



**B S S S**  
AUSTRALIAN CAPITAL TERRITORY

## Life, Leisure and Learning

**M**

**Written under the  
Community Learning Course  
Framework 2013 Edition**

**Accredited from 2015-2022**

## General Capabilities

The Student Capabilities (Year 11-12), as shown below, can be mapped to the essential Learning achievements in the Curriculum Renewal (P-10) showing a strong relationship. Student capabilities are supported through course and unit content and through pedagogical and assessment practices.

The capabilities include:

- literacy
- numeracy
- information and communication technology (ICT) capability
- critical and creative thinking
- personal and social capability
- ethical behaviour
- intercultural understanding
- collaborative team members.

Courses of study for the ACT Senior Secondary Certificate should be both relevant to the lives of students and incorporate the contemporary issues they face. Hence, courses address the following three priorities:

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



## Course Adoption Form for Accredited Courses

College:

Course Title: Life, Leisure and Learning

Classification: M

Framework: Community Learning 2013 Edition

Course Area: 6910

Course Code:

Dates of Course Accreditation:

From

2015

to

2022

Identify units to be adopted by ticking the check boxes

Adopt	Unit Title	Value (1.0/0.5)	Length
<input type="checkbox"/>	<b>Community Involvement</b>	<b>1.0</b>	<b>S</b>
<input type="checkbox"/>	The Local Community	0.5	Q
<input type="checkbox"/>	Social Skills in Society	0.5	Q
<input type="checkbox"/>	<b>Health</b>	<b>1.0</b>	<b>S</b>
<input type="checkbox"/>	Health and Hygiene	0.5	Q
<input type="checkbox"/>	Health and Wellbeing	0.5	Q
<input type="checkbox"/>	<b>Relationships and Identity</b>	<b>1.0</b>	<b>S</b>
<input type="checkbox"/>	Effective Relationships	0.5	Q
<input type="checkbox"/>	Identity and Personal Relationships	0.5	Q
<input type="checkbox"/>	<b>Life Matters</b>	<b>1.0</b>	<b>S</b>
<input type="checkbox"/>	Post School Life	0.5	Q
<input type="checkbox"/>	Law and the Individual	0.5	Q

**Adoption** The course and units named above are consistent with the philosophy and goals of the college and the adopting college has the human and physical resources to implement the course.

Principal: / /20

College Board Chair: / /20

BSSS Office Use

Entered into database: / /20

## Table of Contents

Course Adoption Form for Accredited Courses.....	3
Course Name .....	5
Course Classification .....	5
Course Framework .....	5
Course Developers .....	5
Evaluation of Previous Course .....	5
Course Length and Composition .....	6
Implementation Guidelines .....	7
Subject Rationale .....	8
Goals .....	8
Content .....	9
Teaching and Learning Strategies .....	10
Assessment .....	11
Representation of General capabilities .....	13
Representation of Cross-curriculum .....	14
Unit Grades .....	14
Moderation .....	16
Resources .....	17
Proposed Evaluation Procedures .....	19
Community Involvement Value: 1.0.....	20
Social Skills in Society Value: 0.5.....	20
Local Community Value: 0.5.....	20
Health Value: 1.0.....	24
Health and Hygiene Value: 0.5.....	24
Health and Wellbeing Value: 0.5.....	24
Relationship and Identity Value: 1.0.....	29
Effective Relationships Value: 0.5.....	29
Personal Relationships Value: 0.5.....	29
Life Matters Value: 1.0.....	32
Post School Life Value: 0.5.....	32
Law and the individual Value: 0.5.....	32
Appendix A – Common Curriculum Elements.....	35
Appendix B – Glossary of Verbs .....	36

## Course Name

Life, Leisure and Learning

## Course Classification

M

## Course Framework

This course is presented under the Community Learning 2013 Course Framework Edition.

## Course Developers

Name	Qualifications	College
Kerry-Anne Kwong	B.A. Modern Asian Studies, Grad. Dip. Ed. (K-6), B.Ed. (1-7), M. Inc. Ed.	Marist College Canberra
Diana Heath	B.Ed. Grad. Dip. Community Counselling, Grad. Cert. Professional Practice Autism, Grad. Cert. Inc. Ed., M. Ed., Cert IV Assessment & Reporting, Cert. IV Career Development	Copland College

This group gratefully acknowledges the work of previous developers.

## Evaluation of Previous Course

The previous course included both an Accredited and Modified course. This course has been redeveloped as modified. An environmental scan of similar courses in other jurisdictions indicates that this course is appropriate for students with a mild to moderate disabilities.

This course aims to provide opportunities for students to experience success and gain knowledge and skills that will enable them to participate as active members of the community.

## Course Length and Composition

The following combinations of 0.5 units that have been approved by the Community Learning Accreditation Panel. No other combinations of 0.5 units have been accredited.

Unit Titles	Unit Value
<b>Community Involvement</b>	<b>1.0</b>
The Local Community	0.5
Social Skills in Society	0.5
<b>Health</b>	<b>1.0</b>
Health and Hygiene	0.5
Health and Wellbeing	0.5
<b>Relationships and Identity</b>	<b>1.0</b>
Effective Relationships	0.5
Identity and Personal Relationships	0.5
<b>Life Matters</b>	<b>1.0</b>
Post School Life	0.5
Law and the Individual	0.5

### Available course pattern

A standard 1.0 value unit is delivered over at least 55 hours and can be as long as 63 hours. To receive a course, students must complete at least the **minimum** number of hours and units over the whole minor, major, major/minor or double major – **both** requirements must be met. The number of units may vary according to the school timetable.

Course	Number of standard units to meet course requirements
Minor	Minimum of 2 units
Major	Minimum of 3.5 units
Major Minor	Minimum of 5.5 units
Double Major	Minimum of 7 units

## Implementation Guidelines

### Compulsory units

Nil.

### Prerequisites

Nil.

### Arrangements for students continuing study in this course

Students continuing in this course from the previous course must study units not previously undertaken. Please refer to Duplication of Content rules below.

### Duplication of Content

#### Duplication of Content Rules

Students cannot be given credit towards the requirements for a Senior Secondary Certificate for a unit that significantly duplicates content in a unit studied in another course. The responsibility for preventing undesirable overlap of content studied by a student rests with the principal and the teacher delivering the course. Substantial overlap of content is not permitted and students will only be given credit for covering the content once.

#### Duplication of Units

Nil.

### Units from other courses

Nil

### Relationship to other courses

Nil.

