

Transdisciplinary Projects

HaSS

Studies of Religion 2
COURSE DOCUMENT

DRAFT
PHASE 3 CONSULTATION



Catholic
Education
Tasmania



INDEPENDENT
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Table of Contents

Phase 3 Consultation Draft Published: March 2021

Studies of Religion, 150 hours – Level 2.....	4
Aims.....	4
Focus Area – Transdisciplinary Projects.....	4
Rationale.....	5
Integration of General Capabilities and Cross-Curriculum Priorities.....	5
Course Description.....	5
Pathways.....	6
Course Requirements.....	6
Course Structure, Delivery and Progression.....	6
Structure.....	6
Delivery.....	6
Developmental Progression.....	6
Module 1 - The search for meaning.....	7
Module 1 Learning Outcomes.....	7
Module 1 Content.....	7
Module 1 Work Requirements.....	8
Module 1 Assessment.....	8
Module 2 - Religious traditions – how to live life.....	8
Module 2 Learning Outcomes.....	8
Module 2 Content.....	8
Module 2 Work Requirements.....	9
Module 2 Assessment.....	9
Module 3 - Depth studies – religion in society.....	9
Module 3 Learning Outcomes.....	9
Module 3 Content.....	9
Module 3 Work Requirements.....	11
Module 3 Assessment.....	11
Assessment.....	12
Criteria.....	12
Standards.....	12
Quality Assurance.....	14
Qualifications and Award Requirements.....	15
Course Evaluation.....	15
Course Developer.....	15

Accreditation and Version History	15
Appendix 1 - Line of Sight.....	16
Appendix 2 - Alignment to Curriculum Frameworks.....	17
Appendix 3 - Work Requirements	17
Module 1 Work Requirements Specifications.....	17
Module 2 Work Requirements Specifications.....	18
Module 3 Work Requirements Specifications.....	18
Appendix 4 – General Capabilities and Cross-Curriculum Priorities.....	19
Appendix 5 – Glossary.....	19

Studies of Religion, 150 hours – Level 2

This course is the Level 2 component of the Studies of Religion program.

Aims

The purpose of [Years 9 to 12 Education](#) is to enable all students to achieve their potential through Years 9 to 12 and beyond in further study, training or employment.

Years 9 to 12 Education enables: Personal Empowerment, Cultural Transmission, Preparation for Citizenship and Preparation for Work.

This course supports the principles of Access, Agency, Excellence, Balance, Support and Achievement as part of a range of programs that enables students to access a diverse and highly flexible range of learning opportunities suited to their level of readiness, interests and aspirations.

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

Studies of Religion Level 2 is a Transdisciplinary Projects course.

Focus Area – Transdisciplinary Projects

Transdisciplinary Projects courses require students to integrate, transfer and reflect on their prior knowledge, skills, attitudes and values in transdisciplinary ways. Students will engage critically and creatively to integrate the learning and ways of working from multiple disciplines. Students will produce outcomes that are only possible through the intersection between disciplines. Students will share the outcomes of Transdisciplinary Projects as appropriate to their methodology, and their exhibition of work will form a major element of their assessment. Students will reflect upon their learning by evaluating their project outputs, the effectiveness of their methodology and the implications of their work on the pre-existing body of knowledge.

Transdisciplinary projects courses have three key features that guide teaching and learning:

- engage and ideate
- connect and apply
- exhibit and reflect.

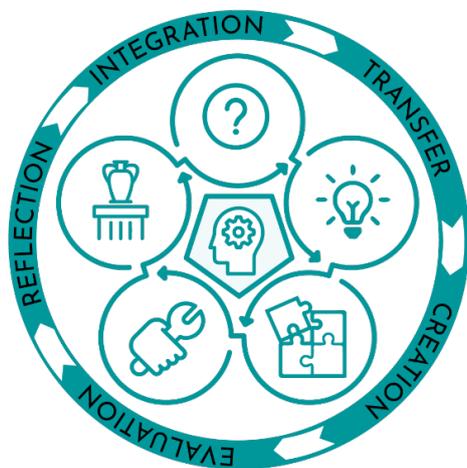


Figure 1: Transdisciplinary Project Cycle of Learning (adapted from OECD Learning Compass 2030)

In this course learners will consider approaches and perspectives from a variety of disciplines such as Theology, Sociology, History, Philosophy and Comparative Religions. They will connect these disciplinary approaches and prior learning to engage critically with ethical investigations of religion in the modern world and in Australia in particular. Projects in Module 1 and Module 2 will develop their thinking and skills towards those that will be expressed through the culminating Depth Study project in Module 3.

