

Photography

Photography

Course

Framework

2007 Edition

For courses accredited from 2008



PHOTOGRAPHY

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:

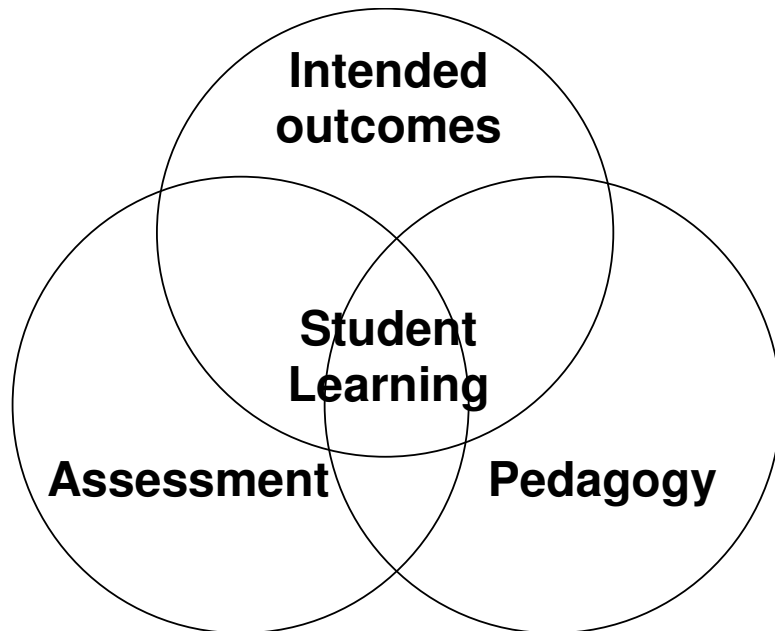
- a comprehensive body of specific knowledge, principles and concepts
- a basis for self-directed and lifelong learning
- personal attributes enabling effective participation in society

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

Photography is a powerful social, vocational, creative and technical tool. Society in the new century is becoming ever more reliant on visual communication, which requires greater discrimination in critically evaluating images, and greater skills in producing and disseminating images. Specific skills in visual analysis and production are developed through photography, as well as a broad range of other skills relevant to the lives and careers of students.

The cultural, imaging and communication industries are a major employer in Australia, and an initial training in photography directly prepares students for these industries. All employers increasingly value and seek attributes such as flexibility, independence, self-confidence, imagination, and personal efficiency, as well as communication, problem solving and project management abilities. These qualities are actively developed through learning in Photography. Through photography students can become confident in understanding and using both traditional and new technologies in a technologically changing world.

Photography documents and influences our perception of the world. It resonates with the way students already know the contemporary world. It gives all students highly relevant tools, such as self-expression, risk taking and the creative development and synthesis of ideas, with which to interpret and contribute to their world.

Critical and historical investigations of the work (the photograph and/or digital image), the artist/photographer, and the audience and world are considered within different frameworks of meaning and value. New digital technologies have had a significant effect on the materiality of the photograph and the ways in which the world is interpreted.

Photography provides opportunities, through a differentiated curriculum, to challenge students with a range of abilities and learning styles – from the academic and gifted to students with special needs – to achieve their potential. Photography encourages students to map potential pathways from school to tertiary education and/or industry. The visual language of photography is an excellent way for students from a variety of backgrounds to come together to explore their identities and their lives.

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:

- enhance aesthetic sensitivity and awareness
- develop an understanding of the context of images through critical analysis
- generate, develop and communicate ideas
- understand and apply design concepts to enhance visual perception
- gain, apply knowledge and use a range of photographic materials, processes and new technologies to create and produce image
- use safe, efficient and independent work practices in the production of images.

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

- Culture
- Identity
- Aesthetics
- Context and intention

Skills

- Black and white, digital and/or colour photographic techniques, equipment and processes.
- Generation, experimentation and synthesis of ideas.
- Research, critical evaluation and analysis.
- Communication: oral, written and visual.

