The Victorian Curriculum F-10: A critical analysis of implementation opportunities in Civics & Citizenship and Economics & Business

Background
Dr Carly Sawatzki is a teacher-educator with expertise in curriculum and pedagogy across upper primary Mathematics, middle school Economics & Business, and senior school Business Management. Working across these discipline areas is critical to her key area of research, financial literacy education. As evidenced by this article, Carly is dedicated to involving school leaders and teachers in professional learning that promotes critical thinking and conversation, inspires innovation, and transforms pedagogical practice. Carly writes and presents for academic, teacher, and pre-service teacher audiences and was commissioned to write this Information Paper for VCTA to inform members of the latest curriculum developments.

Introduction
This paper begins by introducing two recent school-leavers: Pete and Rosie.

Pete migrated to Australia with his parents five years ago. He has had enough of school and rural life. He’ll finish Year 10 just shy of his 17th birthday. Pete has known for some time that he wants to be a hair stylist for TV and film production – there is very little that he’s learned at school that he can see as being relevant to his career choice. He has applied for a Certificate II Pre-Apprenticeship course in Melbourne. He hopes to move to the city, board with his aunt in Brunswick, and get a job in an edgy salon. Once he starts work and can afford it, he wants to upgrade to an iPhone 6 with unlimited data.

In the last six weeks, Rosie has completed Year 12, turned 18, got her driver’s licence, and secured a job waitressing at TGI Fridays. For now, while she saves for a car, she is reliant on public transport and lifts from friends. It’s an exciting time, but she is feeling stressed about all the new responsibilities she has. Plus, she wonders whether her ATAR result will be enough to be accepted to her first preference University course. One of Rosie’s friends got a GP referral to see a psychologist to chat about these things. Rosie doesn’t want anyone to know she is feeling anxious. She has never been to the doctor without her mum and wonders if she will have to steal the family Medicare card to do so. Her older cousin works in a call-centre and tells her to get private health insurance – it’s important and you get stuff for free. Rosie is not really sure, but reckons her parents take care of this sort of thing.
There is a lot to consider in these vignettes. Here are two young Australians embarking on everyday life beyond school. While their academic performance will have been examined and reported on, the real test – to make their way through adulthood – is about to begin. To what extent has their schooling prepared them to face the challenges ahead?

Australia has two educational goals that are intended to underpin the work of governments, school sectors, individual schools, and teachers. They are:

- **Goal 1**: Australian schooling promotes equity and excellence
- **Goal 2**: All young Australians become:
  - successful learners
  - confident and creative individuals
  - active and informed citizens

*Melbourne Declaration on Educational Goals for Young Australians (2008)*

Put simply, this means that we should aspire to prepare our students to make sense of and participate fully in the world around them – whatever that world might look like locally, nationally, and globally.

The *Melbourne Declaration (2008)* describes a number of student learning outcomes related to the above goals. These include that Australian school students should learn:

- to think deeply and logically, and obtain and evaluate evidence;
- to be creative, enterprising, innovative and resourceful in their problem-solving;
- to plan activities independently, but also to collaborate, work in teams and communicate ideas;
- to act with moral and ethical integrity and accept responsibility for their own actions;
- to develop national values of democracy, equity and justice, and personal values and attributes such as honesty, resilience and respect for others;
- the importance of working for the common good, in particular sustaining and improving natural and social environments;
- to adapt to factors shaping workforce participation, including technological change, global integration and international mobility;
- to make informed learning and employment decisions throughout their lives.

*Civics & Citizenship* and *Economics & Business* are well placed to deliver such meaningful, practically relevant learning experiences. Can you imagine a series of middle school learning experiences (spanning Years 7-10) that might serve to capture, if not achieve these possibilities?

The purpose of this article is to explore ways that your school might consider transforming its middle school learning programs towards successful implementation of the *Victorian Curriculum F-10* in 2017. Preparing this document has involved piecing together publicly available information to tell a coherent story about the curriculum landscape and the implications for your school and teachers as you envision your students’ learning experiences. The document unfolds in three sections.

- The first section provides a brief overview of the historical and political context for curriculum reform in Australia and Victoria, leading to the recent release of the *Australian Curriculum* (version 8) and the *Victorian Curriculum F-10* (this includes an exploration of the similarities and differences between the two).
- The second section suggests four examples of school-based approaches to implementation. One considers work and work futures as a productive context for teaching *Economics & Business* while the other three programs frame interdisciplinary approaches. These ideas and sample programs were critiqued by
teachers who attended workshops at VCTA’s Comview Conference and at a VCTA Advisory Group meeting in December 2015.

- The final section gives an overview of professional learning and other resources available to support your school in transitioning to the Victorian Curriculum F-10.

The context for curriculum reform in Australia and Victoria

The Australian Curriculum has been 20 years in the making. So why do we now have a Victorian Curriculum? It’s a long story.