### Suggested Implementation Patterns

Implementation Pattern	Units
Semester 1, Year 11	Community Involvement
Semester 2 , Year 11	Health
Semester 1, Year 12	Relationships and Identity
Semester 2, Year 12	Life Matters

## Subject Rationale

This course provides opportunities for students to gain the skills necessary to make a smooth transition to post school options and to participate in society in a meaningful and effective manner.

The challenges facing young people in their transition from school to post-school training, further education and employment have increased. As tertiary institutions and employers refine their recruiting procedures in response to the changing labour market, they are seeking a range of skills and attributes, developed through community and work-related experiences.<sup>1</sup>

There is broad agreement that all young people need a set of skills and attributes that will prepare them for both employment and further learning. These skills include communication, team work, problem-solving, initiative and enterprise, planning and organising, self-management, learning and technology skills. This course promotes the development of these skills for all students, through active engagement in the learning environment, community or workplace experiences.

Learning experiences presented in this course encourage personal growth and involvement and provide opportunities for students to develop personal attributes and achieve success through positive planning and action. Opportunities for students to gain and practise their skills in the learning environment, community or workplace are important element of this course.

This course makes provision for students who require specific guidance and extended learning experiences to develop living skills and competence in problem solving. They build on past experiences, present skills, knowledge and understanding and emphasise inclusivity, student negotiated curriculum and assessment, individualised learning agreements, strategies and flexible delivery.

These strategies encourage student engagement and provide relevant and significant educational experiences for students with a range of learning styles and life circumstances. These experiences support students' achievement in other school subjects and prepare students for their future lives as individuals, workers and community members. Students progress towards independence and self-reliance and understand that learning is a lifelong experience.

## Goals

This Course Framework should enable students to:

- demonstrate creativity, originality and innovation in their learning
- locate, select and interpret information
- understand diverse attitudes, values and social complexities in local and global communities
- understand the relationship between technology, the individual, society and the environment
- apply knowledge and skills across a variety of contexts to be active and responsible participants in their learning environment, community or workplace
- use experiences to achieve personal growth and gain awareness of individual and social identity
- demonstrate capabilities to live, learn and participate in a changing world
- demonstrate collaboration and teamwork skills
- understand how knowledge is developed and organised
- reflect on their learning.

---

<sup>1</sup> Community Studies Curriculum Statement 2003 SSABSA, Wayville SA

## **Student Group**

The Life, Leisure and Learning course provides a responsive program to meet the needs of students with mild to moderate intellectual disability. Students will benefit from this course as it is practical, functional and prepares them for life after college.

## **Content**

Courses developed under this Framework provide details of course content through the component units of the course. While this content will differ according to the particular course, all content will be chosen to enable students to work towards the achievement of the common and agreed goals of the Framework.

### **Concepts and Knowledge**

#### Personal development

- personal and social identity
- autonomy and self-determination
- health, including: physical, mental, spiritual, social and emotional
- relationships
- leadership

#### Community Participation

- types of communities
- cultural diversity
- community roles, rights and responsibilities
- active community engagement
- ethics in the community

#### Learning Processes

- learning strategies
- self-direction
- learning styles
- motivation
- innovation and creativity

### **Skills**

- locating, selecting and interpreting information
- problem solving
- reflecting
- metacognition
- transferring knowledge and skills
- interpersonal and communication skills
- teamwork and collaboration

- using a range of technologies
- goal setting and planning
- resilience
- adaptability
- using feedback

## Teaching and Learning Strategies

Teaching strategies that are particularly relevant and effective in Community Learning include, but are not limited to:

### Reviewing prior learning, knowledge and experiences

- brainstorming individual, pair and group work
- student reflection on their prior learning, knowledge and experiences relevant to the concepts and skills that are taught

### Introducing new material

- exposure to quality materials through a variety of media
- exposure to experiences outside the school environment

### Providing demonstration, guided practice and application

- demonstration and modelling
- scaffolding tasks
- simulated work and problem solving scenarios
- strategies for problem solving

### Promoting independent practice and application

- enquiry based learning
- planning activities – process of planning, implementing and evaluating negotiated activities
- regular and meaningful feedback and reflection

## Assessment

The identification of assessment criteria and assessment tasks types and weightings provide a common and agreed basis for the collection of evidence of student achievement.

**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 must use all of these criteria to assess students' performance, but are not required to use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

**Assessment Tasks** elicit responses that demonstrate the degree to which students have achieved the goals of a unit based on the assessment criteria. The Common Curriculum Elements (CCE) is a guide to developing assessment tasks that promote a range of thinking skills (see Appendix A). It is highly desirable that assessment tasks engage students in demonstrating higher order thinking.

**Rubrics** use the assessment criteria relevant for a particular task and can be used to assess a continuum that indicates levels of student performance against each criterion.

### Board requirements

Students are expected to study the accredited semester 1.0 units unless enrolled in a 0.5 unit due to late entry or early exit in a semester.

Where a 1.0 unit is delivered as a combination of two 0.5 units, the same percentage weighting for task types should be used. If not, separate mark books must be maintained and the 0.5 units must be meshed with the 1.0 standard unit following documented meshing procedures. These meshing procedures must be provided to students as part of the Unit Outline.

## General Assessment Criteria

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

- knowledge and understanding
- skills.

**Assessment Task Type M**

Task Type	Evidence portfolio	Presentations	Community Learning
Suggested tasks	diary journal learning/contract portfolio	practical project reports multimedia presentations oral presentation panel presentation	<p><b>Practical experiences may include:</b></p> <ul style="list-style-type: none"> <li>• community projects and events</li> <li>• internship</li> <li>• work experience</li> </ul> <p><b>Evidence of learning may include:</b></p> <ul style="list-style-type: none"> <li>• plan</li> <li>• report</li> <li>• assessment evidence</li> <li>• work diary</li> <li>• journal</li> <li>• record of interview</li> <li>• employment performance report/appraisal or reflection</li> </ul> <p><b>Self directed research may include:</b></p> <ul style="list-style-type: none"> <li>• interviews</li> <li>• surveys</li> <li>• observations</li> <li>• data collection</li> </ul>
Weightings in M 1.0 Units	10 - 90%		10 - 90%
Weightings in M 0.5 Units	10 - 90%		10 - 90%

**Additional Assessment Advice M**

A variety of task types is recommended.

The Board recommends 3-5 assessment tasks across a standard unit (1.0) and 2-3 assessment tasks for a half standard unit (0.5). Assessment is to be differentiated for A and M courses. Assessment tasks in all courses need to be appropriate to the classification and cater for the needs of students. Creative, open-ended and rich learning tasks are recommended.

