

GEOGRAPHY

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:

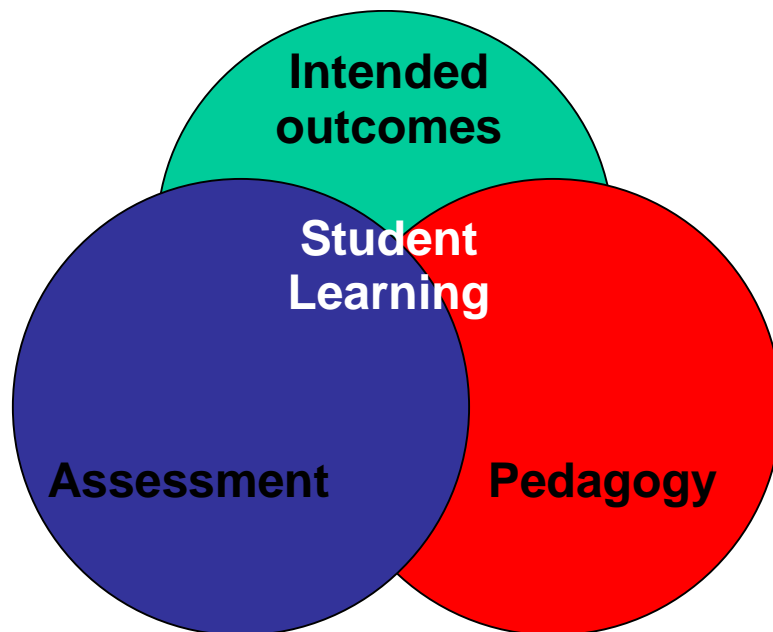
- a comprehensive body of specific knowledge, principles and concepts
- a basis for self-directed and lifelong learning
- personal attributes enabling effective participation in society

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 affect 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

Geography is the study of the spatial interrelationships of people, places, and environments. These spatial concepts provide a unique conceptual structure and framework of ideas for geographic investigations of natural and human phenomena. Geography has a distinctive, active mode of inquiry involving fieldwork and problem-solving skills. Furthermore contemporary issues are central to its study, making the subject dynamic and relevant. With its spatial dimension, Geography enables these issues to be investigated in a unique way.

Geographers use spatial concepts as tools to investigate, interpret and explain patterns. These integrated spatial concepts include: location, scale, distance, distribution, region and movement, spatial change over time, spatial association and spatial interaction. Geography studies diverse themes at local, regional, national and global scales.

The process of Geographical enquiry takes place inside and outside the classroom as Geographers seek answers to four key questions:

1. What and where are the issues or patterns being studied?
2. How and why are they there?
3. What are their impacts or consequences?
4. What is being or could be done?

Fieldwork is an essential component of any Geography course. Students use these key questions as a framework to investigate a variety of learning settings outside the classroom.

Through studying Geography students are well prepared to explore issues as informed citizens in a changing world. As an integrated discipline, Geography gives students the foundation to pursue a broad range of careers and educational pathways. They are encouraged to assess information, outline visions for the future, develop an awareness of sustainable practices and become informed, critical and active citizens.

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:

- acquire knowledge and understanding of natural and human environments
- understand and apply spatial concepts of location; scale, distance, distribution, region, movement
- research, analyse, evaluate and synthesise information from a variety of sources
- apply the essential skills and techniques of geographic enquiry in various learning settings
- acquire and use essential skills in field work investigations
- communicate information effectively and as appropriate to the task and audience
- develop a values approach to the study of process and issues to develop a geographical perspective

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.

The **essential concepts** of Geography, include:

- location and the relationships between places and regions
- landscapes, both natural and cultural, as the outcome of processes to create spatial changes
- scale and distribution of features, with the associated patterns and relationships between them
- interaction of physical, political, economic and cultural elements
- care for places through ecologically sustainable practices
- differing and changing values that societies and cultural groups and individuals place on environments
- identity, ideologies, heritage, cultural traditions and social conventions
- responsible citizenship within local, national and global communities

The **essential skills** developed in all Geography courses include:

- acquisition of knowledge, using summarising and recording of data and information, demonstration of the range and depth of understanding of geographical issues or problems
- problem-solving, planning and management strategies involved in resolving issues or problems
- accuracy in observation, research, collection, classification, recording and identification of relevant data, trends and information from a variety of sources including fieldwork
- objectivity and clarity of thought in analysis, evaluation, comparison, and justification of viewpoints
- lateral and independent thinking, hypothesising, and testing assumptions
- fluency and clarity in communicating, knowledge, ideas and data using a variety of written, oral and visual techniques
- exchange of ideas, sharing and negotiation of tasks, and consultation with others

There are no vocational courses under this Course Framework.