Recommended content

In writing courses developed on this framework course developers should include:

- A vibrant range of themes using a variety of materials and technologies
- Photography in context
- Composition and design
- Diversity of units

Vocational Courses

Colleges with Registered Training Organisation (RTO) status are eligible to deliver units of competence from Visual Arts, Craft and Design Training Packages or alternatively they may develop vocational courses classified as either 'A' or 'T', based on the Training Packages under the relevant Course Framework.

PEDAGOGY

Teaching strategies

It is vital that students have a range of experiences including:

- **Teacher-directed**, designed to establish and develop students' skills.
- **Project-based**, designed so students can apply and extend learned skills through major project outcomes.
- **Context-based**, designed to examine, explore, enjoy and better understand the world of photography.

Teaching strategies that are particularly relevant and effective in Photography include:

- demonstration
- discussion
- research
- discovery learning
- independent learning
- open ended investigations
- regular and meaningful feedback through teacher-student, student-student discussion
- linking to the world beyond the school through excursions/ field trips, gallery visits, industry visits
- seminars
- guest speakers
- discerning the use of visual and factual resources including the Internet, books and magazines, video, CD/ DVD, to research and synthesise information
- relevant and well-focused consideration of issues, topics, arguments and contexts, appropriately communicated
- formal and informal discussion and analysis, both oral and written
- brainstorming ideas to solve problems
- scaffolding

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 (as well as 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 which indicates levels of student performance against each criterion.

Assessment Task Types

Assessment task types	Photographic Practice	Analysis & Research	Workbook/Journal/ Visual Diary
Explanation and examples of task types	<p>May include:</p> <ul style="list-style-type: none"> • technical exercises (teacher directed) • creative exercises (teacher directed) • major task: a portfolio of original work that demonstrates technical achievement and personal expression, eg: <ul style="list-style-type: none"> ◦ themes ◦ self directed work ◦ exhibition images ◦ interview/portfolio images 	<p>May include:</p> <ul style="list-style-type: none"> • assignment • essay/research report • technical/exhibition report • test • oral/seminar • electronic presentation 	<p>May include:</p> <ul style="list-style-type: none"> • technical research • folio research • research for practical exercises • photography in context research • process record • work proposals • critical reflection
Mode of presentation	<p>May include:</p> <p>a reflective written component, workbook activities, photographic processes, and/or a presentation of the portfolio.</p>	<p>May include:</p> <p>written/oral/multi-modal (may include images collected or produced by students).</p>	<p>May include:</p> <p>written responses, technical research, workbook in electronic or written format, proposals, artist statements, evaluation.</p>
Weighting (A)	70 - 80%	20 - 30%	
Weighting (T)	55 - 70%	30 - 45%	

Note:

1. For analysis and research task types it is recommended that the word count be 800 - 1200. The level of complexity is to be reflected in the weighting for each task.
2. The Board recommends 4 - 6 assessment tasks across a full semester unit (1.0) and 2 - 3 assessment tasks for a 0.5 unit. These should not be a compilation of a number of small discrete tasks (eg mini-tests) but may include a portfolio that provides coherent evidence of the depth of student learning.

Assessment Criteria

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

- knowledge, appraisal and understanding of historical, cultural, technological and environmental contexts
- critical, analytical and research skills
- an ability to communicate ideas in written, oral and visual form
- understanding and application of design concepts
- production skills in photographic material
- application of photographic practice
- organisational and problem solving skills.

Assessment rubrics have been developed for some of the Task Types. Rubrics/marking schemas are specific to the assessment task whereas unit grade descriptors are an overview of the student performance within a unit. A variety of rubrics specific to assessment tasks are included in the course document.

Additional Assessment Advice

Where assessment tasks are common they should clearly differentiate between ‘A’ and ‘T’ levels.