## **Representation of General capabilities**

### **Literacy**

Students should develop and refine their literacy skills in the Life, Leisure and Learning Course, through:

- Developing an understanding of, and using, the specific knowledge and appropriate subject terminology
- Communicating an understanding of their own learning
- Applying information literacy skills to identify, select and interpret information from different sources
- Demonstrating literacy skills through written, oral, multimodal, and/or visual forms of communication, as relevant and appropriate to the context
- Communicating effectively with a range of people with differing expertise, in different settings, to develop and share their understanding.

### **Numeracy**

Students should develop and refine their numeracy skills in the Life, Leisure and Learning Course, through:

- Developing an understanding of, and using, mathematical concepts appropriate to subject content
- Using, collating, and interpreting numerical, statistical, and spatial information that can be applied to their learning activity.

### **Information and communication technology (ICT) capability**

Students will be encouraged to utilise ICT knowledge and skills, which will enhance the learning process and their assessment outcomes. They will communicate using technologies, choosing the most appropriate technologies for the task.

### **Critical and creative thinking**

Students will be able to develop their creativity and critical thinking skills through a range of different learning tasks. These may include: observation, enquiring and researching, analysing and exploring data, reflecting, understanding different perspectives, understanding and application of different thinking strategies.

### **Personal and social capability**

Students will be involved in class discussions through participating and leading through small and large group interactions. Oral presentations and written communication will enhance a students' ability to communicate in a positive and responsive manner, demonstrating respect and valuing the opinions of others.

### **Ethical behaviour**

Students are encouraged to become informed and ethical decision makers through a variety of assessment tasks such as oral presentations, short responses and research assignments. They will have the opportunity to develop an awareness of differing perspectives to critically reflect on their own values, attitudes and beliefs.

### **Independent and Self-Managing Learners**

Students will be encouraged to become self-managing learners while engaging in various practical tasks. They will have the opportunity to improve time management and use resources more effectively through thorough planning and organisation for practical sessions. Students will have the opportunity to set personal goals, take responsibility for their learning and monitor their own progress through self-assessment activities.

### **Collaborative Team Members**

Students are encouraged to become collaborative team members during practical and theoretical tasks. They will be given opportunities to work take on a variety of roles within various work groups.

In this course, each unit focuses on developing students in a number of these capabilities. Over the duration of the course, all capabilities would be explored, and it would be expected that students show improvements in all areas

## **Representation of Cross-curriculum**

### **Aboriginal and Torres Strait Islander histories and cultures**

Aboriginal and Torres Strait Islander communities are strong, rich and diverse. Aboriginal and Torres Strait Islander Identity is central to this priority and is intrinsically linked to living, learning Aboriginal and Torres Strait Islander communities, deep knowledge traditions and holistic world view. Students will be given the opportunity to develop knowledge and understanding of Aboriginal and Torres Strait Islander histories and cultures.

### **Asia and Australia's engagement with Asia**

Students will develop knowledge and understanding of Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia, Australia, and the rest of the world. Asia literacy provides students with the skills to communicate and engage with the peoples of Asia so they can effectively live, work and learn in the region.

### **Sustainability**

Sustainable patterns of living meet the needs of the present without compromising the ability of future generations to meet their needs. Actions to improve sustainability are both individual and collective endeavours shared across local and global communities. They necessitate a renewed and balanced approach to the way humans interact with each other and the environment. Students will be given the opportunity to develop knowledge and understanding of sustainability.

## **Unit Grades**

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. When allocating grades, teachers will consider 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.

**Achievement Standards for (M) Courses -Years 11 and 12**

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> <li>explains problems and create solutions applying a range of skills</li> </ul>	<ul style="list-style-type: none"> <li>describes problems and identify solutions applying appropriate skills</li> </ul>	<ul style="list-style-type: none"> <li>with some guidance, identifies problems with and applies skills</li> </ul>	<ul style="list-style-type: none"> <li>with considerable guidance, identifies some problems</li> </ul>	<ul style="list-style-type: none"> <li>with direct instruction, identifies basic problems</li> </ul>
Skills	<ul style="list-style-type: none"> <li>communicates and interacts using a range of techniques and technologies</li> <li>selects relevant information and explains the main ideas</li> <li>uses communication and collaboration to interact positively with peers and the wider community</li> </ul>	<ul style="list-style-type: none"> <li>communicates and interacts using techniques and technologies</li> <li>selects relevant information and describes the main ideas</li> <li>uses communication to interact positively with peers and the wider community</li> </ul>	<ul style="list-style-type: none"> <li>with some guidance, communicates and interacts using techniques and technologies</li> <li>with some guidance, identifies main ideas from a given text</li> <li>with some guidance, uses communication to interact with peers and the wider community</li> </ul>	<ul style="list-style-type: none"> <li>with considerable guidance, communicates and interacts using basic techniques and technologies</li> <li>with considerable guidance, identifies some main ideas from a given text</li> <li>with considerable guidance, uses some communication to interact with peers and the wider community</li> </ul>	<ul style="list-style-type: none"> <li>with direct instruction, communicates using basic technologies</li> <li>with direct instruction, identifies basic information from a given text</li> <li>with direct instruction, communicates with peers and the wider community</li> </ul>

## 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, M and T course/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.

### **Visual evidence for judgements made about practical performances**

#### **(also refer to BSSS Website Guidelines)**

It is a requirement that schools' judgements of standards to practical performances (A/T/M) be supported by visual evidence (still photos or video).

The photographic evidence submitted must be drawn from practical skills performed as part of the assessment process.

Teachers should consult the BSSS guidelines at [http://www.bsss.act.edu.au/grade\\_moderation/information\\_for\\_teachers](http://www.bsss.act.edu.au/grade_moderation/information_for_teachers) when preparing photographic evidence.

## **Resources**

### **Books**

Brendtro, Larry 2009, *The resilience revolution: discovering strengths in challenging kids*, Hawker Brownlow Education, Melbourne.

*CONTACT: Canberra's community information directory* 2010, Citizen's Advice Bureau, Canberra.

Fellowes, Max & Ray 2009, *Magic tools to overcome bullying and other stressful stuff! : an easy guide for teens and tweens to reclaim their self-esteem and create an awesome life!* Global Publishing Group, Mt Evelyn, Vic.

Fringenheim E, *Reflections on classroom thinking strategies* 2008, Rodin Educational Consultancy, Melbourne.

Goodacre, S. and Collins, C. 2009, *Cambridge VCE health & human development: units 1 & 2*, Cambridge University Press, Port Melbourne, Vic.