Rationale

Studies of Religion Level 2 is designed to foster the intellectual, civic, ethical and cultural development of learners. The program of learning includes the application of multi-disciplinary knowledge, understanding, skills, values and attitudes to the study of both the underpinnings of religious faith and the dynamic and changing nature of religion in Australia in the 21st Century. It will develop the capacity of learners to manage their own lives and to become flexible, independent thinkers, problem solvers and decision makers. The course provides Level 2 access to the HASS *Studies of Religion* program and supports the principles of the Years 9-10 Education Framework, those being Access, Agency, Excellence, Balance, Support and Achievement. Learners have increasing opportunities to customise and personalise their learning as they progress through the modules of the course, culminating in the opportunity to design a major depth study in Module 3.

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 
- Personal and social capability 

The cross-curriculum priorities enabled through this course are:

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

Course Description

Studies of Religion Level 2 will expand learners' knowledge and understanding of religious diversity and the role that religion plays in society and in many people's lives in Australia in the 21st century.

Through the study of the search for meaning, at least two religious traditions and a depth study; learners will engage with key facets of religion. These will include:

- the interrelation between beliefs, values and practices
- the role that faith communities play in society
- the contribution of religious thinking to essential debates in society.

There is a strong focus in the course on transdisciplinary and inquiry approaches to learning. Learners will also be encouraged to pursue areas of individual or group interest in the selection and design of projects in Modules 1 and 2 and a major depth study in Module 3.

Pathways

- This course builds upon Humanities and Social Sciences (HASS) 7-10 Civics and Citizenship, 7-10 Geography and 7-10 History Australian Curriculum
- *Civics and Citizenship* Level 1 provides a pathway into *Studies of Religion* Level 2
- *Studies of Religion* Level 2 provides level 2 access to the TASC accredited HASS Studies of Religion program as well as the Modern and Ancient History programs, the planned program in Community and Society and other HASS programs in Civics and Citizenship or History and Geography.

Course Requirements

- There are no pre-requisites for *Studies of Religion* Level 2.
- Learners undertaking the course will need to work with other learners at times.
- Internet and device access is essential for some parts of the course.

Course Structure, Delivery and Progression

Structure

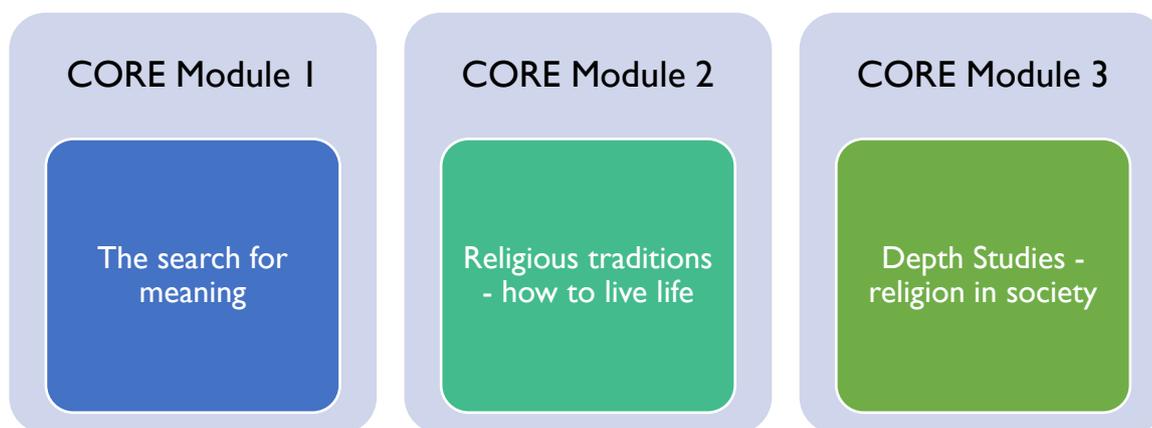
This course consists of three 50-hour modules.