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

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

GOALS	ASSESSMENT TASK TYPES	ASSESSMENT CRITERIA
<ul style="list-style-type: none"> • enhance aesthetic sensitivity and awareness • develop an understanding of the context of images through critical analysis • generate, develop and communicate ideas • understand and apply design concepts to enhance visual perception 	<ul style="list-style-type: none"> • Journal/Workbook/ Visual Diary • Analysis and Research 	<ul style="list-style-type: none"> • knowledge, appraisal and understanding of historical, cultural, technological and environmental contexts • understanding and application of design concepts • organisational and problem solving skills • critical, analytical and research skills • an ability to communicate ideas in written, oral and visual form
<ul style="list-style-type: none"> • enhance aesthetic sensitivity and awareness • generate, develop and communicate ideas • understand and apply design concepts to enhance visual perception • gain and apply knowledge and use a range of photographic materials, processes and new technologies to create and produce images • use safe, efficient and independent work practices in the production of images. 	<ul style="list-style-type: none"> • Photographic Practice 	<ul style="list-style-type: none"> • an ability to communicate ideas in written, oral and visual form • understanding and application of design concepts • production skills in photographic material • application of photographic practice • organisational and problem solving skills.

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** which describe generic standards of student achievement across all courses.

UNIT GRADE DESCRIPTORS FOR A COURSES

Task	A student who achieves an A grade typically	A student who achieves a B grade typically	A student who achieves a C grade typically	A student who achieves a D grade typically	A student who achieves an E grade typically
<p>Analysis & research</p> <p>Workbook/Journal/Visual diary</p>	<ul style="list-style-type: none"> ● Illustrates a comprehensive understanding of photographic issues, content and context ● Successfully and consistently shows understanding and application of design concepts ● Demonstrates successful and independent organisational and problem solving skills ● Researches, analyses, interprets and evaluates visual imagery ● Develops and clearly communicates ideas in written, oral and visual form within a structure 	<ul style="list-style-type: none"> ● Illustrates a considerable understanding of photographic issues, content and context ● Shows a sound understanding and application of design concepts ● Demonstrates considerable organisational and problem solving skills ● Researches, describes, interprets and evaluates visual imagery ● Develops and communicates ideas in written, oral and visual form within a structure 	<ul style="list-style-type: none"> ● Illustrates an understanding of photographic issues, content and context ● Shows a satisfactory understanding and application of design concepts ● Demonstrates adequate independent organisational and problem solving skills ● Researches, describes, partially interprets and evaluates visual imagery ● Develops and to some extent communicates ideas in written, oral and visual form within a structure 	<ul style="list-style-type: none"> ● Illustrates some understanding of photographic issues, content and context ● Shows some understanding and application of design concepts ● Demonstrates some organisational and problem solving skills ● Researches and describes visual imagery ● Communicates some ideas in written, oral and visual form within a structure 	<ul style="list-style-type: none"> ● Illustrates little understanding of photographic issues, content and context ● Shows minimal understanding and application of design concepts ● Demonstrates little organisational and problem solving skills ● Describes visual imagery ● Shows limited communication of ideas in written, oral and visual form within a structure
Photographic practice	<ul style="list-style-type: none"> ● Produces images which illustrate substantial exploration of ideas and media ● Shows significant understanding and application of design principles ● Produces a body of work which demonstrates a comprehensive understanding of the technical process ● Significantly resolves the development and production of a body of work ● Shows substantial evidence of organisational and problem solving ability in a structured environment 	<ul style="list-style-type: none"> ● Produces images which illustrate thorough exploration of ideas and media ● Shows an in-depth understanding and application of design principles ● Produces a body of work which demonstrates a thorough understanding of the technical process ● Resolves the development and production of a body of work ● Shows considerable evidence of organisational and problem solving ability in a structured environment 	<ul style="list-style-type: none"> ● Produces images which illustrate exploration of ideas and media ● Shows an understanding and application of design principles ● Produces a body of work which demonstrates an understanding of the technical process ● Partially resolves the development and production of a body of work ● Shows evidence of organisational and problem solving ability in a structured environment 	<ul style="list-style-type: none"> ● Produces images which illustrate some exploration of ideas and media ● Shows some understanding and application of design principles ● Produces a body of work which partially demonstrates an understanding of the technical process ● Attempts to develop and produce a body of work ● Shows some evidence of organisational and problem solving ability in a structured environment 	<ul style="list-style-type: none"> ● Produces images which illustrate minimal exploration of ideas and media ● Shows little understanding and application of design principles ● Produces a body of work which demonstrates a minimal understanding of the technical process ● Attempts to produce a body of work ● Shows limited evidence of organisational and problem solving ability in a structured environment