PEDAGOGY

The multi-disciplinary nature of Geography means teachers can select appropriately from a great variety of teaching strategies, including:

A geographic enquiry approach based on key questions

	Sample learning experiences for each key question
1. What and where are the issues or patterns being studied?	<ul style="list-style-type: none"> • read and draw maps • summarise and note-take from a variety of sources • read and analyse data, graphs and other sources of information • observe and record in the field • model the development of hypothesis
2. How and why are they there?	<ul style="list-style-type: none"> • compare patterns of mapped and/or geographical data • record and interpret fieldwork data • summarise and note-take from a variety of sources • visually web to illustrate linkages between different aspects of the issues • use of analytical processes when interpreting data
3. What are their impacts or consequences?	<ul style="list-style-type: none"> • engage in role-plays to illustrate different views of key stake holders • use consequence wheels • interview or survey key informants in the field • critically review various media sources • use computer programs to simulate impacts or consequences
4. What is being and could be done?	<ul style="list-style-type: none"> • develop criteria for evaluating possible solutions • develop action plans for a specific school or community instance of the issue • communicate outcomes of investigations with key decision makers • diamond rank possible alternative solutions • integrate decision-making processes within a report or essay

Student and teacher learning processes based on:

- experiential learning
- problem-solving; use of consequence wheels, decision trees and diamond ranking exercises
- Information and Communication Technologies (ICT)
- values clarification
- involvement and action

Teaching strategies such as:

- negotiation
- questioning
- discussion, talk, argumentative communication
- research
- fieldwork
- excursion
- practical exercises
- reflection
- co-operative group work
- using community resources
- simulations and role plays

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 which indicates levels of student performance against each criterion.

Assessment Task Types

Task Type	Practical	Fieldwork	Written	Oral	Visual	Tests
Weighting	0 - 50%	0 - 50%	0 - 50%	0 - 50%	0 - 50%	0 - 50%
Examples of task types	<ul style="list-style-type: none"> • Map work • Charting • Data bases • GIS • Remote-sensing • Data analysis 	<ul style="list-style-type: none"> • Fieldwork report • Field notes • Fieldwork techniques that could include: <ul style="list-style-type: none"> survey questionnaire mapping GIS measuring & testing transect sketching 	<ul style="list-style-type: none"> • Report • Diary • Journal • Assignment • Media Review • Research essay • Management plan • Web quest <u>response</u> 	<ul style="list-style-type: none"> • Role play • Seminar • Lecture • Interview • Commentary • Oral presentation • Power point presentation 	<ul style="list-style-type: none"> • Model • Annotated Visual Display/poster/wall display • Photographic essay • Web quest <u>design</u> • Multi-media production • Web page design • Poster • Photographic essay • Wall display • Sketching • Brochure 	<ul style="list-style-type: none"> • Topic test • Unit test • In-class essay • Viva

Assessment Criteria

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

- knowledge, understanding and application
- inquiry skills
- critical thinking
- geographic techniques
- communication skills

Assessment rubrics are being developed for some of the Task Types.

Additional Assessment Advice

It is advised that 4 to 6 assessment tasks be completed in a standard unit and 2 to 3 tasks for a half standard unit (term or quadrimester).

Students are required to complete at least 3 different task types in a standard unit and at least 2 different task types in a half standard unit.

It is envisaged that all assessment types will be covered over the course.

Relating Assessment Task Types And Assessment Criteria To The Course Framework Goals

The following table shows the relationships between the goals, the assessment task types and **the most relevant** assessment criteria.

GOALS	ASSESSMENT TASK TYPES	ASSESSMENT CRITERIA
Acquire knowledge and understanding of natural and human environments.	Written Oral Visual Tests	<ul style="list-style-type: none"> • knowledge, understanding and application • inquiry skills
Understand and apply spatial concepts of location, scale, distance, distribution, region, movement,	Practical Written Oral Tests	<ul style="list-style-type: none"> • knowledge, understanding and application
Research, analyse, evaluate and synthesise information from a variety of sources	Written Oral Visual Tests	<ul style="list-style-type: none"> • inquiry skills • critical thinking • communication skills
Apply the essential skills and techniques of geographic enquiry in various learning settings	Practical Fieldwork Written Oral Visual Tests	<ul style="list-style-type: none"> • inquiry skills • geographic techniques
Acquire and use essential skills in fieldwork investigations	Practical Fieldwork	<ul style="list-style-type: none"> • geographic techniques
Communicate information effectively and as appropriate to the task and audience	Practical Fieldwork Written Oral Visual Tests	<ul style="list-style-type: none"> • communication 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

