



ECHE330

PDPHE/HSIE

S2 External 2019

Department of Educational Studies

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	5
<u>Delivery and Resources</u>	8
<u>Unit Schedule</u>	10
<u>Policies and Procedures</u>	10
<u>Graduate Capabilities</u>	12
<u>Changes from Previous Offering</u>	16

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Unit Coordinator / Tutor

Raewyn Burden

raewyn.burden@mq.edu.au

Lecturer

Susan Caldis

susan.caldis@mq.edu.au

Credit points

3

Prerequisites

ECH130 and ECHE340

Corequisites

Co-badged status

Unit description

This unit will introduce students to the NESA website and the resources available to support teachers in planning, scoping and implementing curriculum effectively. Assessment systems, including NAPLAN will be examined and students will practice analysing assessment data effectively. In particular students will be reviewing the Key Learning Areas of: Mathematics; Personal Development, Health and Physical Education (PDHPE); Human Society and its Environment (HSIE). This unit will develop students' understandings of effective teaching and assessment, including literacy and numeracy learning, across curriculum areas in the K-6 context.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

Articulate theoretical and ecological understandings of citizenship, social justice and democracy across contextual layers and diverse groups

Explain the multiple historical and cultural perspectives and viewpoints – focussing on childhood, environments, societies and histories in global contexts and in Australia.

Plan and assess learning experiences focusing on historical content, skills, values and attitudes in an integrated manner including understanding of strategies for differentiating teaching to meet the diverse learning needs of students

Examine learning of 'shared heritage' with students, families and community – identifying strategies for extending learning beyond the classroom.

Identify the five essential skills that students develop from PDHPE.

Promote students' positive healthy decision making and the engagement of all students in an active lifestyle

Participate in programs that develop the pre-service teacher's skills in human movement and sports skills, gymnastics, aquatics and interpersonal skills.

Plan and assess health focused experiences in the areas of personal development, health and physical activity.

General Assessment Information

Assessment Presentation and Submission Guidelines

Specific information in regards to exact submission criteria for each individual assessment task and related marking criteria are available on the ECHE330 iLearn site.

Please note:

Students should regularly save a copy of all assignments before submission,

Students are responsible for checking that their submission has been successful and has been submitted by the due date and time.

Draft Submissions & Turnitin Originality Reports

Students may use Turnitin's Originality Report as a learning tool to improve their academic writing if this option is made available in the unit.

Students are strongly encouraged to upload a draft copy of each assessment to Turnitin at least one week prior to the due date to obtain an Originality Report.

The Originality Report provides students with a similarity index that may indicate if plagiarism has occurred. Students will be able to make amendments to their drafts prior to their final submission on the due date.

Generally, one Originality Report is generated every 24 hours up to the due date.

Assignment extensions and late penalties

In general, there should be no need for extensions except through illness or misadventure that would be categorised as serious and unavoidable disruption according to the University definition of same, see: <https://students.mq.edu.au/study/my-study-program/special-consideration>

Applications for extensions must be made via AskMQ according to the Special

Consideration policy. Extensions can only be granted if they meet the Special Considerations policy and are submitted via <https://ask.mq.edu.au/>. This will ensure consistency in the consideration of such requests is maintained.

Late submissions without extension will receive a penalty of 5% reduction of the total possible mark for each day late (including weekends and public holidays). You are reminded that submitting even just 1 day late could be the difference between passing and failing a unit. Late penalties are applied by unit convenors or their delegates after tasks are assessed.

No assessable work will be accepted after the return/release of marked work on the same topic. If a student is still permitted to submit on the basis of unavoidable disruption, an alternative topic may be set.

Students should keep an electronic file of all assessments. Claims regarding "lost" assessments cannot be made if the file cannot be produced. It is also advisable to keep an electronic file of all drafts and the final submission on a USB untouched/unopened after submission. This can be used to demonstrate easily that the assessment has not been amended after the submission date.

Note: It is not the responsibility of unit staff to contact students who have failed to submit assignments. If you have any missing items of assessment, it is your responsibility to make contact with the unit convenor.

