B S S S
AUSTRALIAN CAPITAL TERRITORY

MEDIA

COURSE FRAMEWORK

INTRODUCTION

All programs of study for the ACT Year 12 Certificate should enable students to become:

- creative and critical thinkers
- enterprising problem-solvers
- skilled and empathetic communicators
- informed and ethical decision-makers
- environmentally and culturally aware citizens
- confident and capable users of technologies
- independent and self-managing learners
- collaborative team members

and provide students with:

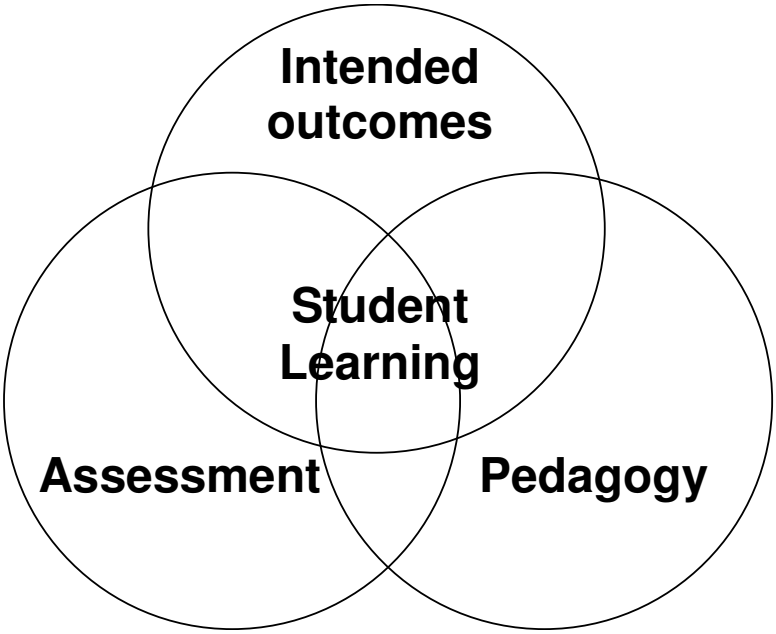
- a comprehensive body of specific knowledge, principles and concepts
- a basis for self-directed and lifelong learning
- personal attributes enabling effective participation in society

*Examples of these student capabilities are provided at **Appendix A**.*

COURSE FRAMEWORKS

Course Frameworks provide the basis for the development and accreditation of any course within a broad subject area and provide a common basis for the assessment, moderation and reporting of student outcomes in courses based on the Framework.

Course Frameworks support a model of learning that integrates intended student outcomes, pedagogy and assessment. This model is underpinned by a set of beliefs and a set of learning principles.



Underpinning beliefs

- All students are able to learn.
- Learning is a partnership between students and teachers.
- Teachers are responsible for advancing student learning.

Learning principles

1. Learning builds on existing knowledge, understandings and skills.
   (*Prior knowledge*)
2. When learning is organised around major concepts, principles and significant real world issues, within and across disciplines, it helps students make connections and build knowledge structures.
   (*Deep knowledge and connectedness*)
3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.
   (*Metacognition*)
4. Learners' sense of self and motivation to learn affects learning.
   (*Self-concept*)
5. Learning needs to take place in a context of high expectations.
   (*High expectations*)
6. Learners learn in different ways and at different rates.
   (*Individual differences*)
7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.
   (*Socio-cultural effects*)
8. Learning is a social and collaborative function as well as an individual one.
   (*Collaborative learning*)
9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.
   (*Explicit expectations and feedback*)

RATIONALE

The media are one of the most powerful influences on contemporary society as they inform, educate and entertain. The media are important channels for education and cultural exchange. The media are fundamental to our self-expression and representation as individuals and as communities. The media enable us to understand ourselves as Australian and global citizens, consumers, workers and imaginative beings. They also provide a means to connect with and learn about our own and other cultures and practices.