Healey, Justin (ed.) 2010, *Disability rights and awareness*, Spinney, Sydney.

Howarth, Roy 2009, *100 ideas for supporting pupils with social, emotional and behavioural difficulties*, Continuum, London.

Irwin, Stephen & Sheffield, Jeanie 2010, *SenseAbility* [kit], Beyondblue, Melbourne. Series: *SenseAbility suite*. Includes 7 books, 2 sample journals, 1 CD, 1 DVD. SenseAbility is a strengths based resilience program designed for those working with young Australians aged 12-18.

*Student guide: equitable assessment and special consideration in assessment in Years 11 and 12 2011*, BSSS, Canberra.

*Student pathways planning guide for ACT government secondary schools* 2011, ACT Department of Education & Training, Canberra.

Vize, Anne 2010, *Australians all: civics and citizenship*, Teaching Solutions, Albert Park, Vic.

Watson, Tim 2011, *Breakthrough speaking & listening. Book one, Years 8-9: activities for high school students*, FutureTrack Australia, Perth. Includes CD.

### **Websites**

*Better Health Channel* 2010, State Government of Victoria, Melbourne.  
[www.betterhealth.vic.gov.au](http://www.betterhealth.vic.gov.au)

Citizen's Advice Bureau ACT: information about community groups in Canberra. Includes CONTACT book online. [www.citizensadvice.org.au](http://www.citizensadvice.org.au)

Cybersmart <http://www.cybersmart.gov.au/>

*Disability Discrimination Act Education Standards 2008*, DEEWR, Canberra.  
[www.ddaedustandards.info/](http://www.ddaedustandards.info/)

*Disability Standards for Education 2005*, Commonwealth of Australia, Canberra. Available at:  
<https://education.gov.au/disability-standards-education>

Job Guide <http://www.jobguide.thegoodguides.com.au/>

Lawstuff <http://www.lawstuff.org.au/>

MyFuture: Australia's career information service [www.myfuture.edu.au](http://www.myfuture.edu.au)

Irwin, Stephen & Sheffield, Jeanie 2010, *SenseAbility*, Beyondblue, Melbourne. Series: *SenseAbility suite*. Includes 7 books, 2 sample journals, 1 CD, 1 DVD. SenseAbility is a strengths based resilience program designed for those working with young Australians aged 12-18.

<http://www.beyondblue.org.au/resources/schools-and-universities/secondary-schools-and-tertiary/senseability>

*Reach Out* 2011, Inspire Foundation, Melbourne. Information for young people about resilience, relationships and mental health. <http://au.reachout.com>

Recap young adult pregnancy prevention

<http://www.etr.org/recapp/index.cfm?fuseaction=pages.home>  
<http://www.etr.org/recapp/index.cfm?fuseaction=pages.home>

Sexual health and family planning ACT <http://www.shfpact.org.au/>

*Teen Health - Ages 12-17* 2011, Child and Youth Health Department of South Australia. Adelaide.  
[www.cyh.com/SubDefault.aspx?p=159](http://www.cyh.com/SubDefault.aspx?p=159)

The Junction - Youth Health Service [www.thejunction.org.au/](http://www.thejunction.org.au/)

Tobacco information <http://oxygen.org.au/>

*Young people* 2009, Department of Health and Ageing, Canberra.

[www.healthinsite.gov.au/topics/Young\\_People](http://www.healthinsite.gov.au/topics/Young_People)

Volunteering ACT <http://www.volunteeract.org.au/>

[Volunteering Australia](http://www.volunteeringaustralia.org/) <http://www.volunteeringaustralia.org/>

[Worksafe ACT](http://www.worksafe.act.gov.au) <http://www.worksafe.act.gov.au>

## Proposed Evaluation Procedures

Course evaluation will be a continuous process. Teachers will meet regularly to discuss the content of the course and any requirements for modification of activities, teaching strategies and assessment instruments. The current trends and innovations in the teaching of **insert name of course** will be considered as teachers attend workshops, seminars and participate in discussion groups with other teachers such as on Moderation Day.

Teachers will monitor student performance and progress and student responses to various teaching, learning and assessment strategies. Students and teachers will complete evaluation questionnaires at the end of each unit. The results of these will be collated and reviewed from year to year. There will also be a continuous monitoring of student numbers between Years 11 and 12.

Informal discussions between teachers and students, past students, parents and other teachers will contribute to the evaluation of the course.

In the process of evaluation; students, teachers and others should, as appropriate, consider:

- Are the course and Course Framework still consistent?
- Were the goals achieved?
- Was the course content appropriate?
- Were the teaching strategies used successful?
- Was the assessment program appropriate?
- Have the needs of the students been met?
- Was the course relevant?
- How many students completed the course in each of the years of accreditation?

## Community Involvement

**Value: 1.0**

### Social Skills in Society

**Value: 0.5**

### Local Community

**Value: 0.5**

Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late or early exit in a semester.

### Prerequisites

Nil.

### Specific Unit Goals

This unit should enable students to:

- describe options for participating as a member of the local community
- identify the roles of specific businesses, community organisations and government agencies within our community
- demonstrate practical skills for accessing transport
- plan for and access public transport
- demonstrate information literacy and numeracy skills for identifying and accessing community involvement opportunities
- select appropriate communication skills for community participation
- investigate personal strengths and areas for development
- identify and demonstrate respect the rights of others
- reproduce appropriate social skills to establish positive relationships

### Content

- activities that occur in the local community (e.g. sport, leisure, hobbies, community courses, volunteering, religious activities, celebrations and special or significant events)
- information sources about community activities (e.g. radio, leaflets, local newspapers, TV community announcements, community notice boards)
- participation types: individually or as part of a group in regular community activities of personal choice (e.g. a garden club, a community choir or drama group, a community action group)
- places of interest in the community (e.g. libraries, shopping centres, restaurants, parks, museums, galleries)
- special community celebrations and significant events (e.g. Australia Day, Anzac Day, religious festivals of different cultures, NAIDOC celebrations, Red Nose Day, Jeans for Genes Day etc.)
- appropriate businesses and government agencies for specific purposes (e.g. purchasing clothes, buying a takeaway meal, opening and operating a bank account, taking out insurance, renting a place to live)
- process and responsibilities for joining clubs, organisations and community groups
- contact strategies for specific organisations in the community (e.g. service clubs, sporting clubs, welfare groups, social groups)

