Civics and Citizenship

LEVEL 1	15 TCE CREDIT POINTS
COURSE CODE	CVC115122
COURSE SPAN	2022 — 2026
READING AND WRITING STANDARD	NO
MATHEMATICS STANDARD	NO
COMPUTERS AND INTERNET STANDARD	NO

This course was delivered in 2022. Use A-Z Courses to find the current version (if available).

Civics and Citizenship Level 1 focuses on the knowledge and skills needed to participate in Australia's democratic system and local and global communities

Civics and Citizenship Level 1 includes four main topics. These are: Australia's democratic system, Australia and the world, citizenship and belonging and diversity. Learning in this course has a strong focus on applied learning and on the opportunities and obligations that come from democratic participation and community involvement. These themes show learners how their learning will have an impact on them and their communities into the future.

Focus Area

Focus Area Discipline-based Study

Courses aligned to the Years 9 to 12 Curriculum Framework belong to one of the five focus areas of Discipline-based study, Transdisciplinary projects, Professional studies, Work-based learning and Personal futures.

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

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

Discipline-based study courses have three key features that guide teaching and learning:

- specialist knowledge
- theories and concepts and
- methodology and terminology.



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

Rationale

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

The purpose of Years 9 to 12 Education is to enable all learners 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 learners to access a diverse and highly flexible range of learning opportunities suited to their level of readiness, interests and aspirations.

Learning Outcomes

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

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

Pathways

- This course reflects and builds upon Australian Curriculum: Civics and Citizenship Years 7-10.
- This course provides a pathway to *Legal Studies* Level 2, *Global Futures* Level 2, and other TASC-accredited Level 2 HASS courses.

Integration of General Capabilities and Cross-curriculum Priorities

Integration of general capabilities and cross-curriculum priorities

The general capabilities addressed specifically in this course are:

- Critical and creative thinking
- Personal and social capability

The cross-curriculum priorities enabled through this course are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

Course Size And Complexity

This course has a complexity level of 1.

For a full description of courses at a complexity level of 1, please refer to the Levels of Complexity - Tasmanian Senior Secondary Education document.

This course has a size value of 15. Upon successful completion, this course may contribute 15 points towards the achievement of the Tasmanian Certificate of Education (TCE).

Course Structure

This course consists of three 50-hour modules.

Module 1: Australia's democratic system and me

Module 2: Communities and us

Module 3: Belonging, citizenship and diversity

Course Delivery

The three modules are designed to be delivered sequentially, but this may be varied to accommodate opportunities to engage with real-world democratic activities or community events.

Course Requirements

Access
There are no prerequisites for *Civics and Citizenship* Level 1.

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

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

Course Content: Module 1

Module 1: Australia's democratic system and me

Module 1 learning outcomes

The following learning outcomes are a focus of this module:

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

Module 1 content

This module is designed for practical learning approaches that can be measured against the criteria and standards. Learning in this module will be explicit about the opportunities and obligations that are part of belonging to Australian democracy and consider whether these opportunities and obligations are equitable and fair.

In Module 1, practical learning will include mirroring democratic decision-making in learning activities and involvement with real-world democratic systems where possible.

Learners will explore the knowledge required to fulfil obligations and access opportunities in Australia's democracy, and develop the understanding and skills required to enable full participation in our democracy.

Module 1 key knowledge

Learners will be exposed to relevant specialist knowledge, theories and concepts associated with their system of government, local civic involvement in the community and opportunities for global citizenship.

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

Module 1 key skills

- Participatory research methodologies, such as:
  - group discussions of personal experience
  - interviews and surveys
  - analysis of public documents.
- Active political engagement, such as:
  - practising community involvement
  - identifying personal values and responsibilities
  - advocacy.
- Communication:
  - purposeful communication
  - conventions such as simple spelling, grammar and punctuation
  - terminology associated with key features of Australia's democratic system.
- Metacognition:
  - planning for success
  - reflecting on progress
  - responding to reflection and feedback.
- Personal and social capability, including:
  - collaborating
  - empathising
  - decision-making
  - responding to challenge
  - listening and being heard.

Module 1 work requirements summary

This module includes one work requirement:

- one folio

See Appendix 3 for the full specifications of the work requirements of this course.

Module 1 assessment

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

Course Content: Module 2

Module 2: Communities and us

Module 2 learning outcomes

The following learning outcomes are a focus of this module:

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

Module 2 content

This module is designed for practical learning approaches. Learning in this module should be explicit about the opportunities and obligations that are part of belonging to Australian communities and consider whether these opportunities and obligations are equitable and fair.