Media courses offer students a context in which to acquire the knowledge and skills needed to become effective members of society. Students become critical and discerning individuals, recognising that the media shape what we know about the world.

Media products are representations of social, personal and cultural reality. Screen, aural, print based and digital media technologies are primary sources of information and entertainment. The media represent the world in a way which is different from direct experience. These representations have been constructed through a process of selection, using codes and conventions. From this perspective media products can be examined as the expression of creative ideas, specific symbolic languages, comment on culture and values and as a reflection of the society in which they were created.

A media course aims to encourage students to create their own media products, both as a means of exploration and as evidence of understanding. Media studies address aspects of the media industry, workplace realities, teamwork, commercial considerations, industry requirements and restrictions along with work ethics. Students learn to work independently and collaboratively, make informed decisions about professional and vocational pathways and acquire employment and leisure skills.

GOALS

Course Framework Goals focus on the essential things that students should know and be able to do as a result of studying any course in this subject area. They are **intended student outcomes**.

All courses based on this Course Framework should enable students to:

- analyse and evaluate areas of influence on and within the media
- identify and evaluate the processes of media communication
- apply the skills and processes involved in the making of media products
- use codes and conventions to analyse relationships between context, producers, audience and product
- develop a range of media literacies
- demonstrate an understanding of current technology
- appraise the role of ethics and values in the media
- enhance aesthetic sensitivity and awareness
- acquire knowledge of vocational pathways and working in the media industry
- use safe, efficient and independent work practices in the production process

GUIDE TO THE SELECTION OF CONTENT

Courses developed under this Framework will provide details of course content through the component units of the course. While this content will differ according to the particular course classification (A, T or M, including vocational programs), all content will be chosen to enable students to work towards the achievement of the common and agreed goals of the Framework.

Essential Concepts and Skills

All courses developed under this Framework will be based on the essential concepts and skills of the subject area, as outlined below.

Concepts

Creating

Media education concerns itself with the three areas of **pre-production**, **production** and **post-production** in the creation of audiovisual media, print-based media and digital media technologies.

Media Communication

Media education concerns itself with **an understanding of the nature of the communication processes** of the media. It focuses on the power of the image and language of the media. It looks at the relationship between the context, the producers, audiences and products.

Technologies

Media education requires students to learn to use a range of technologies. Technologies are the tools and associated processes that are used to create, deliver and evaluate media products.

Culture

Media education requires students to understand the many contexts that shape and limit media forms. Cultural contexts are significant in shaping media form and content. Historical events, political and social philosophies and audiences, as well as government legislation and commercial variables, influence the development, style and content of media works.

Skills

- communication: written, oral, technological
- research
- critical appraisal
- production
- teamwork
- safe work practices

Recommended Content

The study of media includes:

Media forms:

- audiovisual media (film, television, radio, video and photography)
- print-based media (newspapers, magazines and related publications)
- digital media technologies (the Internet, computer games and interactive multimedia)
- advertising, news, and current affairs production, popular music, popular culture, cyberculture and virtual worlds, convergence and hybridisation, information dissemination and retrieval technologies

The media and its interrelationship with society and culture:

- processes of communication
- media theories
- technology
- visual language
- semiotics
- codes and conventions
- narrative construction
- terminology
- representation
- audience
- institutions

Vocational Courses

Colleges with Registered Training Organisation status (RTO) are eligible to deliver units of competence from Training Packages, or alternatively, they may develop vocational courses, classified as A or T based on the Training Packages, under the relevant Course Framework.

PEDAGOGY

Teaching Strategies

Underlying many of these suggested teaching/learning strategies is the recognition of the strong link between the practical and theoretical aspects of this subject. The goals of the course provide the necessary foundation for approaching the practical work.