- communication skills for community participation (e.g. asking appropriate questions)
- local transport options (e.g. buses, taxis, trains, planes)
- using information to get around the community (e.g. map reading, reading bus timetables)
- acceptable social behaviour and its component skills (e.g. self-control, body language, assertiveness, negotiation and collaboration)
- problem solving and decision making strategies
- responding assertively to inappropriate behaviour by both known and unknown people (e.g. inappropriate touching, physical, verbal or emotional abuse, invasion of privacy)
- personal space and communicating their own needs including inappropriate coercive behaviour, both verbal and physical and appropriate and inappropriate interpersonal behaviour in particular contexts
- physical and emotional responses that indicate unease or discomfort about the behaviour of others (e.g. fear, anger, physical symptoms of stress) including key people who could be informed about inappropriate interpersonal and coercive behaviour of others
- situations and environments where inappropriate behaviours are more likely to occur (e.g. where alcohol and drugs are involved, being alone with unknown/known people)
- changes in feelings and emotions which accompany maturation
- responding to their own personal, emotional changes and feelings through displaying appropriate behaviour (e.g. discussing difficulties with others, seeking personal space to resolve feelings of frustration, using anger-management skills)
- factors that contribute to self-esteem, self-worth and a sense of responsibility
- responding appropriately to the feelings and emotions of others (e.g. acknowledging the need for personal space and solitude, receptive listening, empathy)
- positive strategies to cope with stress, disappointment, loss, anger or rejection
- conflict resolution skills (e.g. negotiation, mediation, conferencing, reflective listening, communication of feelings, accepting others' feelings, recognising the causes of misunderstandings)

## **Teaching and Learning Strategies**

Refer to page 16.

## **Assessment**

Refer to Assessment Task Types Guide on page 8.

## General Capabilities

Student Capabilities	Evidence could be in:			
	Goals	Content	Teaching and Learning	Assessment
literacy			✓	✓
numeracy			✓	✓
information and communication technology (ICT) capability	✓			
critical and creative thinking				
personal and social capability	✓	✓		
ethical behaviour			✓	✓
intercultural understanding			✓	✓
collaborative team members			✓	✓

## Resources

These were accurate at the time of publication.

Campbell-Whatley, G. 2004, *Who I can be is up to me: lessons in self-exploration and self-determination for students with disabilities in learning. Program guide*, Research Press, Champaign, Ill.

*CONTACT: Canberra's community information directory 2010*, Citizen's Advice Bureau, Canberra.

Fellowes, Max & Ray 2009, *Magic tools to overcome bullying and other stressful stuff! : an easy guide for teens and tweens to reclaim their self-esteem and create an awesome life!* Global Publishing Group, Mt Evelyn, Vic.

Frangenheim E, *Reflections on classroom thinking strategies 2008*, Rodin Educational Consultancy, Melbourne.

Healey, Justin (ed.) 2010, *Disability rights and awareness*, Spinney, Sydney.

Howarth, Roy 2009, *100 ideas for supporting pupils with social, emotional and behavioural difficulties*, Continuum, London.

Hyland, M. 2004, *Transition issues: helping young young adults cope with some difficult personal and social problems they may encounter*, R.I.C., Greenwood, W.A. Includes blacklines.

*Individual Learning Plans: ACT Guidelines 2005*, ACT Dept of Education & Training, Canberra.

Irwin, Stephen & Sheffield, Jeanie 2010, *SenseAbility* [kit], Beyondblue, Melbourne. Series: *SenseAbility suite*. Includes 7 books, 2 sample journals, 1 CD, 1 DVD. SenseAbility is a strengths based resilience program designed for those working with young Australians aged 12-18.

Kotzman, M. and A. 2008, *Listen to me, listen to you: a step-by-step guide to communication skills training*, ACER, Melbourne.

Mannix, Darlene 2009, *Life skills activities for secondary students with special needs*, Jossey-Bass, San Francisco.

Pelzer, Dave 2007, *Help yourself for teens: real-life advice for real-life challenges facing teenagers*, Penguin, London.

Power, Maggie 2009, *It's your right: human rights: everyone, everywhere, everyday*, Australian Human Rights Commission, Sydney.

## Websites

*Better Health Channel* 2010, State Government of Victoria, Melbourne.  
[www.betterhealth.vic.gov.au](http://www.betterhealth.vic.gov.au)

Irwin, Stephen & Sheffield, Jeanie 2010, *SenseAbility*, Beyondblue, Melbourne. Series: *SenseAbility suite*. Includes 7 books, 2 sample journals, 1 CD, 1 DVD. SenseAbility is a strengths based resilience program designed for those working with young Australians aged 12-18.

<http://www.beyondblue.org.au/resources/schools-and-universities/secondary-schools-and-tertiary/senseability>

*Teen Health - Ages 12-17* 2011, Child and Youth Health Department of South Australia. Adelaide.  
[www.cyh.com/SubDefault.aspx?p=159](http://www.cyh.com/SubDefault.aspx?p=159)

The Junction - Youth Health Service [www.thejunction.org.au/](http://www.thejunction.org.au/)

*Young people* 2009, Department of Health and Ageing, Canberra.  
[www.healthinsite.gov.au/topics/Young\\_People](http://www.healthinsite.gov.au/topics/Young_People)

*Volunteering ACT* <http://www.volunteeract.org.au/>

*Volunteering Australia* <http://www.volunteeringaustralia.org>

## Health

**Value: 1.0**

### Health and Hygiene

**Value: 0.5**

### Health and Wellbeing

**Value: 0.5**

Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late or early exit in a semester.

## Prerequisites

Nil.

## Specific Unit Goals

This unit should enable students to:

- demonstrate personal hygiene, grooming and routine health care procedures
- develop an awareness of the relationships between diet, physical activity, health and wellbeing
- identify habits, behaviours and lifestyle practices that may lead to the transmission or prevention of diseases
- identify appropriate health and welfare agencies
- demonstrate help seeking skills to manage mental and physical health and wellbeing
- discuss decisions making skills in a range of scenarios that will have a positive impact on their health and wellbeing
- demonstrate protective behaviour skills in a range of simulations and role plays and real life scenarios
- demonstrate basic literacy and communication skills to enhance access of health services in the community

## Content

- identification of foods that are not considered healthy or could be detrimental to an individual's health (e.g. food allergies such as gluten, peanuts, lactose)
- differences between the nutritional values of processed and unprocessed foods
- food groups and healthy eating plans
- food nutritional information – main areas to look for e.g. fats and sugars
- different diets - balanced diets, fad diets, weight control
- options to maintain personal fitness

