests

Standard Elements	Rating C	Rating B	Rating A
E2 - Coherent and cohesive	creates written or multimodal text to explain how goals will be measured and met	creates written or multimodal text to explain how goals will be measured, monitored and met	creates written or multimodal text to explain how goals will be measured, monitored, refined and met
E3 - Measurable and potentially impactful	assesses and explains the impact of informed action in written or multimodal forms.	analyses and assesses the impact of informed action, in written or multimodal forms.	critically evaluates the impact of informed action in written or multimodal forms.

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 13 ratings (8 from the internal assessment, 5 from external assessment).

The minimum requirements for an award are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)

10 'A' ratings, 3 'B' ratings (3 'A' ratings, 2 'B' ratings from external assessment)

HIGH ACHIEVEMENT (HA)

5 'A' ratings, 5 'B' ratings, 3 'C' ratings (1 'A' rating, 3 'B' ratings, 1 'C' rating from external assessment)

COMMENDABLE ACHIEVEMENT (CA)

6 'B' ratings, 6 'C' ratings (2 'B' ratings, 3 'C' ratings from external assessment)

SATISFACTORY ACHIEVEMENT (SA)

11 'C' ratings (3 'C' ratings from external assessment)

PRELIMINARY ACHIEVEMENT (PA)

6 'C' ratings

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

Course Evaluation

- This will be confirmed by time of accreditation.

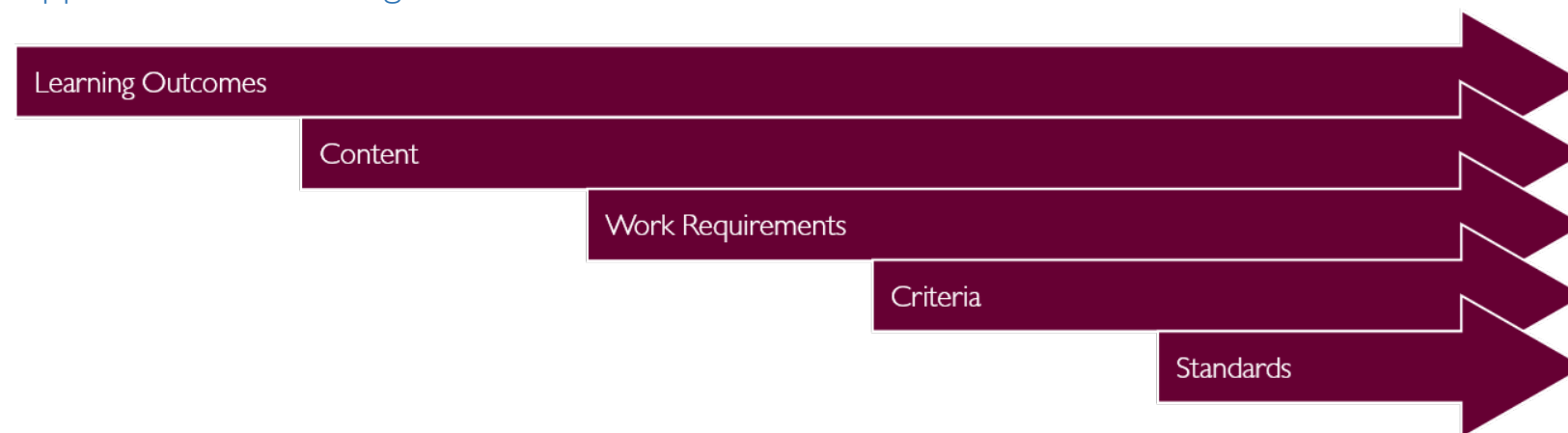
Course Developer

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



Accreditation and Version History

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

Appendix I - Line of Sight



Learning Outcomes	Course Content	Work Requirements	Criteria	Standards	General Capabilities (GC)
1. Communicate purposefully and appropriately about global futures	Module 1, 2, 3	Module 1, 2, 3	C 1	E 1, 2, 3, 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 global futures projects, decisions and responses using criteria and evidence	Module 1, 2, 3	Module 1, 2, 3	C 3	E 1, 2, 3	GC:
4. Explain global issues and their local, national and global impacts	Module 1	Module 1	C 4	E 1, 2, 3, 4	GC:
5. Analyse global issues, including their data, components, causes, consequences, evidence and perspectives on them	Module 1	Module 1	C 5	E 1, 2, 3	GC:
6. Explain responses to global issues including their rationale	Module 2	Module 2	C 6	E 1, 2, 3	GC:

Learning Outcomes	Course Content	Work Requirements	Criteria	Standards	General Capabilities (GC)
7. Analyse existing responses and synthesise their own response to global issues	Module 2, 3	Module 2, 3	C 7	E 1, 2, 3	GC: 
8. Design and implement informed action in response to a global issue	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 3 and Unit 4 Level Descriptions.