With this in mind, the following strategies can be used and combined in appropriate units at the teachers' discretion. Many strategies can be used with either groups or individuals. These include:

- discussions
- demonstrations/lectures
- reporting
- research
- inquiry learning
- excursions/external workshops
- industry visits/placements
- discerning use of visual and factual resources including Internet, books and magazines, video, CD/DVD
- on-line forums, wikis, blogs, podcasts
- creating/producing
- cooperative group work
- viewing/listening
- analysing
- reflecting
- interpreting
- recording
- monitoring
- problem solving
- mapping the vocabulary and/or experience of the media
- examinations

ASSESSMENT

The purpose of including assessment task types (with examples of tasks) and assessment criteria in Course Frameworks is to provide a common and agreed basis for the collection of evidence of student achievement. This collection of evidence enables a comparison of achievement within and across colleges, through moderation processes. This enables valid, fair and equitable reporting of student achievement on the Year 12 Certificate.

Assessment Tasks elicit responses that demonstrate the degree to which students have achieved the goals of a unit (and the course as a whole).

Assessment Task Types (with **weightings**) group assessment tasks in ways that reflect agreed shared practice in the subject area and facilitate the comparison of student work across different assessment tasks.

Assessment Criteria (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers use all of these criteria to assess students' performance, but do not necessarily use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Assessment Rubrics draw on the general course framework criteria to develop assessment criteria for a task type and a continuum that indicates levels of student performance against each criterion.

Assessment Task Types

Task Type	Written	Oral	Production
Examples of task types:	Essays/written response: **A: 600 - 800 words** **T: 1000 - 1200 words** In-class analysis/written response: **A: 600 words/hour** **T: 800 words/hour** Journals Reviews Reports Surveys Production Folio Evaluations Exam Scripts Critiques Blogs Press releases Research assignment	Seminars Pitch Presentation Evaluation Interviews Video diary Reviews/Critiques Emulation of media role e.g. reporter/presenter **A: 8 - 10 minutes** **T: 10 - 15 minutes**	Video Radio Sound Blogs, wikkis, podcasts Animation Storyboards Scripts Design – set/costume/studio Camera Print Publications Elements of Film Design e.g. montage, genre response Image composition, manipulation & layout Interactive kiosks Web pages
Weightings **1.0 units**	20 - 30 %	20 - 30%	40 - 60%
0.5 units with Production	40 - 60%		40 - 60%
0.5 units without Production	50%	50%	0%

Note:

In-class written tasks: Students are allowed 1 single sided A4 page of hand written notes. Notes must be submitted to teacher at the end of task.

Orals/seminars:

Time includes AV aids of appropriate length.

Production tasks

Due to the nature, and diversity of units offered in the media course production lengths cannot be specified. Lengths are dependent on the nature of task, unit studied, and weighting of the item.

Some 0.5 standard units can specify **No Production Required**, in which case there should be a balance between the written and oral components in that unit. When selecting 0.5 units with production there should also be a balance between combinations of production and oral and production and written. When two half standard units (0.5) are combined into a standard unit (1.0) there should be 40 – 60 % production.

Differences between A and T course assessment

A and T course assessment should be differentiated by selection of assessment criteria, depth of knowledge and length of student response.

Within any **A** or **T** course (**Major or Minor**) students must complete **40 – 60% production work.**

Assessment Criteria

Students will be assessed on the degree to which they demonstrate:

- depth and breadth of knowledge
- critical analysis
- creativity
- appropriate communication
- practical skills

Additional Assessment Advice

The ACT Board of Senior Secondary Studies recommends:

- 3 - 5 assessment tasks across a full semester
- 2 - 3 assessment tasks for a 0.5 unit
- that where assessment tasks are common they should clearly differentiate between **A** and **T** levels in their requirements
- that all assessment tasks must comply with the BSSS Plagiarism Policy as set out in the booklet *'What's Plagiarism? How you can avoid it'*.
- that an item may not be presented for more than one assessment task from any course offered within the College.
- that guidelines in the course document address appropriate content and safety in student work

Relating Assessment Task Types and Assessment Criteria to the Course Framework Goals

The congruence between goals, assessment task types (the evidence) and the assessment criterion (the basis for judging the evidence) is vital in teaching and learning. The following table demonstrates these relationships.