- lifestyle diseases (heart disease, obesity, diabetes, cancer)
- health services online and in the community
- health and lifestyle strategies (e.g. school/work/home life balance, physical fitness, social inclusion, asking for help)
- identification of personal and emotional changes during young adulthood and skills for displaying appropriate behaviour to have your needs met
- positive mental health strategies
- stress management techniques and benefits
- indicators of positive physical and mental health
- issues that can negatively impact on the health of young adults
- drug use and abuse (e.g. difference between legal and illegal drugs, discussing reasons people take drugs, effects of different drugs, dangers associated with the use of drugs, seeking advice and assistance in relation to the use of drugs)
- safe partying and harm minimisation (e.g. effective refusal skills, standard drinks, binge drinking, peer pressure cyber and face to face)
- mental health - what is it and how to manage it (e.g. positive psychology strategies, social inclusion)
- health services online and in the community - how to contact, where you can visit them, what they do.(e.g. Sexual Health and Family Planning ACT, Lifeline, Beyond Blue, Headspace, Mental Health ACT, GP referral to psychologists through Medicare)

## **Teaching and Learning Strategies**

Refer to page 16.

## **Assessment**

Refer to Assessment Task Types Guide on page 8.

## General Capabilities

Student Capabilities	Evidence could be in:			
	Goals	Content	Teaching and Learning	Assessment
literacy			✓	✓
numeracy			✓	✓
information and communication technology (ICT) capability	✓			
critical and creative thinking				
personal and social capability	✓	✓		
ethical behaviour			✓	✓
intercultural understanding			✓	✓
collaborative team members			✓	✓

## Resources

### Books

Brendtro, Larry 2009, *The resilience revolution: discovering strengths in challenging kids*, Hawker Brownlow Education, Melbourne.

Campbell-Whatley, G. 2004, *Who I can be is up to me: lessons in self-exploration and self-determination for students with disabilities in learning. Program guide*, Research Press, Champaign, Ill.

*CONTACT: Canberra's community information directory* 2010, Citizen's Advice Bureau, Canberra.

Fellowes, Max & Ray 2009, *Magic tools to overcome bullying and other stressful stuff! : an easy guide for teens and tweens to reclaim their self-esteem and create an awesome life!* Global Publishing Group, Mt Evelyn, Vic.

Frangenheim E, *Reflections on classroom thinking strategies* 2008, Rodin Educational Consultancy, Melbourne.

Goodacre, S. and Collins, C. 2009, *Cambridge VCE health & human development: units 1 & 2*, Cambridge University Press, Port Melbourne, Vic.

Healey, Justin (ed.) 2010, *Disability rights and awareness*, Spinney, Sydney.

Howarth, Roy 2009, *100 ideas for supporting pupils with social, emotional and behavioural difficulties*, Continuum, London.

Hyland, M. 2004, *Transition issues: helping young young adults cope with some difficult personal and social problems they may encounter*, R.I.C., Greenwood, W.A. Includes blacklines.

*Individual Learning Plans: ACT Guidelines* 2005, ACT Dept of Education & Training, Canberra.

Irwin, Stephen & Sheffield, Jeanie 2010, *SenseAbility* [kit], Beyondblue, Melbourne. Series: *SenseAbility suite*. Includes 7 books, 2 sample journals, 1 CD, 1 DVD. SenseAbility is a strengths based resilience program designed for those working with young Australians aged 12-18.

Kaufman, Miriam 2005, *Easy for you to say: Q & As for teens living with chronic illness or disability*, Key Porter Books, Toronto.

Kotzman, M. and A. 2008, *Listen to me, listen to you: a step-by-step guide to communication skills training*, ACER, Melbourne.

Mannix, Darlene 2009, *Life skills activities for secondary students with special needs*, Jossey-Bass, San Francisco.

Pelzer, Dave 2007, *Help yourself for teens: real-life advice for real-life challenges facing teenagers*, Penguin, London.

Power, Maggie 2009, *It's your right: human rights: everyone, everywhere, everyday*, Australian Human Rights Commission, Sydney.

Stone, D. 2009, *Achieving health and human development. Units 1 and 2*, Macmillan, Melbourne. Includes CD-ROM.

*Student guide: equitable assessment and special consideration in assessment in Years 11 and 12 2011*, BSSS, Canberra.

*Student pathways planning guide for ACT government secondary schools 2011*, ACT Department of Education & Training, Canberra.

*Students with a disability: meeting their individual needs 2008*, ACT Department of Education & Training, Canberra. Available at:

[www.det.act.gov.au/\\_\\_data/assets/pdf\\_file/0017/34370/Students\\_with\\_a\\_Disability.pdf](http://www.det.act.gov.au/__data/assets/pdf_file/0017/34370/Students_with_a_Disability.pdf)

*Values for Australian schooling: building values across the whole school: teaching and learning units. Secondary 2009*, Curriculum Corporation, Melbourne.

Vize, Anne 2010, *Australians all: civics and citizenship*, Teaching Solutions, Albert Park, Vic.

Watson, Tim 2011, *Breakthrough speaking & listening. Book one, Years 8-9: activities for high school students*, FutureTrack Australia, Perth. Includes CD.

## Websites

*Better Health Channel 2010*, State Government of Victoria, Melbourne.  
[www.betterhealth.vic.gov.au](http://www.betterhealth.vic.gov.au)

Citizen's Advice Bureau ACT: information about community groups in Canberra. Includes CONTACT book online. [www.citizensadvice.org.au](http://www.citizensadvice.org.au)

*Cybersmart* <http://www.cybersmart.gov.au/>

*Disability Discrimination Act Education Standards 2008*, DEEWR, Canberra.  
[www.ddaedustandards.info/](http://www.ddaedustandards.info/)

*Disability Standards for Education 2005*, Commonwealth of Australia, Canberra. Available at:  
<http://education.gov.au/>

Job Guide <http://www.jobguide.thegoodguides.com.au/>

Lawstuff <http://www.lawstuff.org.au/>

MyFuture: Australia's career information service [www.myfuture.edu.au](http://www.myfuture.edu.au)

<http://www.beyondblue.org.au/resources/schools-and-universities/secondary-schools-and-tertiary/senseability>

Relationships Australia <http://www.relationships.org.au/>

*Reach Out* 2011, Inspire Foundation, Melbourne. Information for young people about resilience, relationships and mental health. <http://au.reachout.com>

Recap young adult pregnancy prevention

<http://www.etr.org/recapp/index.cfm?fuseaction=pages.home><http://www.etr.org/recapp/index.cfm?fuseaction=pages.home>