In this module, practical learning should include involvement with real-world community groups as often as practical and possible.

Learners will gain an understanding of, and experience the benefits of, belonging to communities. They will have the opportunity to contribute to communities and build life-long capacity to participate in local, national and global communities.

Skills are consolidated and applied to a different context through this module.

Module 2 key knowledge

Learners will be exposed to specialist knowledge, theories and concepts associated with the system of government, civic involvement in the community and global citizenship where relevant. Details, examples and illustrations where possible will be drawn from the local context and from the experience and interests of learners.

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

Module 2 key skills

- Participatory research methodologies, such as:
    - group discussions of personal experience
    - interviews and surveys
    - analysis of public documents.
- Active political engagement, such as:
    - practising community involvement
    - identifying personal values and responsibilities
    - advocacy.
- Communication:
    - purposeful communication
    - conventions such as simple spelling, grammar and punctuation
    - terminology associated with key features of Australia's democratic system.
- Metacognition:
    - planning for success
    - reflecting on progress
    - responding to reflection and feedback.
- Personal and social capability, including:
    - collaborating
    - empathising
    - decision-making
    - responding to challenge
    - listening and being heard.

Module 2 work requirements summary

This module includes one work requirement:

- one folio

See Appendix 3 for the full specifications of the work requirements for this course.

Module 2 Assessment

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

Course Content: Module 3

Module 3: Belonging, citizenship and diversity

Module 3 learning outcomes

The following learning outcomes are a focus of this module:

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

Module 3 content

This module is designed for practical learning approaches. Learning in this module should be explicit about the opportunities and obligations that are part of belonging to Australian democracy in the context of civic involvement. Learning should consider whether these opportunities and obligations are equitable and fair.

In this module, practical learning will include participating democratically in learning activities, completing a collaborative project and involvement with real-world communities as often as practical and possible.

Learners will be introduced to the benefits of practical involvement with others, the obligations that come with participation and how to build the life-long capacity to appreciate and participate in local and global citizenship.

Skills are consolidated and applied to a new context through this module.

Module 3 key knowledge

Learners will be exposed to specialist knowledge, theories and concepts associated with the system of government, civic involvement in the community and global citizenship where relevant. Details, examples and illustrations will be drawn from an authentic context and from the experience and interests of learners.

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

Module 3 key skills

- Participatory research methodologies, such as:
    - group discussions of personal experience
    - interviews and surveys
    - analysis of public documents.
- Active political engagement, such as:
    - practising community involvement
    - identifying personal values and responsibilities
    - advocacy.
- Communication:
    - purposeful communication
    - conventions such as simple spelling, grammar and punctuation
    - terminology associated with key features of Australia's democratic system.
- Metacognition:
    - planning for success
    - reflecting on progress
    - responding to reflection and feedback.
- Personal and social capability, including:
    - collaborating
    - empathising
    - decision-making
    - responding to challenge
    - listening and being heard.

Module 3 work requirements summary

This module includes one work requirement:

- one extended response

See Appendix 3 for the full specifications of the work requirements for this course.

Module 3 assessment

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

Quality Assurance Process

The following processes will be facilitated by TASC to ensure there is:

- a match between the standards of achievement specified in the course and the skills and knowledge demonstrated by individual learners
- community confidence in the integrity and meaning of the qualification.

Process

TASC will verify that the provider's course delivery and assessment meet the course requirements and community expectations for fairness, integrity and validity of qualifications TASC issues. This will involve checking:

- scope and sequence documentation (Provider Standard 1):
    - course delivery plan
    - course assessment plan (assessment matrix)
- student attendance records (Provider Standard 2)
- examples of assessments tools / instruments, and associated rubrics / marking guides (Provider Standard 3)
- examples of student work, including that related to any work requirements articulated in the course document (Provider Standard 1 & 3)
- class records of assessment (Provider Standard 4).

This process will be scheduled by TASC using a risk-based approach.