Goals	Assessment Criteria	Assessment Tasks
Analyse and evaluate areas of influence on and within the media	critical analysis depth and breadth of knowledge appropriate communication	Oral Written
Identify and evaluate the processes of media communication	critical analysis depth and breadth of knowledge appropriate communication practical skills	Oral Written
Apply the skills and processes involved in the making of media products	critical analysis depth and breadth of knowledge appropriate communication practical skills creativity time management	Oral Written Production
Use codes and conventions to analyse relationships between context, producers, audience and product	critical analysis depth and breadth of knowledge appropriate communication practical skills creativity	Oral Written Production
Develop a range of media literacies	critical analysis depth and breadth of knowledge appropriate communication practical skills creativity	Oral Written Production
Demonstrate an understanding of current technology	depth and breadth of knowledge appropriate communication practical skills	Oral Written Production
Appraise the role of ethics and values in the media	critical analysis depth and breadth of knowledge appropriate communication	Oral Written
Enhance aesthetic sensitivity and awareness	critical analysis depth and breadth of knowledge appropriate communication	Oral Written
Acquire knowledge of vocational pathways and working in the media industry	depth and breadth of knowledge appropriate communication practical skills	Oral Written Production
Use safe efficient and independent work practices	depth and breadth of knowledge appropriate communication practical skills time management	Production

ACHIEVEMENT STANDARDS

Grade descriptors provide a guide for teacher judgement of students' achievement, based on the assessment criteria, over a unit of work in this subject. Grades are organized on an A - E basis and represent standards of achievement.

Grades are awarded on the proviso that the assessment requirements have been met. Teachers will consider, when allocating grades, the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame.

The following descriptors are consistent with the **system grade descriptors** that describe generic standards of student achievement across all courses.

Unit Grade Descriptors for A Courses					
A	**Depth and breadth of knowledge**	**Critical Analysis**	**Creativity**	**Communication**	**Practical Skills**
A student who achieves an **A** grade typically	Demonstrates substantial knowledge and understanding of historical, cultural, social and technological contexts	Demonstrates developed research skills with depth in contextual understanding of the media Demonstrates an ability to detail and reflectively document media processes	Demonstrates imaginative ideas and creative thinking with original outcomes Is able to extend the traditional use or application of a media technology in a new way Understands and applies aesthetic sensitivity	Demonstrates proficient communication that provides a context for ideas/responses Independently selects content highly appropriate to the intended meaning, purpose and audience	Demonstrates well developed design and technical skills in making media products Demonstrates a high level of planning and time management and organisational ability
A student who achieves a **B** grade typically	Demonstrates sound knowledge and understanding of historical, cultural, social and technological contexts	Demonstrates sound research skills and makes some key observations about the media Demonstrates an ability to critically document media processes	Demonstrates some imaginative ideas in production tasks Shows some creativity in the application of technology Understands and shows aesthetic sensitivity	Demonstrates competent communication that clearly presents ideas/responses Selects content appropriate to the intended meaning, purpose and audience	Demonstrates effective design and technical skills in making media products Has sound and effective skills, in planning and time management
A student who achieves a **C** grade typically	Demonstrates adequate knowledge and understanding of historical, cultural, social and technological contexts	Demonstrates research skills with an adequate level of understanding of the media Demonstrates a satisfactory ability to discuss media processes	Copies ideas effectively and demonstrates some imagination Can produce satisfactory work that follows known standards using technology Acknowledges the principles of aesthetics	Demonstrates satisfactory communication skills to state ideas/responses Selects content appropriate to the intended meaning, purpose and audience with guidance	Demonstrates design and technical skills in making media products Is able to plan and work to a schedule to complete tasks
A student who achieves a **D** grade typically	Demonstrates limited knowledge and understanding of historical, cultural, social and technological contexts	Demonstrates limited research skills that are highly influenced by familiar sources. Demonstrates an ability to simplistically recount media processes	Imitates the ideas of others Applies minimal aesthetic principles Demonstrates rudimentary skills in the application of technology	Demonstrates rudimentary communication skills Selects content appropriate to the intended meaning , purpose and audience with supervision	Demonstrates some elements of design and limited use of technologies and skills in making media products Follows a plan developed by a production team
A student who achieves an **E** grade typically	Demonstrates little or no knowledge and understanding of historical, cultural, social and technological contexts	Demonstrates very limited or no research skills Demonstrates minimal or no ability to recount media processes	Can copy some aspects of the ideas of others Displays no evidence of aesthetics Shows little understanding of technology	Demonstrates very limited ability to communicate ideas or responses Selects content appropriate to the intended meaning , purpose and audience with supervision	Copies the ideas of others and produces partial segments of practical work with assistance Attempts to follow a plan but fails to complete a production