In Victoria, responding to curriculum change has been an integral part of teachers’ professional work for several years, with development and implementation of the Victorian Essential Learning Standards (VELS) from 2003-2006 taking place just prior to the announcement in 2007 that Kevin Rudd and Julia Gillard’s Education Revolution would include a national curriculum. The Australian Curriculum, Assessment and Reporting Authority (ACARA) was established in December 2008 and assumed responsibility for the development of a national system of schooling to support the Melbourne Declaration on Educational Goals for Young Australians: a national curriculum, a national assessment program and a national data collection and reporting program.

Back then, national engagement in respect of schooling was achieved through new cooperative federalism facilitated by Labor governments in all states and territories. However, reaching agreement between eight different states and territories on what a national system of education and the first Australian Curriculum might look like and how it should be developed and implemented proved to be a complex, time-consuming, and ongoing process.

In the meantime, VELS was proving to be a robust and well-received curriculum. So, when the Australian Curriculum Phase 1 learning areas – English, Mathematics, Science, and History – were ready to be implemented in 2013, Victoria introduced a period of curriculum transition known as AusVELS. AusVELS was intended to ensure that teachers were not required to manage two different curriculum and reporting frameworks while providing a construct within which future Australian Curriculum developments could be progressively incorporated over time. Such a clear and constructive segue meant Universities had a way to teach graduates to read and interpret AusVELS in the immediate future, while ensuring they would be prepared to transition to the full Australian Curriculum down the track.

Meanwhile, Civics & Citizenship and Economics & Business, as Phase 3 learning areas, were undergoing drafting and consultation, drawing on the nation’s best expertise in these disciplines.

Following the election of the Liberal federal government in 2013, incoming Education Minister Christopher Pyne was quick to initiate a Review of the Australian Curriculum, led by Professor Ken Wiltshire and Dr Kevin Donnelly (Australian Government Department of Education, 2014). While the reviewers found that the Australian Curriculum “was widely supported and seen as a positive development in school education” (Australian Government Department of Education and Training, 2015, p.13), they were critical of it being overcrowded, particularly at primary school level. The recently released Australian Curriculum goes some way to addressing this issue.

Our federalist system means that state and territory curriculum authorities are responsible for deciding when and how the Australian Curriculum will be implemented. The Australian Curriculum Implementation Advice states that documentation “can be used flexibly by schools, according to jurisdictional and system policies and schedules, to develop programs that meet the educational needs of their students” (ACARA, 2014). Further, schools are encouraged to implement the Australian Curriculum ‘in ways that value teachers’
professional knowledge, reflect local contexts and take into account individual students’ family, cultural and community backgrounds” (ACARA, 2014).

Some states and territories have endorsed the *Australian Curriculum* and will transition to it “as is” shortly. As is their prerogative to do so, New South Wales and Victoria have developed distinctive responses. According to the Victorian Curriculum and Assessment Authority (VCAA), “the *Victorian Curriculum F-10* is the new name for the final version of AusVELS that incorporates the *Australian Curriculum* in a way that reflects Victorian standards and priorities” (VCAA, 2015).

Table 1 explores the similarities and differences in structure and terminology between the *Australian Curriculum* and the *Victorian Curriculum F-10*. Since thousands of graduate and early career teachers know and understand the *Australian Curriculum*, comparing and contrasting the two in this way is intended to help you form professional judgements about the curriculum climate within which you work.
### Table 1. Distinguishing features of the Australian Curriculum and the Victorian Curriculum F-10

<table>
<thead>
<tr>
<th>Learning Areas</th>
<th>The Australian Curriculum</th>
<th>The Victorian Curriculum F-10</th>
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<tbody>
<tr>
<td></td>
<td>There are eight learning areas:</td>
<td>There are eight learning areas:</td>
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<tr>
<td></td>
<td>▪ English</td>
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<td>▪ Humanities and Social Sciences</td>
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<td>▪ Technologies</td>
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<td></td>
<td>Work Studies is an additional, optional learning area. Some learning areas are organised by Year Level. Others are organised by two year bands (i.e., Foundation and then Years 1-2, 3-4, 5-6, 7-8, 9-10).</td>
<td>References to phonics and phonemic awareness have been strengthened in English. Digital Technologies includes computational thinking, developing and evaluating digital solutions and data collection, representation and interpretation. References to respectful relationships and safety in the home have been made more explicit. Learning about World Views and Religions is also included. This content has been developed in consultation with key religious and secular stakeholders. There are eleven Year Levels for English and Mathematics (F-10). Every other learning area is organised by two year bands (i.e., Foundation and then Years 1-2, 3-4, 5-6, 7-8, 9-10).</td>
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<tr>
<td>Cross Curriculum Priorities</td>
<td>Identifies three:</td>
<td>States that learning about the Cross-Curriculum Priorities is embedded in the learning areas of the Victorian Curriculum F-10. States that “the knowledge and skills that students are expected to develop about Aboriginal and Torres Strait Islander histories and cultures has a particular and enduring importance”.</td>
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<tr>
<td></td>
<td>▪ Aboriginal and Torres Strait Islander histories and cultures</td>
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<td>▪ Asia and Australia’s Engagement with Asia</td>
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<td>▪ Sustainability</td>
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<td>Each Cross Curriculum Priority is described through an overview, key and organising ideas and statements in the learning areas.</td>
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Content Descriptors and Elaborations provide explicit advice about the relevant Cross Curriculum Priorities.