Sexual health and family planning ACT <http://www.shfpact.org.au/>

*Teen Health - Ages 12-17* 2011, Child and Youth Health Department of South Australia. Adelaide. [www.cyh.com/SubDefault.aspx?p=159](http://www.cyh.com/SubDefault.aspx?p=159)

The Junction - Youth Health Service [www.thejunction.org.au/](http://www.thejunction.org.au/)

Tobacco information <http://oxygen.org.au/>

*Young people* 2009, Department of Health and Ageing, Canberra. [www.healthinsite.gov.au/topics/Young\\_People](http://www.healthinsite.gov.au/topics/Young_People)

Volunteering ACT <http://www.volunteeract.org.au/>

Volunteering Australia <http://www.volunteeringaustralia.org/>

Worksafe ACT <http://www.worksafe.act.gov.au>

## **Movies**

*Rage in Placid Lake*

*Catch Me if You Can*

*Secret of My Success*

*Working Girl*

*Supersize Me*

*Juno*

*Life as we Knew It*

*Baby Mama*

These were accurate at the time of publication

## **Apps**

Better Health Channel, Department of Health (Vic)

MyPlate Calorie Tracker, Demand Media Inc.

Goal Setting – Aspire Goals, Digital Oddities Pty Ltd

Let Panic Go, James Henry

Spending (Expense Tracker), AppCheer Inc

EpicWin, Supermono limited

Dream It – A bucket List & Goal Setting Organizer, Switchback Media LLC

Runmeter GPS Pedometer, Abvio Inc.

RunKeeper, FitnessKeeper Inc.

## Relationship and Identity

**Value: 1.0**

### Effective Relationships

**Value: 0.5**

### Personal Relationships

**Value: 0.5**

Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late or early exit in a semester.

## Prerequisites

Nil

## Duplication of Content Rules

Nil.

## Specific Unit Goals

This unit should enable students to:

- demonstrate the skills required to initiate and maintain relationships
- demonstrate effective communication skills required for personal relationships
- select skills required in different relationship types
- identify appropriate literacy and communication styles for interpersonal relationships and some conflict resolution skills
- develop an awareness of sexual identity including appropriate sexual behaviours and protective behaviours when using technology in modern relationships
- apply techniques required to initiate and maintain successful personal relationships
- discuss puberty and sexual health issues that impact on young people

## Content

### *Relationships*

- relationship types – family, friends, school/work, community, sexual, online and their effect on the individual
- factors which influence relationships (e.g. gender, age, stage of development, culture, environment, emotions)
- recognise that relationships change and develop throughout life
- benefits of belonging to a social group
- communication for effective personal relationships
- techniques for communication (e.g. eye contact, smile, nod, appropriate greeting phrase, taking turns)
- when to share ideas, feelings and opinions with others
- strategies for expressing needs, wants and feelings
- verbal vs. non-verbal communication
- barriers to communication (e.g. physical, emotional, perceptual, cultural, language, gender, interpersonal)

- conflict resolution process (mediation skills) or restorative justice
- behaviour appropriate to different types of relationships (e.g. formal with work colleagues, informal with friends, private and public places)
- physical contact based on gender, age, relationship and social norms
- awareness of personal space when interacting with others
- initiating and maintaining relationships
- personal qualities that promote positive relationships (e.g. cooperation, sharing, sense of humour, tolerance, respect, openness, honesty)
- skills involved in initiating a friendship (e.g. communicating clearly, listening, meeting and making friends through participating in the community in recreational or leisure activities)
- dynamic nature of interpersonal relationships (e.g. friendships change with changing interests)

### *Sexual Identity*

- gender roles and relationships (e.g. stereotypes)
- identity and sexuality (e.g. developing an understanding of sexual identity and difference)
- types of attraction (e.g. love, lust, physical, emotional, negative attraction i.e. stalking)
- public and private behaviour (e.g. appropriate conversations and topics for different social settings and people)
- consent and respect in contemporary society (e.g. sexting, Facebook, blogging)
- privacy and personal responsibility (e.g. drink spiking, date rape, harm minimisation)

### *Personal Relationships*

- factors involved in interpersonal attraction (e.g. physical attraction, similar interests and hobbies, compatibility)
- dating (e.g. how to ask a person out, online relationships and dating and appropriate behaviours when dating, the positives and negatives)
- complexities of personal relationships (e.g. negotiation of individual goals and aspirations in a partnership, sharing responsibilities)
- divorce and separation

### *Social Issues*

- sex and the media (e.g. Internet, social networking, and the concept that 'sex sells' in advertising)
- social norms in relation to gender roles, sexuality, marriage, public displays of affection etc

### *Puberty*

- purposes and functions of physical changes to body systems that happen to boys and girls as a normal part of maturation
- individual variations within each stage of development
- stages of the reproductive process
- sexual health

- expressing sexual feelings in a safe and socially acceptable manner
- contraception types, suitability, availability
- community agencies that can assist you with relationship and sexual health issues (e.g. Relationships Australia, Sexual Health and Family Planning ACT, General Practitioners at The Junction Youth Health Service)

## Teaching and Learning Strategies

Refer to page 16.

## Assessment

Refer to Assessment Task Types Guide on page 8.

## General Capabilities

Student Capabilities	Evidence could be in:			
	Goals	Content	Teaching and Learning	Assessment
literacy			✓	✓
numeracy			✓	✓
information and communication technology (ICT) capability	✓			
critical and creative thinking				
personal and social capability	✓	✓		
ethical behaviour			✓	✓
intercultural understanding			✓	✓
collaborative team members			✓	✓

## Resources

Refer to page 17.

## **Life Matters**

**Value: 1.0**

### **Post School Life**

**Value: 0.5**

### **Law and the individual**

**Value: 0.5**

Students are expected to study the accredited semester 1.0 unit unless enrolled in a 0.5 unit due to late or early exit in a semester.

## **Prerequisites**

Nil.

## **Duplication of Content Rules**

Nil.