Unit Grade Descriptors for T Courses					
T	**Depth and breadth of knowledge**	**Critical Analysis**	**Creativity**	**Communication**	**Practical Skills**
A student who achieves an **A** grade typically	Demonstrates sophisticated knowledge and comprehensive understanding of historical, cultural, social and technological contexts	Demonstrates highly developed research skills with a significant depth in contextual understanding of the media Demonstrates detailed and critically reflective documentation of media processes	Consistently demonstrates highly imaginative ideas and creative thinking with original outcomes Uses technology in a highly creative and original manner. Is able to extend the traditional use or application of a media technology in a new way Understands and applies aesthetic sensitivity	Demonstrates fluent and articulate communication that provides a sophisticated context for ideas/responses Independently selects content appropriate to the intended meaning, purpose and audience	Demonstrates superior skill in using and adapting a variety of suitable technologies to a very high standard for a target audience Demonstrates skilful and discerning application of the codes and conventions of the media chosen for production. Demonstrates a high level of planning, time management and organisational ability
A student who achieves a **B** grade typically	Demonstrates broad knowledge and understanding of historical, cultural, social and technological contexts	Demonstrates developed research skills and makes key observations about the media Demonstrates detailed and reflective documentation of media processes	Demonstrates imaginative ideas in production tasks Shows creativity in the application of technology Understands and exhibits aesthetic sensitivity	Demonstrates competent and effective communication that clearly articulates ideas/responses Selects content appropriate to the intended meaning, purpose and audience	Demonstrates skills in using and adapting a variety of suitable technologies to a high standard for a target audience Demonstrates skilful and perceptive application of the codes and conventions of the media chosen for production Has sound and effective skills, in planning and time management
A student who achieves a **C** grade typically	Demonstrates a satisfactory knowledge and understanding of historical, cultural, social and technological contexts	Demonstrates research skills with a satisfactory level of understanding of the media Demonstrates a sound ability to recount media processes	Reproduces ideas effectively using some imagination Can produce effective work that follows known standards in the application of technology Demonstrates the principles of aesthetics	Demonstrates competent communication of ideas/responses Selects content appropriate to the intended meaning, purpose and audience with some guidance	Demonstrates skills in using and adapting a variety of suitable technologies to a satisfactory standard for a target audience Demonstrates understanding and satisfactory application of the codes and conventions of the media chosen for production Is able to plan and work to a schedule to complete tasks
A student who achieves a **D** grade typically	Demonstrates basic knowledge and limited understanding of historical, cultural, social and technological contexts	Demonstrates limited research skills that are influenced by familiar sources Inconsistently demonstrates an ability to recount media processes	Imitates the ideas of others satisfactorily Demonstrates limited application of technology Applies few aesthetic principles	Demonstrates limited communication of ideas/responses Selects content appropriate to the intended meaning, purpose and audience with guidance	Demonstrates limited skills in using and adapting suitable technologies for a target audience Demonstrates a limited understanding of the codes and conventions of the media chosen for production Follows a plan developed by a production team
A student who achieves an **E** grade typically	Demonstrates a very limited knowledge and understanding of historical, cultural, social and technological contexts	Demonstrates very limited research skills Demonstrates a minimal ability to recount media processes	Can copy some aspects of the ideas of others Shows very limited application of technology Displays no evidence of aesthetic understanding	Demonstrates very limited communication of ideas or responses Selects content appropriate to the intended meaning, purpose and audience with supervision	Demonstrates very limited skills in using and adapting technologies for a target audience Exhibits very little understanding of the codes and conventions of the media chosen for production Attempts to follow a plan but fails to complete a production