| General Capabilities | Identifies seven:  
|----------------------|-----------------  
| ▪ Literacy  
| ▪ Numeracy  
| ▪ Information and Communication Technology (ICT) Capability  
| ▪ Critical and Creative Thinking  
| ▪ Personal and Social Capability  
| ▪ Ethical Understanding  
| ▪ Intercultural Understanding  
| Content Descriptors and Elaborations provide explicit signposting and advice for teaching the relevant General Capabilities. |

| Identifies four, and describes them as Capabilities:  
|-----------------|-----------------  
| ▪ Critical and Creative Thinking  
| ▪ Ethical  
| ▪ Intercultural  
| ▪ Personal and Social  
| The Victorian Curriculum F-10 provides Content Descriptions and Achievement Standards in the four Capabilities and states that Literacy, Numeracy and ICT are embedded in student learning across the curriculum.  
| Content Descriptors and Elaborations do not currently provide explicit signposting for teaching the relevant Capabilities. |

| Humanities and Social Sciences | The Humanities and Social Sciences learning area comprises five subjects: F–6/7 Humanities and Social Sciences, and Years 7–10 History, Geography, Civics and Citizenship and Economics and Business. In all five subjects, the curriculum is organised into two broad interrelated strands: knowledge and understanding, and inquiry and skills. |

| Refers to Humanities as including four learning areas, each with its own curriculum documentation:  
|-----------------|-----------------  
| ▪ History F-10  
| ▪ Geography F-10  
| ▪ Civics & Citizenship 3-10  
| ▪ Economics & Business 5-10 |

| Civics & Citizenship | Civics & Citizenship 7-10 is organised into two interrelated strands:  
|----------------------|-----------------  
| ▪ Civics and citizenship knowledge and understanding. This comprises three key focus areas or sub-strands at each Year Level: government and democracy; laws and citizens; and citizenship, diversity and identity.  
| ▪ Civics and citizenship inquiry and skills. This focuses on the skills of questioning and research; analysis, synthesis and interpretation; problem-solving and decision-making; and communication and reflection.  
| Content Descriptors and Achievement Standards are organised by Year Level. |

| Civics & Citizenship 3-10 is organised into three strands: Government and Democracy, Laws and Citizens, and Citizenship, Diversity and Identity.  
| Content Descriptors and Achievement Standards are organised by two year bands (i.e., Years 3-4, 5-6, 7-8, 9-10). |
### Economics & Business

**Economics & Business 7-10** has two related strands:
- **Economics and business knowledge and understanding.** This comprises four key organising ideas: resource allocation and making choices; the business environment; consumer and financial literacy; and work and work futures.
- **Economics and business inquiry and skills.** This focuses on the skills of questioning and research; interpretation and analysis; economic reasoning, decision-making and application; and communication and reflection.

Content Descriptors and Achievement Standards are organised by Year Level.

**Economics & Business 5-10** is organised into six strands:
- Resource allocation and making choices
- The business environment
- Consumer and financial literacy
- Work and work futures
- Enterprising behaviours and capabilities
- Reasoning and interpretation

Content Descriptors and Achievement Standards are organised by two year bands (i.e., Years 5-6, 7-8, 9-10).
Acknowledging that no curriculum framework is ever perfect, Table 1 reveals that there are strengths and weaknesses in both the Australian Curriculum and the Victorian Curriculum F-10. The complexity of the curriculum landscape is highlighted by the fact that Victorian government and Catholic schools are required to adhere to the Victorian Curriculum F-10, while independent schools can choose to follow the Australian Curriculum, the Victorian Curriculum F-10, or an alternative curriculum framework (such as the International Baccalaureate) provided they demonstrate the minimum standards and other requirements for school registration set out by the Victorian Registration and Qualifications Authority (VRQA, 2014). In researching this article, it became clear that independent schools are exercising this decision at their discretion. For example, Tim MacDonald, Head of Teaching and Learning at Mentone Grammar School explained, “We have invested significant time and effort following the development of the Australian Curriculum and progressively aligning our programs with it in recent years. We have decided to build on this work, rather than switch to the Victorian Curriculum.”

Victorian universities are now faced with the task of preparing critically informed graduate teachers who are familiar with both the Australian Curriculum and the Victorian Curriculum F-10. Likewise, any teacher looking to change school sectors should be expected to demonstrate nuanced understandings of both curriculum frameworks.

Examples of school-based approaches to implementation
Your school has 2016 to plan how it will enact the Victorian Curriculum F-10. To make a start, consider this question, which was recently posed to a group of Monash pre-service teachers:

What should young Australians know and understand about the world around them:

a. by the time they complete compulsory schooling (Year 10 / age 17); and

b. by the time they complete Year 12?