Criterion 1 – select and apply appropriate communication tools, protocols and strategies has been aligned where possible to Australian Curriculum Senior Secondary English learning outcomes for units 3 and 4.

Australian Curriculum General Capabilities continua, though finishing at a lower level 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: Proposing a change in the law

Mode /Format: Case Study

Description: The work requirement for Module 1 consists of two (2) case studies of a proposed change in the law. The case studies may be on the same issue or different issues. The case studies may relate to the same SDG or different SDGs.

Each case study:

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

Size: Each case study will be between 600 and 1200 words in total, not including evidence of action, planning and reflection. Each multi-modal or audio-visual case study will be 3-6 minutes in total, not including evidence of action, planning and reflection.

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

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

Module 2 Work Requirements Specifications

Focus Area: Personal Futures

Title of Work Requirement: Changing Minds: A Social Enterprise

Mode /Format: Social Enterprise

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

The assessable component of the work requirement will include:

- a report consisting of:
 - a brief outline of the issue involved
 - identification of the desired change in public perception
 - a rationale for changing that perception
 - a brief description or presentation of two 'changing minds' strategies chosen
 - a rationale for each of the strategies chosen
 - an evaluation of the social enterprise according to success criteria
- annotated planning for the social enterprise itself
- annotated evidence used for decision making
- A copy of the report and accompanying planning and evidence will be emailed to the teacher with relevant attachments.

Size: A written report will be between 600 and 1200 words not including annotated planning and evidence. An audio visual or multi-modal report will be 3-6 minutes not including annotated planning and evidence.

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

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

Relevant 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: Taking Action

Mode /Format: Project

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

- will be approved by the principal or principal's delegate
- will consist of a planned program of action
- will include a report consisting of:
 - an outline of the issue and goals concerned
 - a rationale for the project as a response to the issue concerned
 - actions linked to targets
 - evidence supporting decisions about goals, specific targets and actions
 - evaluation of the project according to success criteria
 - a prognosis
 - a bibliography
- will include annotated planning for the project and verified evidence of the project

The report, planning, approvals, evidence and prognosis will be submitted online.

Size: The report will be between 4200 and 5600 words not including annotated planning and evidence. Researching, planning and actioning the project should be between 25 and 40 hours. A multi-modal report will include at least two extended written components totalling no less than 2000 words.

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

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

Relevant Criteria:

- Criterion 1: All standard elements
- Criterion 2: All standard elements
- Criterion 3: All standard elements
- Criterion 4: Elements 1, 2 and 4
- Criterion 7: Elements 1 and 3
- Criterion 8: All standard elements

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

- Criterion 1: All standard elements
- Criterion 3: All standard elements
- Criterion 4: Elements 2 and 4
- Criterion 7: Elements 1 and 3
- 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 ▲▲
- 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.
change process	change process can be observed in attitude or behaviour, or formal structures	Adapted from Encyclopedia.com	in this course change process refers to key content in Modules 1 and 2 about how to bring about or encourage desired change.
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.

Term	Definition	Source Acknowledgement	Course Context
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).
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	

Term	Definition	Source Acknowledgement	Course Context
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. These are usually associated with an ethical theory. For instance, 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	
ethical scholarship	ethical scholarship means producing work which is honest, reliable and credible. This includes presenting your own work and acknowledging when other sources are used. In other words, it should be clear which ideas are yours and which belong to someone else	UWA student guide key definitions	in this course ethical scholarship is taken to include following the TASC academic integrity guide

Term	Definition	Source Acknowledgement	Course Context
ethical theory	an ethical theory attempts to provide a clear, unified account of what our ethical obligations are. They are attempts, in other words, to tell a single 'story' about what we are obligated to do	conciseencyclopedia.org	
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 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. A possible future effect or result	Oxford Languages Merriam-Webster	for example, reduced smoking rates are an implication of raised tobacco prices.

Term	Definition	Source Acknowledgement	Course Context
law	the system of rules which a particular country or community recognizes as regulating the actions of its members and which it may be enforced 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 by-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 plans	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 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.

Term	Definition	Source Acknowledgement	Course Context
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.
nuanced	expression or appreciation of subtle shades of meaning	Glossary for TASC accredited REL315116	

Term	Definition	Source Acknowledgement	Course Context
poverty and population issues	an 'issue' is an important topic or problem for debate	Oxford Languages	a population or poverty issue is a topic or problem concerning population or poverty. In this course such issues include but are not limited to: overpopulation, displacement of peoples, war, territorial disputes, fair work and slavery. Population and poverty issues can also be specific and local. There is considerable overlap between population and poverty issues and both environmental issues and social issues.
sophisticated	developed to a high degree of complexity	Oxford Languages	
SDG – Sustainable Development Goal	the 17 United Nations Sustainable Development Goals or their equivalent replacement	un.org	

Term	Definition	Source Acknowledgement	Course Context
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 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