Modules available

Core Module 1: The search for meaning

Core Module 2: Religious traditions – how to live life

Core Module 3: Depth studies – religion in society



Delivery

The three modules should be delivered in order 1, 2, 3.

Developmental Progression

At both the module and course level the learner is introduced to and builds upon key ideas, concepts, skills, knowledge and understanding leading to performance of understanding reflected in the work requirements.

Individual modules have a developmental progression that introduces, builds upon and culminates in a performance of understanding in the work requirements. Between modules there is also a developmental progression that leads to a culminating performance of understanding in the final work requirements.

Module 1 - The search for meaning

Module 1 Learning Outcomes

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

1. communicate purposefully and appropriately about religion
2. apply metacognitive reasoning and skills individually and collaboratively
3. identify, form and test points of view
4. analyse how meaning is made and reinforced (identify assumptions)

Module 1 Content

Module 1 of *Studies of Religion* Level 2 begins with an initial focus on the universal search for meaning which is then given relevance through selected examples from Aboriginal Spirituality and one or more ancient religions. When selecting the knowledge or skills content for specific learning experiences teachers and learners should ensure that:

- connections between questions or answers and fundamental assumptions or specific context can be seen and examined
- contrasts in approaches to the search for meaning can be demonstrated, such as contrasts with a scientific or atheist search for meaning
- evidence is considered, as appropriate for HASS courses
- learners consider a variety of perspectives, from different disciplines and diverse points of view.

Illustrative or contrasting examples should be selected from traditions that will be studied in Module 2.

Key knowledge

The search for meaning

- ultimate questions, including those about meaning and purpose
- different approaches and disciplines and diverse world views
- definitions of religion and its core components.

Aboriginal spirituality

- ultimate questions and world views
- diversity
- connection with time, people and place.

Ancient Religions

- analysing deities and spiritual beings from a selected ancient religion
- purposeful stories from a selected ancient religion
- everyday people and an ancient religion.

Key skills

Communication:

- purposeful and effective research and presentation of information
- conventions aligned to disciplines and the research and communication tools used, including the conventions associated with academic integrity
- terminology associated with religions, faith and world views.

Metacognition:

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

Reflection and evaluation:

- formulating questions
- using evidence and assessing its suitability, reliability and usefulness
- considering assumptions, implications and connections.

Module 1 Work Requirements

The work requirements of a course are processes, products or performances that provide a significant demonstration of achievement that is measurable against the course's standards. Work requirements need not be the sole form of assessment for a module.

This module includes two (2) inquiry work requirements.

See Appendix 3 for summary of Work Requirement specifications for this course.

Module 1 Assessment

This module will assess criteria 1, 2, 3, 4.

Module 2 - Religious traditions – how to live life

Module 2 Learning Outcomes

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

1. communicate purposefully and appropriately about religion
2. apply metacognitive reasoning and skills individually and collaboratively
3. identify, form and test points of view
5. analyse how religious values and beliefs are expressed.

Module 2 Content

Module 2 of *Studies of Religion* Level 2 consists of the study of two religious traditions.

At least two traditions will be selected from the list in column A of the table below. Learners will study content from components 1 and 2 from column B of the table along with content from at least one of components 3, 4 or 5.

Column A: Religious Traditions	Column B: Aspects of Religion
Buddhism	Beliefs and individual and communal values
Christianity	Rituals and practices
Hinduism	People places and times
Islam	Texts and stories
Judaism	Belonging

Key knowledge

- building a knowledge bank of two traditions
- connections and interrelationships between the different components of the tradition
- similarities and differences between traditions, including with those studied in Module 1.

Key skills

Communication:

- purposeful and effective research and presentation of information
- conventions aligned to disciplines and the research and communication tools used, including the conventions associated with academic integrity
- terminology associated with religions, faith and world views.

Metacognition:

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

Reflection and evaluation:

- formulating questions
- using evidence and assessing its suitability, reliability and usefulness
- considering assumptions, implications and connections.

Module 2 Work Requirements

The work requirements of a course are processes, products or performances that provide a significant demonstration of achievement that is measurable against the course's standards. Work requirements need not be the sole form of assessment for a module.

This module includes two (2) extended response work requirements.