For the most part, the pre-service teachers reflected on their “real world” experiences in responding to this question. They spoke about within-family learning – “Dad taught me the importance of saving for my first home. Mum opened the bank account.”

They identified gaps in understanding they wished their schooling had filled – “That first election, I didn’t really know how to make my own decision who to vote for… I just knew my family are Liberal voters.”

Many of the ideas contributed to the discussion were examples of anticipatory socialisation – meaning that they involved knowledge and/or skills related to adult roles and responsibilities that may seem to have limited immediate relevance for adolescents.

It is not surprising that “digital devices”, “employment”, “money management”, “buying and running a car”, “the cost of healthcare”, and “housing” were topical themes. It wasn’t long before I was asked, “Where does this stuff fit in the curriculum?” A true interdisciplinary, my answer, in short, was, “Everywhere you look.”

There is no doubt that Civics & Citizenship and Economics & Business – and you as educators with expertise in these learning areas – are uniquely positioned to contribute to preparing school students for the types of “real world” problems they will encounter as they earn, spend, save and share their money beyond school. Regardless of where their lives take them, all students need to be equipped to make practical and informed decisions about such things. Wouldn’t it be great if we could put an end to the allegation, “I didn’t learn that at

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1 Around 10% of government school students do not complete Year 12 or its equivalent (Victoria State Government, 2015).
school!"? Assuming we can achieve philosophical agreement that school-based programs for teaching and learning about these matters are important, the real question becomes one of complex logistics (timetabling and staffing) – “How do we fit this stuff in the curriculum?”.

In giving an overview of the Victorian Curriculum F-10 at the Comview Conference 2015, John Firth, VCAA Chief Executive Officer noted that “The Victorian Curriculum is not intended to be a detailed blueprint, but rather a framework within which school programs will be constructed.” When asked to clarify whether schools must include particular learning areas compulsorily and whether every Content Descriptor must be covered, John explained, “The expectation is that every school runs a program across every learning area – however, schools are responsible for deciding how the content will be organised and delivered. To support schools in making these decisions, we have put together curriculum planning resources and will be publishing sample programs and suggestions for teaching resources. It is important to note that teachers will be required to report on Achievement Standards at least once within each two year band.” Schools with continuous assessment and reporting processes in place will no doubt find this very manageable. In her session, Jennifer Quick, VCAA Business and Economics Manager reiterated John’s advice saying, “We discourage you from viewing and using the Content Descriptors as a checklist. We are hoping to see innovative, flexible models of curriculum delivery that speak to the Achievement Standards. In fact, we look forward to hearing from you with success stories that we might share with other schools.”

While your school is obligated to provide programs that capture the essence of the achievement standards for each of the eight learning areas, you can be confident that it is up to your curriculum leaders to develop programs that anticipate and meet the educational needs of your students. This means that your school has professional license to read, interpret, and make decisions about the Victorian Curriculum F-10 in consideration of your local context and your students’ backgrounds. This should be viewed as a unique and timely opportunity to create a competitive edge by bringing the Victorian Curriculum F-10 to life in authentic ways that attend to what your school community needs and values in an education. Any curriculum is only as good as the school leadership and teaching teams that work to sculpt it into meaningful learning experiences for students. As a professional association, the VCTA is naturally committed to encouraging and supporting schools as they plan to “create more room” for Civics & Citizenship and Economics & Business in Years 7-10. In a practical sense, this is likely to involve three tasks:

1. **Aligning** existing programs with the Victorian Curriculum F-10;
2. **Innovating** new programs that fit the Victorian Curriculum F-10; and

Remembering that curriculum is for students, there are several reasons why planning to strengthen the presence of Civics & Citizenship and Economics & Business in Years 7-10 is both important and worthwhile. First, there are some wonderful synergies between the four Humanities learning areas, the Cross-Curriculum Priorities, and the Capabilities. If we begin to read more broadly than the curriculum documentation for our particular learning area, it becomes easier to choose engaging “real life” contexts on which we can base our classroom work. The outcome is that more curriculum content can be taught and learned within the constraints of the school timetable. Second, if we can construct middle school learning experiences that connect with students’ aspirations, they may be more motivated to pursue specialised studies in accounting and finance, business, economics, civics, politics, and the law. The outcome is that we are laying the foundations for increased student numbers and enhanced academic performance in our VCE studies. Third, given the links to higher education and employment pathways, such programs are likely to be highly marketable to students and parents.
Bearing in mind that the Victorian Curriculum F-10 is not intended to be adhered to as a syllabus, there are a number of ways by which you might lobby your Humanities colleagues to transform your school’s Years 7-10 offering. This can be accomplished by:

- Offering thematic, interdisciplinary programs;
- Offering Civics & Citizenship and Economics & Business as middle school specialisms;
- Offering Humanities (which includes Civics & Citizenship, Economics & Business, Geography, and History); and
- Strengthening the profile of Civics & Citizenship and Economics & Business within existing Geography and/or History subjects.