Criteria

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

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

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

Standards

Criterion 1: communicate civics and citizenship information

Standard Element	Rating A	Rating B	Rating C
E1 - Use of communication formats	selects and uses familiar simple text forms† in meaningful targeted communication	uses familiar simple text forms† to convey meaning in set tasks	uses simple text forms† as directed in order to convey meaning
E2 - Terminology	identifies and uses a range of terminology associated with Australia's democracy and communities	identifies and uses a limited range of terminology associated with Australia's democracy and communities	identifies a limited range of terminology associated with Australia's democracy and communities
E3 - Language conventions such as spelling, grammar and punctuation	identifies and uses strategies to improve the accuracy of the language conventions such as spelling, grammar and punctuation	identifies and uses, as instructed, a strategy to improve the accuracy of the language conventions such as spelling, grammar and punctuation	identifies and uses simple spelling, grammar and punctuation

†Text forms are considered to be the style and presentation guidelines and parameters for learner output including posters, oral reports, infographics and other formats prescribed by work requirements or those set by providers.

Criterion 2: use metacognitive skills and reasoning

Standard Element	Rating A	Rating B	Rating C
E1 - Setting goals and plans	creates and revises, with others, learning goals and plans for self and others that meet requirements of tasks and projects	describes and creates, with others, learning goals and plans for self and others that manage some requirements of tasks or projects	identifies and sets simple relevant learning goals for self and others
E2 - Monitoring learning	seeks and responds to feedback with others, accurately identifies short term learning achievements, and identifies some potential barriers to learning achievement	seeks and responds to feedback with others, identifies a short-term learning achievement, and identifies a potential barrier to learning achievement	seeks and responds to feedback on progress towards learning goals, by making simple relevant adjustments to learning goals or plans
E3 - Working towards goals	completes concrete tasks with simple steps accurately and on time	completes concrete tasks with simple steps within set timeframes	completes concrete tasks with simple steps as directed

Criterion 3: apply learning in practical contexts

Standard Element	Rating A	Rating B	Rating C
E1 - Participation	completes and assists others engagement in a broad range of democratic and communal activities from the learning program	engages in and completes voluntary activities from the learning program	engages as directed in voluntary activities from the learning program
E2 - Transfer of knowledge	identifies and describes some key knowledge from civics and citizenship education that is relevant to specific authentic or otherwise practical contexts for self and peers	identifies some key knowledge from civics and citizenship education and where it is relevant to the life of self or peers	identifies some key knowledge from civics and citizenship education that applies to the life of self or peers
E3 - Application of learning in practical contexts	accurately and effectively applies key knowledge and skills from civics and citizenship education to inform action and decision making in a range of simple practical contexts	effectively applies key knowledge and skills from civics and citizenship education to a relevant simple practical context	applies knowledge and skills from civics and citizenship education in a simple practical context as directed

Criterion 4: apply social awareness and social capability skills

Standard Element	Rating A	Rating B	Rating C
E1 - Consideration of others	identifies appropriate strategies to change group dynamics and develop interpersonal relationships in the learning environment	identifies strategies to identify the needs of others in the learning environment	identifies the needs of others in the learning environment
E2 - Skills application	applies familiar strategies to facilitate group decision making and interpersonal resolution in the learning environment	applies prescribed strategies to support group decision making or interpersonal resolution in the learning environment	follows a group decision making or interpersonal resolution strategy, as directed
E3 - Understanding relationships	describes familiar factors, including actions and attitudes, that contribute to or don't contribute to positive relationships between people in communities.	identifies familiar actions or attitudes as contributing to – or not contributing to – positive relationships between people in communities.	identifies actions or attitudes that contribute to positive working relationships

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

Standard Element	Rating A	Rating B	Rating C
E1 - Knowledge of diverse experience of Australia's democracy and community life	describes diversity in a range of people's experiences of Australian democracy and community life	identifies similarities or differences between people's experiences of Australian democracy or community life	identifies personal experience of Australian democracy or community life
E2 - Expressing points of view and identifying perspectives	outlines a relevant point of view on **Australia's democracy** and community life different to their own, and identifies a benefit of having diverse perspectives	expresses own relevant point of view on aspects of **Australian democracy** and communities, and identifies a possible alternative point of view	expresses own relevant point of view on an aspect of **Australia's democracy** or communities as directed
E3 - Application of learning about diversity and inclusion to Australia's democracy or communities or the learning environment	outlines familiar inclusive practices and benefits of inclusion and, inclusion strategies for the learning environment or Australia's democracy or communities	identifies familiar inclusive practices and recognises benefits of inclusion in the learning environment or Australia's democracy or communities	identifies inclusive practices related to the learning environment or Australia's democracy or communities