Grade	Descriptor
A student who achieves the grade A typically	<p>Knowledge, understanding and application</p> <ul style="list-style-type: none"> selects and uses a range of sources <p>Inquiry skills</p> <ul style="list-style-type: none"> identifies and describes geographical landscapes, places, regions, cultures, issues <p>Critical thinking</p> <ul style="list-style-type: none"> makes decisions and justifies viewpoints <p>Geographic techniques</p> <ul style="list-style-type: none"> uses a variety of appropriate geographic techniques <p>Communication skills</p> <ul style="list-style-type: none"> communicates using a variety of relevant techniques
A student who achieves the grade B typically	<p>Knowledge, understanding and application</p> <ul style="list-style-type: none"> selects and uses sources from a given range <p>Inquiry skills</p> <ul style="list-style-type: none"> describes geographical landscapes, places, regions, cultures, issues <p>Critical thinking</p> <ul style="list-style-type: none"> makes decisions and describes reasons for them <p>Geographic techniques</p> <ul style="list-style-type: none"> uses a variety of geographic techniques <p>Communication skills</p> <ul style="list-style-type: none"> communicates using a variety of techniques
A student who achieves the grade C typically	<p>Knowledge, understanding and application</p> <ul style="list-style-type: none"> uses given sources in structured tasks <p>Inquiry skills</p> <ul style="list-style-type: none"> describes, with guidance, geographical landscapes, places, regions, cultures, issues <p>Critical thinking</p> <ul style="list-style-type: none"> makes decisions in structured situations <p>Geographic techniques</p> <ul style="list-style-type: none"> uses geographic techniques, in structured situations <p>Communication skills</p> <ul style="list-style-type: none"> communicates in structured situations
A student who achieves the grade D typically	<p>Knowledge, understanding and application</p> <ul style="list-style-type: none"> uses sources provided in structured tasks under supervision <p>Inquiry skills</p> <ul style="list-style-type: none"> describes, with guidance in structured situations some geographical landscapes, places, regions, cultures, issues <p>Critical thinking</p> <ul style="list-style-type: none"> recognises decisions others make <p>Geographic techniques</p> <ul style="list-style-type: none"> uses geographic techniques with guidance in structured situations <p>Communication skills</p> <ul style="list-style-type: none"> communicates in a straightforward way given direction and supervision
A student who achieves the grade E typically	<p>Knowledge, understanding and application</p> <ul style="list-style-type: none"> uses information provided at a descriptive level in a structured situations <p>Inquiry skills</p> <ul style="list-style-type: none"> observes and describes basic phenomena with guidance and support <p>Critical thinking</p> <ul style="list-style-type: none"> with guidance and support recognises decisions others make <p>Geographic techniques</p> <ul style="list-style-type: none"> uses a limited number of modified geographic techniques with guidance and support <p>Communication skills</p> <ul style="list-style-type: none"> communicates in simple terms with guidance and support

Unit Grade Descriptors for T Courses

Grade	Descriptor
A student who achieves the grade A typically	<p>Knowledge, understanding and application</p> <ul style="list-style-type: none"> selects and uses a wide range of appropriate sources, demonstrating a broad knowledge and deep understanding <p>Inquiry skills</p> <ul style="list-style-type: none"> demonstrates high levels of accuracy and relevance in observation, identification and research skills <p>Critical thinking</p> <ul style="list-style-type: none"> develops coherent and objective viewpoints and conclusions through analysis and/or synthesis <p>Geographic techniques</p> <ul style="list-style-type: none"> demonstrates highly effective use of a variety of geographic techniques <p>Communication skills</p> <ul style="list-style-type: none"> communicates using a wide variety of relevant and appropriate techniques and demonstrates a sophisticated command of language
A student who achieves the grade B typically	<p>Knowledge, understanding and application</p> <ul style="list-style-type: none"> selects and uses a range of appropriate sources demonstrating a competent knowledge and understanding <p>Inquiry skills</p> <ul style="list-style-type: none"> demonstrates competent levels of accuracy and relevance in observation identification and research <p>Critical thinking</p> <ul style="list-style-type: none"> develops viewpoints and conclusions through analysis and/or synthesis <p>Geographic techniques</p> <ul style="list-style-type: none"> demonstrates effective use of a variety of geographic techniques <p>Communication skills</p> <ul style="list-style-type: none"> communicates using a variety of relevant and appropriate techniques and demonstrates a well-developed command of language
A student who achieves the grade C typically	<p>Knowledge, understanding and application</p> <ul style="list-style-type: none"> uses range of appropriate sources demonstrating a basic knowledge and understanding <p>Inquiry skills</p> <ul style="list-style-type: none"> demonstrates partial levels of accuracy and relevance in observation identification and research skills <p>Critical thinking</p> <ul style="list-style-type: none"> develops viewpoints and conclusions <p>Geographic techniques</p> <ul style="list-style-type: none"> demonstrates use of a variety of geographic techniques <p>Communication skills</p> <ul style="list-style-type: none"> communicates using a variety of relevant and appropriate techniques and demonstrates a functional use of language
A student who achieves the grade D typically	<p>Knowledge, understanding and application</p> <ul style="list-style-type: none"> uses teacher directed sources and demonstrates limited knowledge and understanding <p>Inquiry skills</p> <ul style="list-style-type: none"> demonstrates limited observation identification and research skills with guidance <p>Critical thinking</p> <ul style="list-style-type: none"> states a viewpoint and/or conclusion <p>Geographic techniques</p> <ul style="list-style-type: none"> uses geographical techniques with assistance <p>Communication skills</p> <ul style="list-style-type: none"> communicates in a structured situation when supervised and demonstrates limited use of language