Four suggestions to realise these possibilities are described below:

- **Me and my mobile** (Appendix A) is a suggestion for a thematic, interdisciplinary program. The Content Descriptors are drawn from a range of different learning areas and Capabilities, mostly for Years 7 & 8 (although some extend to Years 9 & 10).

- **My work, my future** (Appendix B) is a suggestion for offering Economics & Business as a middle school specialism. The Content Descriptors are drawn from the Economics & Business learning area and relevant Capabilities for Years 9 & 10.

- **First world problems: Do you have WiFi?** (Appendix C) is a suggestion for a thematic approach to teaching Humanities with Years 7 & 8 drawing together Content Descriptors from History, Geography, Civics & Citizenship and Economics & Business and relevant Capabilities (although the History Content Descriptors extend to Years 9 & 10). The idea for this program was brainstormed by a group of teachers that attended a VCTA Advisory Group meeting in December 2015. It was further developed in collaboration with Nicholas Ford (Canterbury Girls’ Secondary College) and Megan Jeffery (Northcote High School).

- **I am, you are, we are Australian** (Appendix D) is another suggestion for a thematic approach to teaching Humanities, this time for Years 9 & 10.

As you read each sample program, note the following features. Each one is based on a “real life” context with a clearly articulated rationale. It is hoped that these contexts might resonate with students as diverse as Pete and Rosie, who you met at the start of this article. Each one places the student at the centre of the learning through the use of first person language such as “I”, “me” and “my”. The questions in bold provide suggested lines of inquiry or scaffolding. While each one is presented as though it might be linear, it is my hope that you will imagine that the “classroom doing” would be akin to stretching out a web of interrelated knowledge, skills and capabilities. Of course, the success of each sample program would rely on appropriate 21st Century pedagogical approaches. It might be useful to reflect individually or with your colleagues on how these sample programs compare with your school’s current or planned offering in terms of preparing students for the demands of life beyond school.

Over time, the VCTA hopes to publish more such examples on their website, through members contributing their ideas and success stories.

**Recommended professional learning and other resources**

To support your school in critically evaluating, aligning and innovating their learning programs towards successful implementation of the Victorian Curriculum F-10 in 2017, professional learning and other resources are available. These include:

- The Victorian Government has announced it will provide funding of $21.6 million over three years for government schools and teachers.
- To support whole-school planning, VCAA has put together a Curriculum Planning Resource. For more information, go to [http://curriculumplanning.vcaa.vic.edu.au/](http://curriculumplanning.vcaa.vic.edu.au/)
• VCAA is providing professional learning and a range of new online resources. To find out more, go to http://www.vcaa.vic.edu.au/Pages/foundation10/viccurriculum/viccurr-resources.aspx

• The VCTA has planned a professional learning program. Details will be advertised at http://www.vcta.asn.au/professionallearning

• Academics at Monash are always happy to engage with and support your school community in professional learning.

• Various learning resources that have been written for the Australian Curriculum will be able to be aligned with Victorian Curriculum F-10. Examples include Scootle, Cool Australia, ABC Splash and FUSE.

The VCTA hopes that you will get involved in leading change at your school and share your stories with our professional community. VCTA will be providing members with various forums, face to face and online, to share their work. Details will be available later this year.

As always, contributions to COMPAK, VCTA’s professional journal, are welcome and can be sent to vcta@vcta.asn.au or if you would like more details call VCTA on (03) 9419 9622.

References


# Appendix A

## Thematic, interdisciplinary program (Years 7 & 8): Me & my mobile

### Rationale

Recent figures show 89% of Australian teenagers have a mobile phone and 56% use it to go online (Raco, 2014). Students seem to be obsessed with their digital devices. When and how does your school prepare children to understand the various responsibilities associated with mobile phone ownership?

### Learning outcomes

#### How does my device work?

**Digital Technologies: Digital systems**
- Investigate how data are transmitted and secured in wired, wireless and mobile networks (VCDTDS035)

**Geography: Geographies of interconnection**
- Ways in which transportation and information and communication technologies are used to connect people to services, information and people in other places (VCGGK140)

**Geography: Place and liveability**
- Influence of accessibility to services and facilities; and environmental quality, on the liveability of places (VCGGK112)

#### What factors influence the market for digital devices?

**Economics & Business: Resource allocation and making choices**
- Examine the ways consumers and producers respond to and influence each other in the market, particularly through the price mechanism (VCEBR011)

#### What are my contractual and environmental responsibilities as an owner of a digital device?

**Hint: Evaluate landfill data…**

**Economics & Business: Consumer and financial literacy**
- Investigate the rights and responsibilities of consumers and businesses in terms of financial and economic decision-making (VCEBC013)

**Mathematics: Money and financial mathematics**
- Investigate and calculate ‘best buys’ with and without digital technologies (VCMNA250)