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

Standard Element	Rating A	Rating B	Rating C
E1 - Knowledge of Australia's democratic system	outlines some key knowledge about Australia's democratic system and sorts some information from a small range of sources into familiar categories	identifies some key knowledge about Australia's democratic system	identifies some key knowledge about Australia's democratic system from a given list
E2 - Developing understanding of Australia's democratic system	frames questions to expand own and peers' knowledge of Australia's democratic system, and clarify relevance or significance to self and others of that key knowledge	frames questions to expand own knowledge about Australia's democratic system and clarify some relevance or significance to self of that key knowledge	frames questions to expand own knowledge about Australia's democratic system
E3 - Application of knowledge to personal circumstances	outlines personal obligations required by **Australia's democratic** system	identifies some personal obligations required by **Australia's democratic** system	identifies some personal obligations required by **Australia's democratic** system from a given list

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

Standard Element	Rating A	Rating B	Rating C
E1 - Knowledge of local, national and global communities	explains some key ideas about local, national and global communities and sorts some information from a small range of sources into familiar categories	identifies some key ideas about local, national and global communities	identifies familiar information as being about local, national or global communities
E2 - Developing understanding of local, national and global communities	frames questions to expand own and peers' knowledge of local, national and global communities, and clarify relevance or significance of it to self and others	frames questions to expand own knowledge about local, national and global communities and clarify some relevance or significance to self	frames questions to clarify information about local, national and global communities
E3 - Application of knowledge to personal opportunities	identifies and explains examples of potential personal involvement in local, national and global communities	identifies familiar, and some unfamiliar, examples of potential personal involvement in local, national and global communities	identifies familiar examples of potential personal involvement in local, national and global communities

Criterion 8: plan and complete a project

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

Qualifications Available

Civics and Citizenship Level 1 (with the award of):

EXCEPTIONAL ACHIEVEMENT

HIGH ACHIEVEMENT

COMMENDABLE ACHIEVEMENT

SATISFACTORY ACHIEVEMENT

PRELIMINARY ACHIEVEMENT

Award Requirements

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

The minimum requirements for an award in this course 1 are as follows:

EXCEPTIONAL ACHIEVEMENT (EA)

6 ‘A’ ratings, 2 ‘B’ ratings

HIGH ACHIEVEMENT (HA)

3 ‘A’ ratings, 4 ‘B’ ratings, 1 ‘C’ rating

COMMENDABLE ACHIEVEMENT (CA)

4 ‘B’ ratings, 3 ‘C’ ratings

SATISFACTORY ACHIEVEMENT (SA)

6 ‘C’ ratings

PRELIMINARY ACHIEVEMENT (PA)

4 ‘C’ ratings

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

Course Evaluation

Years 9 to 12 Learning will develop and regularly review and revise the curriculum. Course evaluation is informed by the experience of the course’s implementation, delivery and assessment. More information about course evaluation can be found on the Years 11 and 12 website.

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

This course was accredited on 17 November 2021 for use from 1 January 2022 until 31 December 2026.

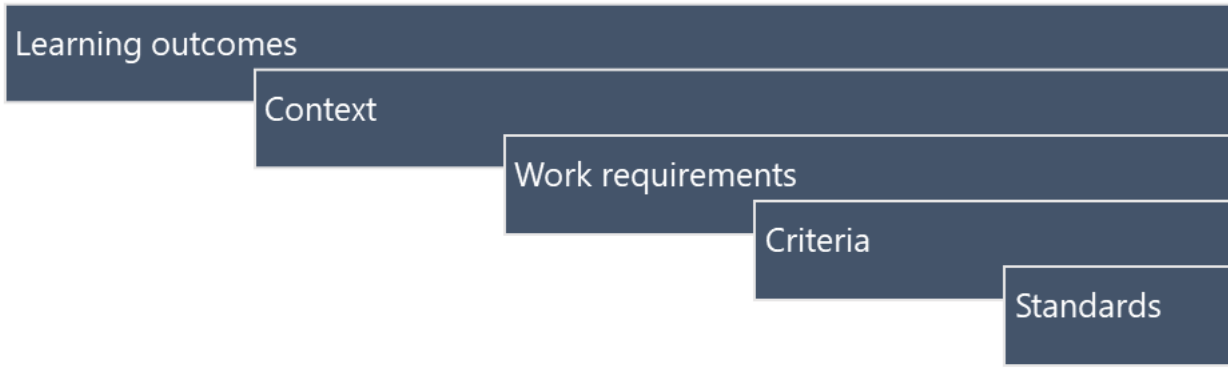
Version History

Version 1

This course was accredited on 17 November 2021 for use from 1 January 2022 until 31 December 2026.