MODERATION

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment
- form the basis for valid and reliable assessment in senior secondary schools
- involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership
- maintain the quality of school-based assessment and the credibility, validity and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Course Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and unit grade decisions.

The Moderation Model

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses, as well as statistical moderation of course scores, including small group procedures, for 'T' courses.

Moderation by Structured, Consensus-based Peer Review

Review is a subcategory of moderation, comprising the review of standards and the validation of Unit Grades. In the review process, Unit Grades, determined for Year 11 and Year 12 student assessment portfolios that have been assessed in schools by teachers under accredited courses, are moderated by peer review against system wide criteria and standards. This is done by matching student performance with the criteria and standards outlined in the unit grade descriptors as stated in the Course Framework. Advice is then given to colleges to assist teachers with, and/or reassure them on, their judgments.

Preparation for Structured, Consensus-based Peer Review

Each year, teachers teaching a Year 11 class are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers teaching a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A and T course and any M units offered by the school, and then sent in to the Office of the Board of Senior Secondary Studies.

The College Course Presentation

The package of materials (College Course Presentation) presented by a college for review on moderation days in each course area will comprise the following:

- a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges
- a set of student portfolios containing marked and/or graded written and non-written assessment responses and completed criteria and standards feedback forms. Evidence of all assessment responses on which the unit grade decision has been made is to be included in the student review portfolios.

Specific requirements for subject areas and types of evidence to be presented for each moderation day will be outlined by the Board Secretariat through memoranda and Information Papers.

Moderation day should include a presentation of selected students work to the whole media teacher cohort for appraisal.

Bibliography

References for Curriculum Development

Media – Victorian Certificate of Education Study Design, Victorian Curriculum and Assessment Authority, 2003.

2008 Syllabus: Media Production and Analysis, Curriculum Council, Western Australia, 2007.

Film, Television and New Media 2005: Senior Syllabus, Queensland Studies Authority, 2005.

Media Studies – Curriculum Statements 2008, Senior Secondary Assessment Board of South Australia, Senior Secondary Assessment Board of South Australia, 2008.

Guidelines for the Development and Accreditation of Courses, ACT Board of Senior Secondary Studies, Canberra ACT.

Media Production and Analysis Curriculum Statement 2003, South Australian Certificate of Education, Adelaide, South Australia.

Media Production Framework Standards 2000, Tasmanian Secondary Assessment Board, Sandy Bay, Tasmania.

Assessment Support Material 2001, Victorian Certificate of Education, Melbourne, Victoria.

Digital Media (Year 11 D236) 1999 revised 2000, Curriculum Council, Perth, Western Australia.

Visual Arts Year 11 and 12 Media Arts 1997, Ministry of Education, Skills and Training, British Columbia, Canada.

Art and Design Draft Course Framework 2003, ACT Board of Senior Secondary Studies, Canberra, ACT.

Some Teacher References for Courses in Media

Media Studies is an area where the nature and content of valuable resources is constantly changing, and as such it is recommended that teachers of Media maintain an awareness of trends and literature in this area.