See Appendix 3 for summary of Work Requirement specifications for this course.

Module 2 Assessment

This module will assess criteria 1, 2, 3, 5.

Module 3 - Depth studies – religion in society

Module 3 Learning Outcomes

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

1. communicate purposefully and appropriately about religion
2. apply metacognitive reasoning and skills individually and collaboratively
3. identify, form and test points of view
6. acknowledge and appreciate different ways of seeing the world

Module 3 Content

Module 3 of *Studies of Religion* Level 2 focuses on viewing through diverse lenses key ways religions live in society. Learners should select two topics from the list in column A of the table below and consider the associated questions in column B from the perspective of two different traditions. Learners may negotiate with their teacher to replace one of the tradition perspectives with a specified non-religious perspective.

Key knowledge

A key focus of this module is understanding and appreciating diverse perspectives. Teachers should ensure that learners have the requisite knowledge and skills to meet this requirement. Learners should

further develop their understanding of what appreciating diverse perspectives means before proceeding to consider the depth study topics below.

Topics	Focus questions
Historical context: the foundation and development of a religious tradition	Research the foundation of the tradition, including: <ul style="list-style-type: none"> • textual and/or mythical accounts • key individuals • early development and formalisation of the tradition • evolution or schism leading to major variants of the tradition
Ethical issues	<ul style="list-style-type: none"> • select one or two ethical issues of current concern. • analyse the issue to identify points of contention and arguments. • present a view (and position where relevant) from the perspective of two traditions.
Religious expression	Select two traditions and discuss the details and significance of two or three examples of religious expression from each. Examples of religious expression may include: <ul style="list-style-type: none"> • prayer • communal worship • fasting • proselytising/missionary commitment • taking religious orders • religion and food • creative expression through music, literature or art.
Spiritual experiences	Select two examples of spiritual experience, each associated with a different tradition. Examples may be generic or specific. Outline the experience and respond to three of the following for each example: <ul style="list-style-type: none"> • how did the experience reflect the beliefs of the tradition? • how did the experience reflect the beliefs of the person(s) involved? • how did the experience reflect the views of the local community? • how was one or more central persons altered by the experience? • how was the tradition altered by the experience? • focus question negotiated with teacher.
Religion in society and the local community	Select two of the following focus areas where a religious group participates in the community. At

	<p>least two traditions must be included in the scope of the study:</p> <ul style="list-style-type: none"> • care of the aged • medical care • alleviating poverty • celebrating community • acting for justice • caring for the environment
The incorporeal world	Select two traditions and consider, compare and contrast the beliefs of the tradition about spiritual beings and the afterlife.
Topic negotiated with teacher	Additional topics may be selected by learners through negotiation with their teacher. There must be scope in the topic to address the work requirement for this module.

Key skills

Skills developed through earlier modules will require further development in this module in order to meet the independent and collaborative learning targets of the work requirement.

Communication:

- purposeful and effective research and presentation of information
- conventions aligned to disciplines and the research and communication tools used, including the conventions associated with academic integrity
- terminology associated with religions, faith and world views.

Metacognition:

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

Reflection and evaluation:

- formulating questions
- using evidence and assessing its suitability, reliability and usefulness
- considering assumptions, implications and connections.

Module 3 Work Requirements

The work requirements of a course are processes, products or performances that provide a significant demonstration of achievement that is measurable against the course's standards. Work requirements need not be the sole form of assessment for a module.

This module includes two (2) depth study work requirements.

See Appendix 3 for summary of Work Requirement specifications for this course.

Module 3 Assessment

This module will assess criteria 1, 2, 3, 6.

Assessment

Criterion-based assessment is a form of outcomes assessment that identifies the extent of learner achievement at an appropriate end-point of study. Although assessment – as part of the learning program – is continuous, much of it is formative, and is done to help learners identify what they need to do to attain the maximum benefit from their study of the course. Therefore, assessment for summative reporting to TASC will focus on what both teacher and learner understand to reflect end-point achievement.

The standard of achievement each learner attains on each criterion is recorded as a rating 'A', 'B', or 'C', according to the outcomes specified in the standards section of the course.

A 't' notation must be used where a learner demonstrates any achievement against a criterion less than the standard specified for the 'C' rating.