## **Specific Unit Goals**

This unit should enable students to:

- identify post school preferences and possible career pathways
- demonstrate basic skills required for independent living
- demonstrate basic information literacy and numeracy skills for life
- demonstrate an awareness of their legal rights and responsibilities and the justice system
- identify some laws relevant to young people
- describe consumer laws and their consumer rights

## **Content**

### **Post School Life**

#### **Post School Pathways**

- career options - how to research and identify realistic options and find a career that meets interests, abilities and values (e.g. exploring career websites, undertaking vocational assessments)
- skills required to develop and maintain a career (e.g. resume writing, job application process - letters, online applications, job interviews, workplace responsibilities)
- social security rights and eligibility (e.g. Centrelink payments and processes)
- government and non-government welfare agencies, community services and volunteer organisations (e. g. supported employment agencies and transition providers, Red Cross, Volunteering ACT, RSPCA, World Vision, Salvation Army)
- further training options at Canberra Institute of Technology or with private Registered Training Organisations and tertiary institutions (e.g. online and on campus)

### **Moving out of home – becoming independent**

- accommodation options (e.g. staying at home, shared housing, partial care, respite care, home care, full care, ACT Housing)
- finding accommodation options (e.g. real estate agents, newspaper advertisements, community agencies, word of mouth, online – Allhomes)
- resources and responsibilities of independent living (e.g. furniture, bills/utilities, food and menu planning, cleaning)
- budgeting skills needed for independent living (e.g. recognising costs of necessities and spending money needs versus wants)
- services that can support independent living (e.g. Salvation Army, Centrelink, Help lines, legal services)

### **The legal system**

- laws, legislation and the justice system (e.g. court system, examples of laws, scenarios of legal and illegal activities)

### **Legal rights and responsibilities**

- community assistance with legal issues (e.g. community legal services - Legal Aid, lawyers)
- cyber safety and awareness (e.g. social networking, privacy laws, identity theft, defamation)
- role of rules and laws in our society (e.g. rules at home, school, on the roads)
- impact of laws on our lives (e.g. school attendance, voting, access to licensed premises and driving)
- rights of children and the responsibilities of parents within the law (e.g. responsibility of parents to meet the physical, emotional and social needs of their children, rights of children to be happy and safe)

### **Workplace and labour laws**

- rights and responsibilities of employers and employees

### **Law enforcement**

- dealing with the police (e.g. understanding your rights and responsibilities, negotiating outcomes, respect for the profession)

### **Citizenship**

- rights and responsibilities of citizenship (e.g. voting, residence, taxation, government agencies, jury duty)

### Consumerism

- purchasing contracts (e.g. mobile phones, internet plans, interest free deals)
- obtaining quotes and locating the best deal on items and services
- regulatory agencies that can assist consumers (e.g. ACCC and Office of Fair Trading)
- rights and responsibilities of a consumer within the law

### Teaching and Learning Strategies

Refer to page 16.

### Assessment

Refer to Assessment Task Types Guide on page 8.

### General Capabilities

Student Capabilities	Evidence could be in:			
	Goals	Content	Teaching and Learning	Assessment
literacy			✓	✓
numeracy			✓	✓
information and communication technology (ICT) capability	✓			
critical and creative thinking				
personal and social capability	✓	✓		
ethical behaviour			✓	✓
intercultural understanding			✓	✓
collaborative team members			✓	✓

### Resources

Refer to page 17.

## Appendix A – Common Curriculum Elements

Common curriculum elements assist in the development of high quality assessment tasks by encouraging breadth and depth and discrimination in levels of achievement.

Organisers	Elements	Examples
create, compose and apply	apply	ideas and procedures in unfamiliar situations, content and processes in non-routine settings
	compose	oral, written and multimodal texts, music, visual images, responses to complex topics, new outcomes
	represent	images, symbols or signs
	Create	creative thinking to identify areas for change, growth and innovation, recognise opportunities, experiment to achieve innovative solutions, construct objects, imagine alternatives
	manipulate	images, text, data, points of view
analyse, synthesise and evaluate	justify	arguments, points of view, phenomena, choices
	hypothesise	statement/theory that can be tested by data
	extrapolate	trends, cause/effect, impact of a decision
	Predict	data, trends, inferences
	evaluate	text, images, points of view, solutions, phenomenon, graphics
	Test	validity of assumptions, ideas, procedures, strategies
	Argue	trends, cause/effect, strengths and weaknesses
	Reflect	on strengths and weaknesses
	synthesise	data and knowledge, points of view from several sources
	Analyse	text, images, graphs, data, points of view
	examine	data, visual images, arguments, points of view
	investigate	issues, problems
organise, sequence and explain	sequence	text, data, relationships, arguments, patterns
	visualise	trends, futures, patterns, cause and effect
	compare/contrast	data, visual images, arguments, points of view
	Discuss	issues, data, relationships, choices/options
	interpret	symbols, text, images, graphs
	Explain	explicit/implicit assumptions, bias, themes/arguments, cause/effect, strengths/weaknesses
	translate	data, visual images, arguments, points of view
	assess	probabilities, choices/options
	Select	main points, words, ideas in text
identify, summarise and plan	reproduce	information, data, words, images, graphics
	respond	data, visual images, arguments, points of view
	Relate	events, processes, situations
	demonstrate	probabilities, choices/options
	describe	data, visual images, arguments, points of view
	Plan	strategies, ideas in text, arguments
	Classify	information, data, words, images
	identify	spatial relationships, patterns, interrelationships
	summarise	main points, words, ideas in text, review, draft and edit

## Appendix B – Glossary of Verbs

Verbs	Definition
Analyse	Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
Apply	Use, utilise or employ in a particular situation
Argue	Give reasons for or against something
Assess	Make a Judgement about the value of
Classify	Arrange into named categories in order to sort, group or identify
Compare	Estimate, measure or note how things are similar or dissimilar
Compose	The activity that occurs when students produce written, spoken, or visual texts
Contrast	Compare in such a way as to emphasise differences
Create	Bring into existence, to originate
Demonstrate	Give a practical exhibition an explanation
Describe	Give an account of characteristics or features
Discuss	Talk or write about a topic, taking into account different issues or ideas
Evaluate	Examine and judge the merit or significance of something
Examine	Determine the nature or condition of
Explain	Provide additional information that demonstrates understanding of reasoning and /or application
Extrapolate	Infer from what is known
Hypothesise	Put forward a supposition or conjecture to account for certain facts and used as a basis for further investigation by which it may be proved or disproved
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Show how argument or conclusion is right or reasonable
Manipulate	Adapt or change
Plan	Strategies, develop a series of steps, processes
Predict	Suggest what might happen in the future or as a consequence of something
Reflect	The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience
Relate	Tell or report about happenings, events or circumstances
Represent	Use words, images, symbols or signs to convey meaning
Reproduce	Copy or make close imitation
Respond	React to a person or text
Select	Choose in preference to another or others
Sequence	Arrange in order
Summarise	Give a brief statement of the main points
Synthesise	Combine elements (information/ideas/components) into a coherent whole
Test	Examine qualities or abilities
Translate	Express in another language or form, or in simpler terms
Visualise	The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words