<p>A student who achieves the grade E typically</p>	<p>Knowledge, understanding and application</p> <ul style="list-style-type: none"> • uses sources in structured situations with close supervision and demonstrates limited knowledge <p>Inquiry skills</p> <ul style="list-style-type: none"> • demonstrates limited observation, identification and research skills in highly structured situations with close supervision <p>Critical thinking</p> <ul style="list-style-type: none"> • no evidence of critical thinking <p>Geographic techniques</p> <ul style="list-style-type: none"> • uses geographical techniques in highly structured situations with close supervision <p>Communication skills</p> <ul style="list-style-type: none"> • communicates in a structured situation with close supervision and demonstrates limited use of language
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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

Key documents for course development are:

BSSS, *Guidelines for the Development and Accreditation of A, T and M Courses* (current edition)

<http://www.decs.act.gov.au/bsss/publicat.htm>

The BSSS website also provides the following links:

BSSS Course Frameworks

<http://www.decs.act.gov.au/bsss/frameworks.htm>

Other state and territory sites and related information

<http://www.decs.act.gov.au/bsss/sites.htm>

Course Developers should refer to the *National Consistency in Curriculum Outcomes* project for science (due for completion late 2005).

Teacher References in Geography

Books

Baker, S et al. 1996, *Pathways in Senior Geography*, Nelson, Melbourne, Victoria

Bourke, Megan 2005, *The Essence of Geography using Spatial Concepts*, Geography Teachers Association of Victoria Inc, Victoria

Kleeman, G 1996, *Topographic Mapping Skills for Secondary Students*, Hodder Education, Rydalmere, NSW

Paine, J, et al. 2000, *Macmillan Senior Geography 1*, Macmillan Education Australia, South Yarra, Victoria

Paine, J, et al. 2000, *Macmillan Senior Geography 2*, Macmillan Education Australia, South Yarra, Victoria

Pashley, R 2000, *Excel HSC Geography*, Pascal Press, Glebe, NSW

Journals/Indexes

Current Geographical Publications

<http://leardo.lib.uwm.edu/cgp/hold/>

Geodate. Warringal Publications, Fitzroy, Vic.

Geographical Education. AGTA, Qld.

Interaction. Journal of the Geography Teachers' Association of Victoria Inc. GTAV, Camberwell South, Vic.

Issues: All Australian Educational Magazine. ACER Press, Camberwell, Vic.

Internet Resources

American Geographical Society Library

<http://www.uwm.edu/Library/AGSL/>

Bureau of Meteorology

<http://www.bom.gov.au/>

Department of Environment and Heritage

<http://www.deh.gov.au/index.html>

Earth Mapper

<http://www.sasi.group.shef.ac.uk/worldmapper/index.html>

Earthday Network

<http://www.earthday.org/Footprint/index.asp>

Geography Association UK

<http://www.geography.org.uk/>

Geography Education

<http://geography.about.com/>

Geography Learning for Sustainable Growth

<http://www.aag.org/sustainable/>

Geographic Organisations Guide. (2003).

<http://geography.about.com/cs/georganisations/index.html>

GeographyIQ

<http://www.geographyiq.com/>

Geoscience Australia

<http://www.ga.gov.au/>

Great Barrier Marine Park Authority

<http://www.gbmap.gov.au/>

Institute of Australian Geographers Inc.

<http://www.iag.org.au/>

International E journal for Geographers

<http://www.acme-journal.org/>

The Institute of Australian Geographers Inc. (2003).

<http://www.iag.org.au>

Spatial Education Australia (SedA) (For GIS)

<http://www.deus.nsw.gov.au/>

COURSE FRAMEWORK DEVELOPMENT GROUP

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

APPENDIX A

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 	eg 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 	eg 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 an 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