A 'z' notation is to be used where a learner provides no evidence of achievement at all.

Internal assessment of all criteria will be made by the provider. Providers will report the learner's rating for each criterion to TASC.

Criteria

	Module 1	Module 2	Module 3	Notes
Criteria Assessed	1,2,3,4	1,2,3,5	1,2,3,6	Three common criteria in all modules and one focus criterion per module.

The assessment follow *Studies of Religion Level 2* will be based on the degree to which the learner can:

1. select and apply appropriate communication skills and strategies
2. select and apply metacognition skills and reasoning
3. identify, form and test points of view
4. explain religious points of view
5. identify and explain the implications of beliefs and values
6. acknowledge diverse perspectives.

Standards

Criterion 1: select and apply appropriate communication skills and strategies

Rating C	Rating B	Rating A
uses a range of nominated communication formats in meaningful targeted communication	uses a range of nominated communication formats to assist with meaning	appropriately selects from and uses a range of communication formats to suit purpose
uses a range of terminology, usually correctly	uses a wide-range of terminology	correctly spells and appropriately uses a wide range of terminology
uses communication conventions to assist with meaning.	uses a range of communication conventions to assist with meaning.	correctly uses a range of communication conventions.

Criterion 2: select and apply metacognition skills and reasoning

Rating C	Rating B	Rating A
develops plans for achieving learning goals	creates learning plans for self and others	creates learning plans to reflect and develop learning intentions of self and groups
reflects on learning progress	monitors individual and collective learning progress	monitors, evaluates and reflects upon individual and collective learning progress
sets learning goals.	sets personal learning goals and intentions.	sets personal learning goals and intentions.

Criterion 3: identify, form and test points of view

Rating C	Rating B	Rating A
distinguishes fact from opinion and presents a point of view when required	distinguishes fact from opinion and presents rational points of view	distinguishes fact from opinion and develops rational points of view at will
identifies internal elements of a point of view such as emotion, bias, reliability, quality of reasoning	explains internal elements in a point of view	discusses the internal coherence of points of view
identifies connections of points of view with beliefs, values, actions or other points of view	explains the interconnections of points of view	discusses points of view as part of a set of points of view or beliefs
identifies relevant evidence or lack of evidence for points of view.	determines evidence as affirming or refuting points of view.	analyses evidence for its use, reliability and suitability in supporting or refuting a point of view.

Criterion 4: explain points of view

Rating C	Rating B	Rating A
develops questions that assist in identifying and understanding points of view	develops questions that assist in identifying and understanding assumptions	develops questions that assist in identifying and understanding assumptions and world views, and their impacts on points of view or approaches
explains points of view or approaches and identifies core beliefs and values that underpin them	discusses points of view or approaches and some assumptions underpinning them	analyses points of view or approaches including their assumptions
identifies some connections between core beliefs and points of view or approaches.	explains connections between points of view or approaches and core beliefs and values that underpin them.	analyses the connections between assumptions and points of view or approaches.

Criterion 5: identify and explain the implications of beliefs and values

Rating C	Rating B	Rating A
develops questions that assist in identifying and understanding implications of key beliefs and values	develops questions that assist in identifying and understanding the practices of religious adherents	develops questions that assist in identifying and understanding beliefs and values and their impact on practice
explains ways a religious tradition advises adherents to live	explains how a religious tradition advises adherents to live	discusses how a religious tradition tells adherents to live
explains religious practices as a consequence of beliefs and values.	explains why a religious tradition encourages certain practices and ways of living.	discusses why a religious tradition encourages certain practices and ways of living.

Criterion 6: acknowledge diverse perspectives

Rating C	Rating B	Rating A
identifies and explains diverse beliefs and practices	describes and compares knowledge, beliefs and values	explains similarities and differences in knowledge beliefs and values
identifies and explains reasons for diverse perspectives	discusses reasons for and impact of diverse perspectives	explains origins and impact of diverse perspectives
identifies opportunities that diverse perspectives provide.	discusses opportunities that diverse perspectives provide.	explains opportunities that diverse perspectives provide.

Quality Assurance

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

Qualifications and Award Requirements

The final award will be determined by the Office of Tasmanian Assessment, Standards and Certification from 6 ratings.