Requesting a re-assessment of an assignment

If you have evidence that your task has been incorrectly assessed against the grade descriptors you can request a re-mark. To request a re-mark you need to contact the unit convenor within 7 days of the date of return of the assignment and provide a detailed assessment of your script against the task criteria. Evidence from your assignment must be provided to support your judgements.

Note: Failed assessments cannot be re-marked as they are all double-marked as a part of the moderation process.

Please note: The outcome of a re-mark may be a higher/lower or unchanged grade. Grades are standards referenced and effort is NOT a criterion.

University policy on grading

Criteria for awarding grades for assessment tasks

Assignments will be awarded grades ranging from HD to F according to guidelines set out in the University's Grading Policy. The following descriptive criteria are included for your information.

Descriptive Criteria for awarding grades in the unit

In order to meet the unit outcomes and successfully pass this unit, students must make a genuine attempt at all assessment tasks. Where any submitted assessment task is considered to be unsatisfactory in this regard, the highest possible final grade that can be awarded for the unit will be 45.

Students will be awarded grades ranging from HD to F according to guidelines set out in the policy: <https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/assessment>

The following generic grade descriptors provide university-wide standards for awarding final grades.

Grade	Descriptor
HD (High Distinction)	Provides consistent evidence of deep and critical understanding in relation to the learning outcomes. There is substantial originality and insight in identifying, generating and communicating competing arguments, perspectives or problem solving approaches; critical evaluation of problems, their solutions and their implications; creativity in application as appropriate to the discipline.
D (Distinction)	Provides evidence of integration and evaluation of critical ideas, principles and theories, distinctive insight and ability in applying relevant skills and concepts in relation to learning outcomes. There is demonstration of frequent originality in defining and analysing issues or problems and providing solutions; and the use of means of communication appropriate to the discipline and the audience.
Cr (Credit)	Provides evidence of learning that goes beyond replication of content knowledge or skills relevant to the learning outcomes. There is demonstration of substantial understanding of fundamental concepts in the field of study and the ability to apply these concepts in a variety of contexts; convincing argumentation with appropriate coherent justification; communication of ideas fluently and clearly in terms of the conventions of the discipline.
P (Pass).	Provides sufficient evidence of the achievement of learning outcomes. There is demonstration of understanding and application of fundamental concepts of the field of study; routine argumentation with acceptable justification; communication of information and ideas adequately in terms of the conventions of the discipline. The learning attainment is considered satisfactory or adequate or competent or capable in relation to the specified outcomes
F (Fail)	Does not provide evidence of attainment of learning outcomes. There is missing or partial or superficial or faulty understanding and application of the fundamental concepts in the field of study; missing, undeveloped, inappropriate or confusing argumentation; incomplete, confusing or lacking communication of ideas in ways that give little attention to the conventions of the discipline.

Withdrawing from this UG Unit

If you are considering withdrawing from this unit, please seek academic advice via ask.mq.edu.au before doing so as this unit may be a co-requisite or prerequisite for units in the following sessions and may impact on your progression through the degree.

Results

Results shown in iLearn, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in eStudent. For more information visit ask.mq.edu.au.

Assessment Tasks

Name	Weighting	Hurdle	Due
K-6 PDHPE Assessment Design	35%	No	Week 5

Name	Weighting	Hurdle	Due
<u>K-6 HSIE Lesson Plan</u>	35%	No	Week 8
<u>Designing a school excursion</u>	30%	No	Week 13

K-6 PDHPE Assessment Design

Due: **Week 5**

Weighting: **35%**

Purpose: To develop a PDHPE assessment task based on outcomes from the K-10 PDHPE syllabus (Please use the 'new syllabus' which will be implemented in NSW schools from 2020).

Procedure:

Part 1: Assessment Task Design

- Design an assessment task (of your own design) that addresses at least TWO K-6 PDHPE outcomes.

Part 2: Justification Statement

- Prepare a justification statement based on the 'literacy' you are targeting to influence, how you would prepare students for the task and literature that influenced your assessment task.

Additional information on Assessment 1 is available on the ECHE330 iLearn page.