Appendix 1 – Line of sight

Line of sight



Learning outcomes	Course content: module(s)	Work requirements: module(s	Criteria	Criterion elements
1. communicate purposefully and appropriately about civics and citizenship.	1, 2, 3	1, 2, 3	1	All
2. apply fundamental metacognitive skills and self-management processes individually and collaboratively	1, 2, 3	1, 2, 3	2	All
3. engage practically with learning about civics and citizenship	1, 2, 3	1, 2, 3	3	All
4. manage relationships within the learning environment appropriately	1, 2, 3	1, 2, 3	4	All
5. outline key aspects of diversity and inclusion in Australia's communities and its relationships with the rest of the world	1, 2, 3	1, 2, 3	5	All
6. identify key aspects of Australia's democratic system	1	1	6	All
7. identify fundamental knowledge about local, national and global communities	2	2	7	All
8. plan and complete a project	3	3	8	All

Appendix 2 – Alignment to curriculum frameworks

Alignment to curriculum frameworks

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

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

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

Appendix 3 – Work requirements

Module 1 work requirement specifications
Work requirement 1 of 1
Title of work requirement: Australia's democracy
Mode or format: folio
Description: The folio consists of four components:

- Completion of the work requirement will involve participatory research, engagement with the political system, and personal responsibility.
- The mode of presentation may vary between the components and between tasks if relevant.

Component	Topic options	Presentation options
1. Our democratic process	Learners select two topics from the following: (options a-d may relate to a public election or a learning-based election): a. how to vote card (who to vote for) b. to vote instructions c. election advertisement d. election results table e. my representatives	a. paper-based b. digital c. audio-visual representation of content
2. Access to democracy	Group presentation - Barriers to participation in Australia's democracy	a. set of two or three posters b. audio-visual presentation
3. Government services	Group infographic on the government services provided by each of the three levels of government	a. infographic
4. The law and me, present advice to peers	Learners select one topic from the following: a. youth crime b. consumer protection	a. multi-modal presentation

Size: 2 – 4 hours on task per component

Timing: This will depend upon the learning context and the needs of the individual learner.

Relevant criteria: 1, 2, 3, 4, 5 and 6. How they are applied across the components of the work requirement is at the discretion of the provider and will be appropriate to the learning context.

Module 2 work requirement specifications
Work requirement 1 of 1
Title of work requirement: Communities
Mode or format: folio
Description: The folio consists of three components:

- Completion of the work requirement will involve participatory research, community engagement and personal responsibility.
- Learners will choose a suitable mode or modes of presentation from the presentation options.

Component	Topic options	Presentation options
1. Community groups research summary	Learners select one of the following: a. local community groups b. inclusion in the local community	Learners select one of the following: a. written report (40-150 words) b. oral report (maximum 2 minutes) c. creative response (2 – 4 hours on task)
2. Barriers to participation	Learners select one of the following: a. 3 barriers to community participation b. 3 barriers to being Australian	Learners select one of the following: a. poster (one A3 or A4 per barrier) b. speech (100-150 words) c. audio-visual presentation (100-150 words or eq
3. Formal or informal volunteering contribution	Learner select one of the following: a. local b. global community	Group report (50-100 words) and individual certifica

Timing: This will depend upon the learning context and the needs of the individual learner.

External agencies: Volunteering may be completed with a local or global organisation or in the learning setting.

Relevant criteria: 1, 2, 3, 4, 5 and 7. How they are applied across the components of the work requirement is at the discretion of the provider and will be appropriate to the learning context.

Module 3 work requirements specifications
Work requirement 1 of 1
Title of work requirement: Global citizens
Mode or format: project
Description: The work requirement for Module 3 is a group project and individual presentation:

- Completion of the work requirement will involve participatory research, engagement with the political system, community involvement and personal responsibility.

Topic components	Presentation elements	Presentation options
Learners will complete all of the following: 1. topic outline 2. project plan 3. report 4. evaluation of project	Learners select one of the following initiatives: a. environment b. democracy c. inclusion d. poverty e. social justice f. provider approved	Learners select one of the following: a. written presentation b. digital presentation c. multi-modal presentation

Size: 60 – 200 words for the report section of the presentation. The size of the other presentation elements, including diagrams, images and tables, is at the discretion of the provider.