**Critical and Creative Thinking: Questions and possibilities**
- Synthesise information from multiple sources and use lateral thinking techniques to draw parallels between known and new solutions and ideas when creating original proposals and artefacts (VCCCTQ034)

**Geography: Data and information**
- Collect and record relevant geographical data and information from useful primary and secondary sources, using ethical protocols (VCGGC102)

#### How might I use my digital device (including social media) safely and respectfully?

**Health and Physical Education: Communicating and interacting for health and wellbeing**
- Investigate the benefits of relationships and examine their impact on their own and others’ health and wellbeing (VCHPEP127)
- Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity (VCHPEP128)
- Investigate how empathy and ethical decision-making contribute to respectful relationships (VCHPEP146)
- Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing (VCHPEP147)

**Personal and Social Capability: Social awareness and management**
- Recognise the impact of personal boundaries, intimacy, distribution of power and social and cultural norms and mores on the ways relationships are expressed (VCPSCSO040)

### Some suggested resources to make a start

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<thead>
<tr>
<th>Resource</th>
<th>Website/Link</th>
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<tbody>
<tr>
<td>Australian Mobile Telecommunications Association (AMTA)</td>
<td><a href="http://www.amta.org.au">www.amta.org.au</a></td>
</tr>
<tr>
<td>The Alannah and Madeline Foundation</td>
<td><a href="https://www.amf.org.au">https://www.amf.org.au</a></td>
</tr>
<tr>
<td>Cool Australia</td>
<td><a href="http://www.coolaustralia.org/">http://www.coolaustralia.org/</a></td>
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Appendix B
Economics & Business (Years 9 & 10): My work, my future

Rationale

Studying work and work futures has the potential to motivate students towards their interests and future opportunities. What would they like to do beyond school, and what education and training will be required to realise these ambitions? Would they like to work for an organisation, or be self-employed? Work opportunities are continually changing – teachers are faced with the challenge of equipping students with a toolkit of attitudes, values, knowledge, and skills to tackle jobs that do not yet exist and are perhaps beyond our imagination. Globalisation, technological change, and international mobility mean that, at one time or another, students are likely to be working beyond Australia’s borders, if not physically, then in the virtual world. There are particular challenges to workforce participation and career development that are unique to women that can also be productively explored.

Learning outcomes

Am I a resource?
Economics & Business: Resource allocation and making choices
- Identify and explain the indicators of economic performance and examine how Australia’s economy is performing (VCEBR021)
- Explain the links between economic performance and living standards, including the variations that exist within and between economies, and give reasons for the possible causes of variations (VCEBR022)

Intercultural Capability: Cultural diversity
- Identify and analyse the challenges and benefits of living and working in an interconnected and culturally diverse world (VCICCD019)

Economics & Business: The business environment
- Explore the nature of innovation and discuss how businesses seek to create and maintain a competitive advantage in the market, including the global market (VCEBB024)

Economics & Business: Work and work futures
- Examine the roles and responsibilities of participants in the changing Australian or global workplace (VCEBW026)

How might my work arrangements differ according to my career choice – employment, entrepreneurship, flexibility, FIFO/DIDO, off-shoring?
Economics & Business: Work and work futures
- Research the way the work environment is changing in contemporary Australia and analyse the implications for current and future work (VCEBW025)

Economics & Business: Enterprising behaviours and capabilities
- Identify the ways enterprising behaviours and capabilities can be developed to improve the work and business environments (VCEBN027)

What might be the positive and negative consequences of career interruption?
Economics & Business: Consumer and financial literacy
- Explain why and describe how people manage financial risks and rewards in the current Australian and global financial landscape (VCEBC023)
What might be some social and ethical concerns for modern enterprise? How might these be overcome?

**Economics & Business: Reasoning and interpretation**
- Generate a range of viable options, taking into account multiple perspectives, use simple cost-benefit analysis to recommend and justify a course of action, and predict the intended and unintended consequences of economic and business decisions (VCEBE028).

**Ethical Capability: Understanding concepts**
- Investigate the connections and distinctions between and the relative value of concepts including fairness and equality, and respect and tolerance (VCECU019).
- Explore a range of ethical problems and examine the extent to which different positions are related to commonly held ethical concepts and principles, considering the influence of cultural norms, religion, world views and philosophical thought (VCECU020).
- Distinguish between the ethical and non-ethical dimensions of complex issues, including the distinction between ethical and legal issues (VCECU021).

**Ethical Capability: Decision making and actions**
- Discuss issues raised by thinking about consequences and duties, in approaches to decision-making and action, and arguments for and against these approaches (VCECD022).
- Investigate how different factors involved in ethical decision-making can be managed by people and groups (VCECD023).

**Critical and Creative Thinking: Questions and possibilities**
- Investigate the characteristics of effective questions in different contexts to examine information and test possibilities (VCCCTQ043).
- Suspend judgements to allow new possibilities to emerge and investigate how this can broaden ideas and solutions (VCCCTQ044).
- Challenge previously held assumptions and create new links, proposals and artefacts by investigating ideas that provoke shifts in perspectives and cross boundaries to generate ideas and solutions (VCCCTQ045).