On successful completion you will be able to:

- Identify the five essential skills that students develop from PDHPE.
- Promote students' positive healthy decision making and the engagement of all students in an active lifestyle
- Participate in programs that develop the pre-service teacher's skills in human movement and sports skills, gymnastics, aquatics and interpersonal skills.
- Plan and assess health focused experiences in the areas of personal development, health and physical activity.

K-6 HSIE Lesson Plan

Due: **Week 8**

Weighting: **35%**

Purpose: To develop one Geography OR History lesson based on outcomes (no less than two) from the NSW K-10 Geography syllabus or the NSW K -10 History syllabus. This lesson will also display elements of the NSW Quality Teaching Framework (QTF) and a justification statement

about the elements you are meeting. As part of your lesson design, you must use at least one source from the Macquarie University 3D Object Collection and design a worksheet for students to complete as part of your lesson **OR** have your lesson activities designed around using your chosen source. (http://pedestal.mq.edu.au/3d/3d_grid.php)

With your consent, and after marking, the Australian History Museum will choose various students work and display your lesson plans, activities and worksheets on the Pedestal website for other teachers to gain ideas of how to work with each object. You will be given full credit for your work. If you do not wish your work to be displayed on Pedestal, please contact the unit convenor.

Additional information on Assessment 2 is available on the ECHE330 iLearn page.

On successful completion you will be able to:

- Articulate theoretical and ecological understandings of citizenship, social justice and democracy across contextual layers and diverse groups
- Explain the multiple historical and cultural perspectives and viewpoints – focussing on childhood, environments, societies and histories in global contexts and in Australia.
- Examine learning of ‘shared heritage’ with students, families and community – identifying strategies for extending learning beyond the classroom.

Designing a school excursion

Due: **Week 13**

Weighting: **30%**

Purpose: Propose and design an excursion opportunity for primary school aged children that addresses at least two HSIE and two PDHPE syllabus outcomes.

Additional information on Assessment 3 is available on the ECHE330 iLearn page.

On successful completion you will be able to:

- Articulate theoretical and ecological understandings of citizenship, social justice and democracy across contextual layers and diverse groups
- Plan and assess learning experiences focusing on historical content, skills, values and attitudes in an integrated manner including understanding of strategies for differentiating teaching to meet the diverse learning needs of students
- Examine learning of ‘shared heritage’ with students, families and community – identifying strategies for extending learning beyond the classroom.
- Identify the five essential skills that students develop from PDHPE.
- Plan and assess health focused experiences in the areas of personal development, health and physical activity.

Delivery and Resources

Before commencing ECHE330, please read this outline very carefully and ensure that you can meet all requirements, including workload requirements, attendance requirements, and assessment requirements.

Structure

This unit is offered via internal and external modes and comprises of one one-hour lecture and one two-hour tutorial each week. **All classes for this unit begin in Session 2, Week 1** for all students.

Activities completed during tutorial and on-campus days are essential for building the core knowledge and/or skills required to demonstrate the learning outcomes of this unit and to meet the AITSL Graduate Teacher Standards and/or ACECQA requirements.

Students are expected to read weekly readings and listen to/attend weekly lectures before completing tasks and attending tutorials

Students are required to participate in small group activities, whole class discussions and to complete brief tasks either as individuals or in pairs.

Students are required to attend the tutorial in which they are enrolled. Any changes to tutorial enrolments must be completed officially through e-student. Please do not contact the unit convenor requesting a change. **Attendance at all lectures, tutorials and/or on-campus days is expected. Attendance will be recorded.**

Credit points indicate the approximate hours per week that a student is expected to spend studying in order to pass a unit. One credit point equals 3 hours; thus, students are expected to spend approximately 9 hours per week studying ECHE330. Study includes listening to lectures, completing set readings and background readings, completing assignments and using the unit's iLearn site.

Independent study is strongly encouraged in ECHE330. Some students may wish to spend more time on the unit, particularly if attempting to achieve high grades or if problems are encountered understanding the material or meeting unit requirements.