Timing: The project should encompass at least 20 hours of the 50-hour module. Details of the timing will be determined by the provider.

External agencies: Learners may wish to engage with global or local not-for-profit organisations.

Relevant criteria: 1, 2, 3, 4, 5 and 8.

Appendix 4 – General capabilities and cross-curriculum priorities

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

Glossary

active citizenship
People getting involved in their communities and democracy at all levels from local to national and global.

advocacy
Public support for or recommendation of a particular cause or policy.

barriers to being Australian
A circumstance or obstacle that keeps people or things apart or prevents communication or progress. In this course, barriers to being Australian are primarily legal barriers related to immigration and citizenship. These barriers are exacerbated by many of the obstacles and circumstances included under the definition of 'barriers to participation'.

barriers to participation
A circumstance or obstacle that keeps people or things apart or prevents communication or progress. These barriers can include physical access obstacles, lack of knowledge, awareness, opportunity or experience, discrimination and perceived discrimination, restrictive regulation or legislation, lack of necessary regulation or legislation, limited opportunities, language or literacy barriers, ...and much more.

citizen
A legally recognised subject or national of a state or commonwealth, either native or naturalised. Definitions of citizenship usually note that citizenship includes certain protections from the state and obligations from the citizen.

civic engagement
Working to make a difference in the civic life of one's community.

diversity
The condition or fact of being different or varied. It can include but is not limited to genetic or biological diversity, diversity of circumstance or origin, the diversity of identities, experiences and aspirations within a group of people and diversity of opinion or ideas.

global citizenship
Recognising the interconnectedness of life, respecting cultural diversity and human rights, advocating global social justice, empathising with suffering people around the world, seeing the world as others see it and feeling a sense of moral responsibility for planet Earth. In this course, global citizenship refers to an individual voluntarily extending some or all of the moral obligations of their citizenship beyond the nation or commonwealth that provides them with reciprocal protections and benefits.

global communities
People who are considered as a unit because of their common interests, social group, locality or nationality. Global Communities in this course refer to groups of people from around the world with a shared interest.

globalisation
In its broad sense, the term 'globalisation' refers to the diffusion of manufacturing, services, markets, culture, lifestyle, capital, technology and ideas across national boundaries and around the world. It also refers to the integration of these geographically dispersed economic and social activities. The particular character of individual countries, regions and even localities interacts with the larger scale general processes of change to produce quite specific outcomes (P. Dicken - Global Shift, 1992).

government systems
Coordinated sets of principles, laws, ideas and procedures relating to a particular form of government or the form of government itself. The focus in this course is on practical engagement that will be required with Australia's government system, noting that Australia's government is a representative democracy, a constitutional monarchy, and a federal system.

interpersonal resolution strategies
Sets of behaviours that seem to subserve a social goal. In this course, interpersonal resolution strategies are those strategies designed to avoid or lessen interpersonal conflict between individuals or groups.

local communities
People who are considered as a unit because of their common interests, social group, locality or nationality. Local Communities in this course refer to both the communities of shared interest within the learner's local area and the community of people who reside in that local area. Examples could vary from the whole body of people to the local branch of an environmental organisation or a music or theatre group.

metacognition
Learners thinking about their own thinking and learning. In this course metacognition focuses on learners thinking about and reflecting on their learning, Metacognitive skills in this course focus on setting learning goals, and monitoring and working towards those goals. The metacognitive progression in the course is based upon elements of critical thinking and personal capability.

national identity
The identity of a person or place is the characteristics they have that distinguish them from others. National identity would be 'Australian identity' for many learners of this course. Some would say that being Australian is all they have in common and thus all that there is to Australian national identity. Others would say that Australians share a varying number of characteristics that together distinguish them from others. Learners will explore the notion of national identity in Module 2 of this course and may reach their own understanding of what it means to be an Australian.

obligation
Something that a person must do. In this course it is assumed that membership of groups or communities brings both opportunities and obligations. This assumption may be tested and will be explored during the course.

opportunity
A circumstance that makes it possible to do something a person wants to do. In this course it is assumed that membership of groups or communities brings both opportunities and obligations. This assumption may be tested and will be explored during the course.

personal responsibility
Having responsibility for something or someone: having a duty to deal with them and to take decisions relating to them. In this course it is intended that learners will learn to take responsibility for their learning, their interactions with others and ultimately their democratic participation and community involvement.

Tasmanian Government

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