CONTACTS THAT MAY BE USEFUL

Electric Shadows Bookshop

AFI

National Film and Sound Archive

ACMII

Australian Film Corporation

University of Canberra

The National Museum of Australia

Australian National University

Metromagazine

Screen Ed

Australian Children's Television Foundation

National Library

Commercial and Community Media organisations

ATOMACT – Australia Teachers of Media ACT

Academy of Interactive Entertainment

PowerHouse - SoundHouse

Canberra Institute of Technology

Parliamentary Education Office

Australian Broadcasting Corporation

Special Broadcasting Services

Enhance TV

COURSE FRAMEWORK DEVELOPMENT GROUP

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The group gratefully acknowledges the work of previous groups who developed and revised the Media Course Framework 2004.

All programs of study for the ACT Year 12 Certificate should enable students to become:

	The examples are indicative and not exhaustive. Those in **bold** relate particularly to the Employability Skills; those in *italics* to the Across Curriculum Perspectives.
• creative and critical thinkers	exploring, imagining, observing, predicting**, thinking laterally**, **generating ideas**, **inquiring and researching**, interrogating, conceptualising, collecting and **analysing data and information**, **classifying**, interpreting, formulating hypotheses, generalising, synthesising, **reflecting**, justifying conclusions, understanding different perspectives, **understanding and application of different thinking strategies, understanding of scientific and mathematical language**, **using scientific and mathematical techniques** (eg estimating, reading and interpreting data, interpolation and extrapolation)
• enterprising problem-solvers	showing **initiative**, **resourcefulness**, resilience, persistence, assessing and taking risks, **recognising and seizing opportunities**, **problem-posing**, **problem-identification**, **problem clarification**, being practical, **being innovative**, using mathematical techniques, **using appropriate technologies**, **working independently** and/or **collaboratively** to achieve a solution, testing assumptions and solutions, modifying approaches
• skilled and empathetic communicators	**oral and written skills in Standard Australian English**, **matching communication to audience and purpose**, using terminology and style appropriate to particular disciplines, **using mathematical language**, creating and **communicating meaning** using multi-modal forms, **imagining the feelings and views of others**, respecting and valuing diversity
• informed and ethical decision-makers	**finding information** and using evidence as the basis for judgements and decisions, **developing awareness of differing perspectives**, having integrity, taking action, **exploring and critically reflecting on own values, attitudes and beliefs**
• environmentally and culturally aware citizens	understanding *the interconnectedness of the natural and constructed world*; the *multicultural nature of Australian society*; *Indigenous perspectives*; and global economic, social and *environmental* issues; *respecting difference*, exercising rights and responsibilities, **acting in the public sphere**, understanding consequences of choices and decisions
• confident and capable users of technologies	**having a range of IT skills**, accessing and evaluating *information*, **designing** and making, **communicating using technologies**, **choosing most appropriate technologies for the task**, refining processes, **willingness to learn new skills**
• independent and self-managing learners	eg **understanding self** (*including gender*), **having personal goals**, **evaluating and monitoring own performance**, **taking responsibility**, flexibility in adapting course of action, **openness to new ideas**, **managing time and resources**, **planning and organising**
• collaborative team members	eg **contributing to group effectiveness**, **building trust**, **capacity to take different roles within a team**, **respecting differing strengths** (*including contributions of boys and girls*), **skills in negotiation and compromise**, **sustaining commitment to achieve group goals**

and provide students with:

• a comprehensive body of specific knowledge, principles and concepts	through subjects, cross-disciplinary courses and/or projects, **work experience**
• a basis for self-directed and lifelong learning	**through understanding and managing self, developing capabilities and modelling an approach ('taking stock, taking steps') that prepares for a social and economic environment of greater individual responsibility**
• personal attributes enabling effective participation in society	**developing social skills** and capabilities for citizenship, **work experience and recognition of outside learning;** through understanding of a globalised knowledge society