UNIT GRADE DESCRIPTORS FOR T COURSES

Task	A student who achieves an A grade typically	A student who achieves a B grade typically	A student who achieves a C grade typically	A student who achieves a D grade typically	A student who achieves an E grade typically
<p>Analysis & research</p> <p>Workbook/Journal/Visual diary</p>	<ul style="list-style-type: none"> Illustrates comprehensive knowledge, appraisal and understanding of historical, cultural, technological and environmental contexts Successfully and consistently shows understanding and application of design concepts Demonstrates successful and independent organisational and problem solving skills Researches, critically analyses, interprets and evaluates visual imagery Consistently develops and displays an ability to communicate ideas in written, oral and visual form and demonstrates an understanding of the relationship between research and photographic practice 	<ul style="list-style-type: none"> Illustrates a wide range of knowledge, appraisal and understanding of historical, cultural, technological and environmental contexts Shows a sound understanding and application of design concepts Demonstrates considerable organisational and problem solving skills Researches, analyses, interprets and evaluates visual imagery Develops and displays an ability to communicate ideas in written, oral and visual form and demonstrates some understanding of the relationship between research and photographic practice 	<ul style="list-style-type: none"> Illustrates satisfactory knowledge, appraisal and understanding of historical, cultural, technological and environmental contexts Shows a satisfactory understanding and application of design concepts Demonstrates adequate organisational and problem solving skills Researches, describes, analyses and sometimes interprets visual imagery Displays an ability to communicate ideas in written, oral and visual form 	<ul style="list-style-type: none"> Illustrates some knowledge, appraisal and understanding of historical, cultural, technological and environmental contexts Shows some understanding and application of design concepts Demonstrates some organisational and problem solving skills Make some attempt to describe and analyse visual imagery Communicates some ideas in written, oral and visual form 	<ul style="list-style-type: none"> Illustrates little knowledge, appraisal and understanding of historical, cultural, technological and environmental contexts Shows minimal understanding and application of design concepts Demonstrates little organisational and problem solving skills Make some attempt to describe visual imagery Communicates ideas in a limited way.
Photographic practice	<ul style="list-style-type: none"> Produces images which illustrate sophisticated exploration of concepts, ideas and media Shows exceptional understanding and application of design concepts Investigates and produces a body of work which demonstrates an exceptional understanding of the technical process Investigates and significantly resolves the development and production of a body of work Shows substantial evidence of organisational and problem solving ability 	<ul style="list-style-type: none"> Produces images which illustrate substantial exploration of concepts, ideas and media Shows a comprehensive understanding and application of design concepts Investigates and produces a body of work which demonstrates a comprehensive understanding of the technical process Investigates and resolves the development and production of a body of work Shows considerable evidence of organisational and problem solving ability 	<ul style="list-style-type: none"> Produces images which illustrate exploration of concepts, ideas and media Shows an understanding and application of design concepts Investigates and produces a body of work which demonstrates an understanding of the technical process Investigates and partially resolves the development and production of a body of work Shows evidence of organisational and problem solving ability 	<ul style="list-style-type: none"> Produces images which illustrate some exploration of concepts, ideas and media Shows some understanding and application of design concepts Investigates and produces a body of work which partially demonstrates an understanding of the technical process Attempts to develop and produce a body of work Shows some evidence of organisational and problem solving ability 	<ul style="list-style-type: none"> Produces images which illustrate minimal exploration of concepts, ideas and media Shows little understanding and application of design concepts Produces a body of work which demonstrates a minimal understanding of the technical process Attempts to produce a body of work Shows limited evidence of organisational and problem solving ability

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 is 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.