**Critical and Creative Thinking: Metacognition**
- Critically examine their own and others’ thinking processes and discuss factors that influence thinking, including cognitive biases (VCCCTM051).
- Investigate the kind of criteria that can be used to rationally evaluate the quality of ideas and proposals, including the qualities of viability and workability (VCCCTM053).

**Suggested resources to make a start**

Personal Finance Education Group - [www.pfeg.org](http://www.pfeg.org)
Appendix C

Humanities (Years 7 & 8): First world problems: “Do you have WiFi?”

**Rationale**

Young Australians are living in a rapidly changing society. Since the advent of the Internet, we have seen rapid development of computers and personal digital devices. For those living in major cities and metropolitan areas, this has created not only a reliance on technology but the expectation that online services will be readily accessible at all times. However, the question of equitable access to technology across Australia is an important one that warrants fluid social, economic and political responses. Students will evaluate the advantages and disadvantages of technological change in Australia – a country that is economically developed, but geographically and socioeconomically diverse. Australia’s National Broadband Network (nbn) will be explored as a case study.

**Learning outcomes**

Who have been the innovators that have shaped my access to and reliance on technologies (computers, the Internet and personal digital devices)? Examples might include Charles Babbage, Alan Turing, Conrad Zuse, Vinton Cerf, Bob Kahn, Steve Jobs, Bill Gates and Tim Berners-Lee.

*Historical Concepts and Skills: Continuity and change*
- Identify and evaluate patterns of continuity and change in the development of the modern world and Australia (VCHHC126)

*Historical Concepts and Skills: Historical significance*
- Evaluate the historical significance of an event, idea, individual or place (VCHHC128)

How does where I live influence my access to computers, the Internet and personal digital devices?

*Geography Concepts and Skills: Place, space and interconnection*
- Identify, analyse and explain spatial distributions and patterns and identify and explain their implications (VCGGC100)
- Identify, analyse and explain interconnections within places and between places and identify and explain changes resulting from these interconnections (VCGGC101)

*Geographical Knowledge: Place and liveability*
- Factors that influence the decisions people make about where to live and their perceptions of the liveability of places (VCGK111)
- Influence of accessibility to services and facilities; and environmental quality, on the liveability of places (VCGK112)
- Influence of social connectedness and community identity on the liveability of places (VCGK114)

How does access to computers, the Internet and personal digital devices shape my current and future opportunities (education, work, economic, standard of living, social/family life) compared with people living in remote areas of Australia and overseas (i.e., US and China)?

*Economics and Business: Resource allocation and making choices*
- Examine the ways consumers and producers respond to and influence each other in the market, particularly through price mechanism (VCEBR011)
- Identify why and how markets may be influenced by government (VCEBR012)

*Economics and Business: Consumer and Financial Literacy*
- Investigate the rights and responsibilities of consumers and businesses in terms of
Is Internet access a human right in a modern society? Explore this question with reference to the National Broadband Network (nbn) as a political solution to the technological problem of inequitable access to the Internet in Australia.

Economics and Business: Economics and business reasoning and interpretation
- Identify relationships and trends, and generate a range of alternatives for an economic or business issue or event, evaluating the potential costs and benefits of each alternative and the consequences of proposed actions (VCEBE019)

Critical and Creative Thinking: Questions and possibilities
- Synthesise information from multiple sources and use lateral thinking techniques to draw parallels between known and new solutions and ideas when creating original proposals and artefacts (VCCCTQ034)

Critical and Creative Thinking: Reasoning
- Investigate when counter examples might be used in expressing a point of view (VCCCTR037)

Critical and Creative Thinking: Metacognition
- Consider how problems can be segmented into discrete stages, new knowledge synthesised during problem-solving and criteria used to assess emerging ideas and proposals (VCCCTM042)

Ethical Capability: Understanding concepts
- Explore the contested meaning of concepts including freedom, justice, and rights and responsibilities, and the extent they are and should be valued by different individuals and groups (VCECU014)
- Investigate why ethical principles may differ between people and groups, considering the influence of cultural norms, religion, world views and philosophical thought (VCECU015)

Ethical Capability: Decision-making and actions
- Explore the extent of ethical obligation and the implications for thinking about consequences and duties in decision-making and action (VCECD017)

Intercultural Capability: Cultural practices
- Examine how various cultural groups are represented, by whom they are represented, and comment on the purpose and effect of these representations (VCICCB014)

Intercultural Capability: Cultural diversity
- Identify the challenges and benefits of living and working in a culturally diverse society (VCICCD015)
- Evaluate the ways in which the community demonstrates the value it places on cultural diversity, and why this valuing of cultural diversity is important to the community (VCICCD016)