The minimum requirements for an award in *Studies of Religion* Level 2 are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)

5 'A' ratings, 1 'B' rating

HIGH ACHIEVEMENT (HA)

3 'A' ratings, 2 'B' ratings, 1 'C' rating

COMMENDABLE ACHIEVEMENT (CA)

3 'B' ratings, 3 'C' ratings

SATISFACTORY ACHIEVEMENT (SA)

5 'C' ratings

PRELIMINARY ACHIEVEMENT (PA)

3 'C' ratings

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

Course Evaluation

- This will be confirmed by time of accreditation.

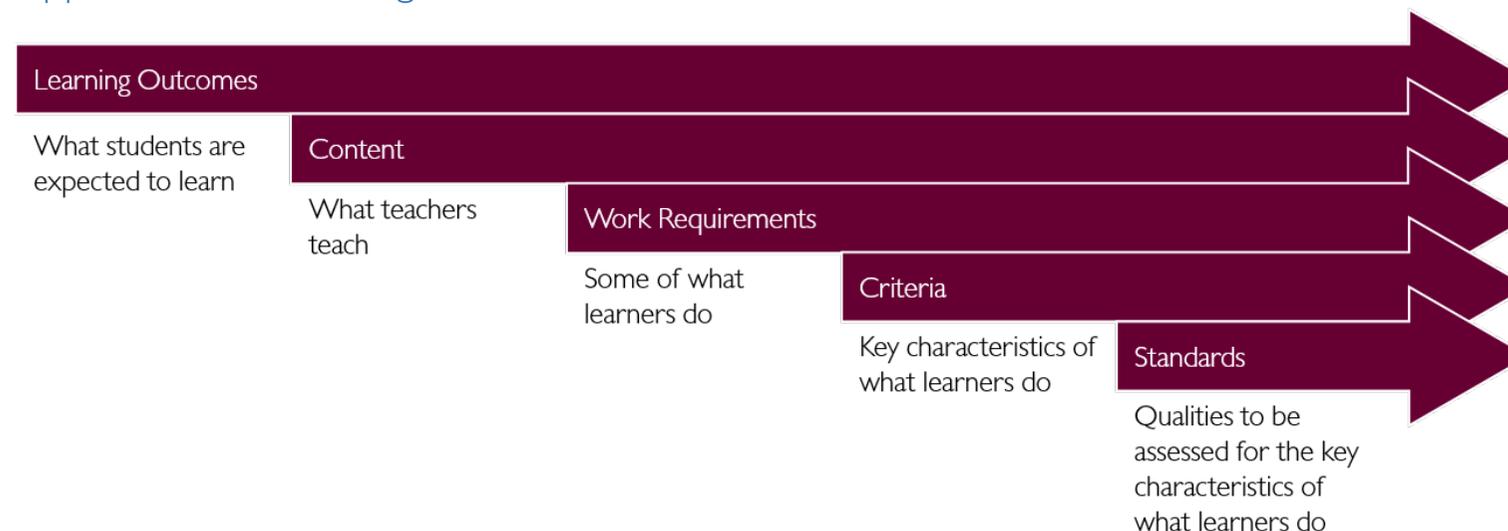
Course Developer

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

Accreditation and Version History

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

Appendix I - Line of Sight



Learning Outcomes	Course Content	Work Requirements	Criteria	Standards	General Capabilities (GC)
1. Communicate purposefully and appropriately about religion.	Module 1, 2, 3	Module 1, 2, 3	C 1	E 1, 2, 3	GC:
2. Apply metacognitive reasoning and skills individually and collaboratively.	Module 1, 2, 3	Module 1, 2, 3	C 2	E 1, 2, 3	GC:
3. Identify, form and test points of view.	Module 1, 2, 3	Module 1, 2, 3	C 3	E 1, 2, 3	GC:
4. Analyse how meaning is made and reinforced (identify assumptions).	Module 1	Module 1	C 4	E 1, 2, 3	GC:
5. Analyse how religious values and beliefs are expressed.	Module 2	Module 2	C 5	E 1, 2, 3	GC:
6. Acknowledge and appreciate different ways of seeing the world.	Module 3	Module 3	C 6	E 1, 2, 3	GC:

Appendix 2 - Alignment to Curriculum Frameworks

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

Appendix 3 - Work Requirements

Module 1 Work Requirements Specifications

Focus Area: Transdisciplinary projects

Title of Work Requirement: The search for meaning

Mode /Format: Inquiry

Learning Outcomes: 1, 2, 3, 4

Description: The work requirement for Module 1 consists of two inquiries. Learners may select any two questions from column A in the table, one question per inquiry. Learners may select any two modes of presentation from column B in the table, a different mode for each inquiry.