BIBLIOGRAPHY

References for Curriculum Development

At time of publication the website addresses of the Departments of Education in states which offer Photography, some within their Visual Arts course, are:

New South Wales Department of Education and Training (online), 2007

www.schools.nsw.edu.au

Northern Territory Department of Employment, Education and Training (online), 2007

www.deet.nt.gov.au/education/

Queensland Department of Education, Training and the Arts (online), 2007

www.education.qld.gov.au

South Australian Department of Education and Children's Services (online), 2007

www.decs.sa.gov.au/decs_home.asp

Tasmanian Department of Education (online), 2007

www.education.tas.gov.au

Victorian Department of Education (online), 2007

www.education.vic.gov.au

Teacher References in Photography

The following is a brief list of teacher reference materials which could be useful in developing courses based on this framework. It is neither prescriptive nor exhaustive.

Child, J. & Galer, M. 2004, *Photographic Lighting: Essential Skills*, Focal Press.

Evening, M. 2005, *Adobe Photoshop CS2 for Photographer: A Professional Image Editor's Guide to the Creative Use of Photoshop for Mac & PC*, Focal Press.

Galer, M. & Horvat, L. 2005, *Digital Imaging: Essential Skills*, Focal Press.

Galer, M. 2007, *Photography, Foundations For Art And Design 4th Edition*, Focal Press.

Jane, S. 1996, *Photography, Production and Appreciation*, Jacaranda Press, Qld

Hirsch, E. 1996, *Writing about Art*, Addison Wesley Longman, Australia.

Hirsch, R. 2004, *Exploring Colour Photography*, Laurence King Publishing.

Broughton, D., Eisner E. & Ligtoet (eds.) 1996, *Evaluating of Assessing the Visual Arts in Education Teachers*, College Press Columbia Uni.

The library should have recommended readings and videos on technical, artistic and aesthetic aspects of photography, which should also include a selection of photographic magazines.

Periodicals are highly recommended, along with current websites dealing with photographic techniques and artists. Websites could include manufacturers, and gallery sites.

COURSE FRAMEWORK DEVELOPMENT GROUP

Name	College
Karen Balderson	Canberra Girls Grammar School
Peter Ranyard	Copland College
Belinda Reily	Merici College

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

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 <i>italics</i> to the Across Curriculum Perspectives.
<ul style="list-style-type: none"> 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)
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> Environmentally and culturally aware citizens 	understanding <i>the interconnectedness of the natural and constructed world</i> ; the <i>multicultural nature of Australian society</i> ; <i>Indigenous perspectives</i> ; and global economic, social and <i>environmental</i> issues; <i>respecting difference</i> , exercising rights and responsibilities, acting in the public sphere , understanding consequences of choices and decisions
<ul style="list-style-type: none"> confident and capable users of technologies 	having a range of IT skills , accessing and evaluating <i>information</i> , designing and making, communicating using technologies, choosing most appropriate technologies for the task , refining processes, willingness to learn new skills
<ul style="list-style-type: none"> independent and self-managing learners 	understanding self (<i>including gender</i>), 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
<ul style="list-style-type: none"> collaborative team members 	contributing to group effectiveness, building trust, capacity to take different roles within a team, respecting differing strengths (<i>including contributions of boys and girls</i>), skills in negotiation and compromise, sustaining commitment to achieve group goals

and provide students with

<ul style="list-style-type: none"> a comprehensive body of specific knowledge, principles and concepts 	through subjects, cross-disciplinary courses and/or projects, work experience
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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