Please ensure that you have sufficient time to dedicate to your studies before attempting this unit. We are sympathetic that students often have significant domestic and work-related responsibilities. To be fair to our staff and to other students, however, these cannot be used to justify incomplete work or extension requests.

Required texts (available from the Co-op Bookshop)

- 1) Dudley, D., Telford, A., Peralta, L., Stonehouse, C. & Winslade, M. (2017). *Teaching quality health and physical education*. Cengage Learning, South Melbourne, Australia.
- 2) There is no recommended set text for the HSIE component of this unit; however, there are set journal readings for each week. These are named in the lecture and tutorial schedule on iLearn.
- 3) Students are also expected to purchase or download the following syllabus AND any

support documents:

- NSW K-10 PDHPE syllabus and support documents: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe>
- NSW K-10 History syllabus and support documents: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10>
- NSW K-10 Geography syllabus and support documents: <https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/geography-k-10>

4) Additional recommended readings for this unit are noted in full in the lecture and tutorial schedule placed on iLearn.

Practical Session Requirements

Students are expected to participate in all practical components of the unit and complete all activities as required. For PE workshops, students are required to wear athletic attire (i.e. polo shirt, athletic shorts/pants, and athletic footwear) and swimwear and towels for practical lessons conducted in the pool. Students who do not present at the beginning of workshops appropriately attired will not be eligible to participate and will be marked as absent for the respective workshop. Failure to attend all of the practical workshops may result in a Fail grade being awarded.

Pregnancy, Injury and Practical Sessions

If you are pregnant or injured please be realistic and responsible in relation to both your health and the health of your developing child. PDHPE is a physically demanding unit of study. ECHE330 tutorials will require you to run, jump, throw and catch balls, participate in activities that may require physical contact with another person and you will be expected to stand for extended periods of time. Your fitness to undertake it must be considered. If you are pregnant, please be realistic and responsible in relation to both your health and the health of your developing child. Please feel free to discuss your circumstances with the unit coordinator if you are concerned about certain aspects. If you are unsure of your ability to fully participate, please speak with your medical practitioner for guidance.

Students unable to participate for medical reasons must present to the Unit Coordinator with a Macquarie University sanctioned medical exemption prior to the commencement of the tutorial. Refer to www.ask.mq.edu.au for more details.

iLearn

This unit has a full web presence through iLearn and students will need regular access to a computer and the Internet to complete this unit.

Weekly access to iLearn is compulsory for all students. Important assessment information will be posted here, as will other relevant unit notices and materials to assist your studies.

Weekly lectures are available on the web through the ECHO360 lecture component. You must listen to all lectures if you do not attend these 'live'.

Information for students about access to the online component of this unit is available at ilearn.mq.edu.au/login/MQ/. You will need to enter your student username and password.

Please do NOT contact the Unit Convenor regarding iLearn technical help. Assistance is available from IT Helpdesk ph: 1800 67 4357, or log a request at help.mq.edu.au. OneHelp is the online IT support service for both students and staff. No extensions will be given for any technical issues. Allow enough time for your submissions.

Unit Schedule

Due to the practical nature of this unit and content delivered by various academics a complete schedule will be posted on the ECHE330 iLearn page for your convenience.

Content included in this unit:

- K-6 PDHPE pedagogy and syllabus
- K-6 History and Geography pedagogy and syllabus
- Assessment and Learning
- Inclusive Practice
- Physical Education practical activities
- Risk Assessment

External Students

The on-campus sessions on **Monday 16 September and Tuesday 17 September** are essential to student engagement and learning and attendance on **BOTH** days is expected. Failure to attend or to have an approved Special Consideration, may result in a Fail grade for the unit. Please see attendance requirements in this unit guide.

Prior to the on-campus sessions, you should have read the prescribed readings, listened to the lectures, summarised the main points and made a note of the key terms and definitions. Prepare any discussion questions of your own that you wish to share.

Please make effective use of the online component of the unit and access iLearn regularly. Keep up to date with listening to the lectures on a weekly basis.