Personal and Social Capabilities: Social awareness and management
- Explore their personal values and beliefs and analyse how these values and beliefs might be different or similar to those of others (VCPSCSO038)
- Investigate human rights and discuss how these contribute to a cohesive community
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<th>Suggested resources to make a start</th>
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Appendix D

Humanities (Years 9 & 10): I am, you are, we are Australian

| Description
| ---
| This is a suggestion for a thematic approach to teaching Humanities, drawing together Content Descriptors from History, Geography, Civics & Citizenship and Economics & Business and relevant Capabilities.

| Rationale
| ---
| Australia is a diverse and multicultural society. It has become this way through a sustained immigration policy that allows for skilled migration, migration of partners and family members, and migration on humanitarian grounds. The economic principles of Australia’s migration policy, set against the backdrop of the political dilemmas and social and emotional realities set the scene for critical exploration of potentially contentious issues.

| Learning outcomes
| ---
| **What factors motivate people to migrate? Perceptions people have of place**
| Geography: Geographies of interconnection
| - Perceptions people have of place, and how this influences their connections to different places (VCGGK139)
| - Ways in which transportation and information and communication technologies are used to connect people to services, information and people in other places (VCGGK140)

| Economics & Business: Resource allocation and making choices
| - Identify and explain the indicators of economic performance and examine how Australia’s economy is performing (VCEBR021)
| - Explain the links between economic performance and living standards, including the variations that exist within and between economies, and give reasons for the possible causes of variations (VCEBR022)

| **What factors motivate people to migrate? Work, family, and humanitarian opportunities**
| Geography: Geographies of interconnection
| - Ways that places and people are interconnected with other places through trade in goods and services, at all scales (VCGGK141)
| - Effects of the production and consumption of goods on places and environments throughout the world and including a country from North-East Asia (VCGGK142)

| Economics & Business: Resource allocation and making choices
| - Investigate Australia as a trading nation and its place within Asia and the global economy (VCEBR020)

| Economics & Business: Work and work futures
| - Research the way the work environment is changing in contemporary Australia and analyse the implications for current and future work (VCEBW025)
| - Examine the roles and responsibilities of participants in the changing Australian or global workplace (VCEBW026)

| Critical and Creative Thinking: Questions and possibilities
| - Suspend judgements to allow new possibilities to emerge and investigate how this can broaden ideas and solutions (VCCCTQ044)
| - Challenge previously held assumptions and create new links, proposals and artefacts by
investigating ideas that provoke shifts in perspectives and cross boundaries to generate ideas and solutions (VCCCTQ045)

Critical and Creative Thinking: Reasoning
- Examine how to identify and analyse suppressed premises and assumptions (VCCCTR047)

Critical and Creative Thinking: Metacognition
- Critically examine their own and others’ thinking processes and discuss factors that influence thinking, including cognitive biases (VCCCTM051)

How do personal stories help us understand migration experiences within the Asia region?

History: The modern world and Australia. The globalising world
- Effects of significant post-World War II world events and developments on one major global influence that shaped change in Australian society (VCHHK157)
- Causes and developments of the major global influences on Australia (VCHHK158)
- Changing social, cultural, historical, economic, environmental, political and technological conditions on a major global influence in Australia (VCHHK159)
- The perspectives of people and different historical interpretations and debates from the period (VCHHK160)

How has migration shaped modern Australia? How will it continue to do so?

Geography: Place, space and interconnection
- Predict changes in the characteristics of places over time and identify the possible implications of change for the future (VCGGC127)
- Identify, analyse and explain significant spatial distributions and patterns and identify and evaluate their implications, over time and at different scales (VCGGC128)
- Identify, analyse and explain significant interconnections within places and between places over time and at different scales, and evaluate the resulting changes and further consequences (VCGGC129)

What are the values and principles that enable an inclusive, democratic society?

Civics & Citizenship: Citizenship, Diversity and Identity
- Analyse contemporary examples and issues relating to Australian democracy and global connections, including key aspects of citizenship in a pluralist society (VCCCC035)
- Discuss challenges to and ways of sustaining a resilient democracy and cohesive society (VCCCC036)

Personal and Social Capability: Social awareness and management
- Acknowledge the importance of empathy and the acceptance of diversity for a cohesive community and reflect on the effectiveness of strategies for being respectful of diversity and human rights (VCPSCSO048)

Intercultural Capability: Cultural practices
- Analyse the complex and dynamic interrelationships between and within cultures in a range of contexts and the impact of these interrelationships on their own and others’ cultural practices (VICICB017)
- Analyse the ways in which intercultural relationships and experiences have contributed to the development of attitudes, beliefs and behaviours, and how they are manifested in various contexts (VICICB018)

Intercultural Capability: Cultural diversity
- Identify and analyse the challenges and benefits of living and working in an interconnected and culturally diverse world (VICICCD019)
- Analyse the components of a cohesive society, and the challenges, benefits and consequences of maintaining or failing to maintain that cohesion (VICICCD020)
Some suggested resources to make a start

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<td>Making Multicultural Australia</td>
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