Column A: Inquiry questions	Column B: presentation options
Referring to examples drawn from an ancient religion or Aboriginal spirituality: <ol style="list-style-type: none">1. Compare one or two approaches to a specific fundamental question with a more literal or scientific approach to the same question2. How is the nature and character of a spiritual being presented in stories of them?3. How does religion impact daily lives of ordinary people?4. How do fundamental questions of the 21st century differ from those of the past?	<ul style="list-style-type: none">• blog• podcast• storyboard• oral report• written report• multi-modal presentation

Size: 250-400 words, 2-4 minutes, or equivalent per inquiry.

Timing: There are no timing specifications for the inquiries.

External agencies: Learners may engage with external agencies in completing this work requirement.

Relevant criteria:

- Criterion 1: all standard elements
- Criterion 2: all standard elements
- Criterion 3: all standard elements
- Criterion 4: all standard elements

Module 2 Work Requirements Specifications

Focus Area: Transdisciplinary Projects

Title of Work Requirement: Faith in practice

Mode /Format: Extended response

Learning Outcomes: 1, 2, 3, 5

Description: The work requirement for Module 2 consists of two extended responses.

- Each extended response will focus on a different tradition.
- Each response will discuss how the tradition applies their beliefs and values through rituals, worship and daily life.
- Each extended response may be a written response or a multi-modal presentation.

Size: 500-800 words, 3-6 minutes or equivalent.

Timing: The extended responses may be undertaken at different times during the module.

External agencies: Learners may engage with external agencies in completing this work requirement.

Relevant criteria:

- Criterion 1: all standard elements
- Criterion 2: all standard elements
- Criterion 3: all standard elements
- Criterion 4: all standard elements

Module 3 Work Requirements Specifications

Focus Area: Transdisciplinary Projects

Title of Work Requirement: Depth Studies

Mode /Format: Depth Study

Learning Outcomes: 1, 2, 3, 6

Description: Learners will undertake two depth studies with the topic and focus questions chosen from the key knowledge for Module 3. One depth study will be an individual depth study and one will be a small group depth study. In special circumstances teachers or supervisors may give an individual learner permission to complete two individual or two group depth studies. The depth studies may be presented in written, oral presentation or multi modal forms.

Depth studies will have a significant focus on presenting, understanding and appreciating diverse perspectives and will include three components:

- a descriptive element
- an explanatory element
- an analysis element

Size: Individual depth study 800 - 1000 words or 4 - 8 minutes. Small group 1200 - 1500 words or 8 - 12 minutes.

Timing: The depth studies may be undertaken at different times during the module.

External agencies: Learners may engage with external agencies in completing this work requirement.

Relevant Criterion/criteria:

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

Appendix 4 – General Capabilities and Cross-Curriculum Priorities

Learning across the curriculum content, including the cross-curriculum priorities and general capabilities, assists students to achieve the broad learning outcomes defined in the *Alice Springs (Mparntwe) Education Declaration* (December 2019).

General Capabilities:

The general capabilities play a significant role in the Australian Curriculum in equipping young Australians to live and work successfully in the twenty-first century.

In the Australian Curriculum, capability encompasses knowledge, skills, behaviours and dispositions. Students develop capability when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school.

The general capabilities include:

- Critical and creative thinking 
- Ethical understanding 
- Information and communication technology capability 
- Intercultural understanding 
- Literacy 
- Numeracy 
- Personal and social capability 

Cross-Curriculum Priorities:

Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face, for their own benefit and for the benefit of Australia as a whole. The priorities provide national, regional and global dimensions which will enrich the curriculum through development of considered and focused content that fits naturally within learning areas. Incorporation of the priorities will encourage conversations between students, teachers and the wider community.

The cross-curriculum priorities include:

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

Appendix 5 – Glossary

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