A full itinerary of the on-campus day for external students will be made available in the 'External Students' block of the ECHE330 iLearn page.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)

- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Grade Appeal Policy](#)
- [Complaint Management Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#) (**Note:** *The Special Consideration Policy is effective from 4 December 2017 and replaces the Disruption to Studies Policy.*)

Undergraduate students seeking more policy resources can visit the [Student Policy Gateway](https://students.mq.edu.au/support/study/student-policy-gateway) (<https://students.mq.edu.au/support/study/student-policy-gateway>). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

If you would like to see all the policies relevant to Learning and Teaching visit [Policy Central](http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central) (<http://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policy-central>).

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/study/getting-started/student-conduct>

Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au or if you are a Global MBA student contact globalmba.support@mq.edu.au

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

If you are a Global MBA student contact globalmba.support@mq.edu.au

IT Help

For help with University computer systems and technology, visit http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/.

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcome

- Examine learning of 'shared heritage' with students, families and community – identifying strategies for extending learning beyond the classroom.

Assessment tasks

- K-6 PDHPE Assessment Design
- K-6 HSIE Lesson Plan
- Designing a school excursion

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- Identify the five essential skills that students develop from PDHPE.
- Plan and assess health focused experiences in the areas of personal development, health and physical activity.

Assessment tasks

- K-6 PDHPE Assessment Design
- K-6 HSIE Lesson Plan

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- Articulate theoretical and ecological understandings of citizenship, social justice and democracy across contextual layers and diverse groups
- Explain the multiple historical and cultural perspectives and viewpoints – focussing on childhood, environments, societies and histories in global contexts and in Australia.
- Plan and assess learning experiences focusing on historical content, skills, values and attitudes in an integrated manner including understanding of strategies for differentiating teaching to meet the diverse learning needs of students
- Identify the five essential skills that students develop from PDHPE.
- Promote students' positive healthy decision making and the engagement of all students in an active lifestyle
- Participate in programs that develop the pre-service teacher's skills in human movement and sports skills, gymnastics, aquatics and interpersonal skills.
- Plan and assess health focused experiences in the areas of personal development, health and physical activity.

Assessment tasks

- K-6 PDHPE Assessment Design
- K-6 HSIE Lesson Plan
- Designing a school excursion

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to

critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- Articulate theoretical and ecological understandings of citizenship, social justice and democracy across contextual layers and diverse groups
- Promote students' positive healthy decision making and the engagement of all students in an active lifestyle

Assessment tasks

- K-6 PDHPE Assessment Design
- K-6 HSIE Lesson Plan
- Designing a school excursion

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- Examine learning of 'shared heritage' with students, families and community – identifying strategies for extending learning beyond the classroom.
- Participate in programs that develop the pre-service teacher's skills in human movement and sports skills, gymnastics, aquatics and interpersonal skills.

Assessment tasks

- K-6 PDHPE Assessment Design
- K-6 HSIE Lesson Plan
- Designing a school excursion

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should

have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- Articulate theoretical and ecological understandings of citizenship, social justice and democracy across contextual layers and diverse groups
- Explain the multiple historical and cultural perspectives and viewpoints – focussing on childhood, environments, societies and histories in global contexts and in Australia.
- Plan and assess learning experiences focusing on historical content, skills, values and attitudes in an integrated manner including understanding of strategies for differentiating teaching to meet the diverse learning needs of students
- Examine learning of ‘shared heritage’ with students, families and community – identifying strategies for extending learning beyond the classroom.

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- Articulate theoretical and ecological understandings of citizenship, social justice and democracy across contextual layers and diverse groups
- Explain the multiple historical and cultural perspectives and viewpoints – focussing on childhood, environments, societies and histories in global contexts and in Australia.
- Plan and assess learning experiences focusing on historical content, skills, values and attitudes in an integrated manner including understanding of strategies for differentiating teaching to meet the diverse learning needs of students
- Examine learning of ‘shared heritage’ with students, families and community – identifying strategies for extending learning beyond the classroom.
- Promote students’ positive healthy decision making and the engagement of all students in an active lifestyle

Assessment task

- Designing a school excursion

Changes from Previous Offering

2018: change to Assessment 2 to include Pedestal as part of assessment requirements.