Assessing social competence

Can and should we be assessing in the social domain?

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Brisbane, 2 June 2005

Introduction

This is not a topic for the faint-hearted. Educators have long lauded and prized the notion of assessment in the social domain, however measurement methodologies until recently did not keep pace with their aspirations. Much of the assessment of a student’s social competence was based on unsystematic observation, with reporting confined to parent-teacher interviews and end-of-school references. We learned to live with partial reporting to parents and to the school community of the explicit goals in our vision and mission statements. Now, happily we are at a point where progress can be made on assessment in the social domain and some of the ground-breaking work in this area is happening in Australia.

The question I have been asked to address in this paper is, ‘Should we be assessing in the social domain?’ My view is that we should, if we can provide students, parents and the community with valid and reliable judgements. It is an education truism that teachers attend to that which can be assessed, and it is in the social domain of learning and development that measurement instruments have been found wanting. However, international, national, state and school mission statements and goals are replete with references to personal and social development. To ignore these elements in our assessment and reporting regimes relegates them to a lower level of importance and limits teachers and schools to addressing in an unplanned fashion issues of values, personal and social development, and generic competencies. We are selling students short if we are not explicit about the expectations that society puts on schools to turn out individuals who are able to thrive in global, cultural, economic and environmental orders. It is through the values we teach, the personal and social attributes that schools nurture, and the generic and work-related competencies inculcated in the curriculum that students can develop as well-rounded citizens and life-long learners.

The absence of an explicit values statement is a value position in itself and is untenable from the perspective of a socially-aware community. The absence of shared teacher understandings about expected standards of classroom and schoolyard behaviour is an abrogation of a professional responsibility. The absence of generic and work-related competencies across the curricula of primary and secondary schools is a failure to fully prepare students for life beyond the schoolyard. Concomitantly, the absence of assessment and reporting in these areas is a failure to fully understand our professional responsibilities as educators.

There is support for these strong positions in the UN Declaration of Human Rights. Article 26 asserts, ‘Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms’. Similarly, the Report to UNESCO of the International Commission on Education for the
Twenty-first Century (Delors, 1996) conceived of education as built upon four pillars:

- Learning to know
- Learning to do
- Learning to be
- Learning to live together.

The pillars of ‘learning to be’ and ‘learning to live together’ include many of the dispositions and attributes associated with personal and social development. These dispositions and attributes are spelt out in Australia’s Adelaide Declaration on National Goals for Schooling in the Twenty-first Century (MCEETYA 1999). The preamble talks about Australia’s future depending on each citizen having the necessary knowledge, understanding, skills and values for a productive and rewarding life in an educated, just and open society. Like many of the statements which follow in the Adelaide Declaration, the interconnectedness between the wellbeing of the individual and society is strongly implied.

It is worth extricating other statements in the Adelaide Declaration which fit in the social domain as they illustrate the commitment of Australia’s Education Ministers to a broad based education.

**Goals**

1.2 have qualities of self-confidence, optimism, high self-esteem, and a commitment to personal excellence as a basis for their potential life roles as family, community and workforce members.

1.3 have the capacity to exercise judgement and responsibility in matters of morality, ethics and social justice, and the capacity to make sense of their world, to think about how things got to be the way they are, to make rational and informed decisions about their own lives and to accept responsibility for their own actions.

1.4 be active and informed citizens with an understanding and appreciation of Australia’s system of government and civic life.

1.5 have employment-related skills and an understanding of the work environment, career options and pathways as a foundation for, and positive attitudes towards, vocational education and training, further education, employment and life-long learning.

3.5 all students understand and acknowledge the value of cultural and linguistic diversity, and possess the knowledge, skills and understanding to contribute to, and benefit from, such diversity in the Australian community and internationally.

Complementing the Adelaide Declaration is the recently launched Values Education Program of the Australian Government (Australian Government, 2005). In his letter to school principals introducing the program, the Federal Education Minister, Hon. Brendan Nelson noted, ‘The Australian Government, along with the State and Territory Governments, believes that education is as much about building character as it is about transferring skills, knowledge and the thirst for learning’. The Values for Australian Schooling (see Attachment 1) are based on the goals in the Adelaide Declaration and on a national values education study undertaken in 2003 (and used as a basis of consultation.
These values are noteworthy for their alignment with democratic and broader religious values.1

While the scope of this paper does not allow for a full discussion of the broader community trends which are influencing expectations for teaching and assessment in the social domain, it is worth making brief reference to the global recognition of the importance of building human and social capital. The OECD’s 2002 study, The Wellbeing of Nations: The Role of Human and Social Capital, documents an increasing emphasis on social capital and explicit initiatives to build community. The World Bank (1994) uses social assessment guidelines for its major projects in recognition of the social impact of investment projects and the potential benefits and costs to communities. Individual States in Australia now have departments or divisions dedicated to community wellbeing, with the Social Inclusion Unit in the Department of Premier and Cabinet (2004) in South Australia recently undertaking a comprehensive analysis of the identification and monitoring of social inclusion indicators. Even at the level of school systems, research by the Centre for Strategic Economic Studies (2004) has identified the contribution of Catholic schools in Victoria to the wellbeing of Victorian communities and to the economy.

The recognition of the importance of human and social capital to the wellbeing of nations and their citizens is arguably a corrective to the earlier undue emphasis on economic indicators. Similarly, the recent focus on the personal, social and values dimensions of schooling is a corrective to the singular importance placed on the measurement of academic outcomes. No-one would argue that economic indicators are not critical to gauging the health of a nation; similarly no-one would argue that academic outcomes are not critical to judging the effectiveness of a school and the value it provides to its students. However, just as governments now have the will to commit to social inclusion and to monitor its effectiveness, school systems and schools now have the capacity to commit to all aspects of their mission statements and to monitor their impact on students’ lives beyond the realm of the purely academic. Advances in educational measurement should establish assessment in the social domain at the forefront of progressive assessment methodologies.

The next section of this paper will look at some Australian initiatives at the system and school level to develop rigorous, comparable assessments in the social domain. Before proceeding, the parameters of the discussion are worth delineating as the boundaries are porous and broad. Even a cursory search of the literature will identify assessments in the areas of gerontology, disability, pre-school, non-formal education and so on. Within the confines of school education, the boundaries between some work-related attributes, learning capabilities and dispositions and values orientations are often difficult to differentiate. For the purposes of this paper, assessment of social competence will be assumed to be within formal education settings and aligned to values dispositions, personal and social competencies and generic or work-related capabilities identified in the Adelaide Declaration, State curricula, school mission statements or major educational reports.2

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1 At a UNESCO Conference on educating for inter-faith and inter-religious understanding in Adelaide in December 2004, delegates from the major faith traditions agreed on the commonality in values across religions as a basis for building understanding and trust.

2 One major educational report of note is the 1992 Mayer Report, the Report of the Mayer Committee to advise the AEC and MOVEET on Employment-
System Level Assessment in the Social Domain

There are few system level assessment initiatives fully developed and implemented, however, there are promising projects underway. Within the domain of traditional assessment approaches, the MCEETYA PMRT\(^3\) Civics and Citizenship Assessment combines assessment of cognitive outcomes and those in the social domain (see Attachment 2). This assessment of dispositions and skills for citizenship participation collects data nationally from Year 6 and Year 10 students on understandings related to the attitudes, values, dispositions, beliefs and actions that underpin active democratic citizenship.

The assessments use student samples to gauge the effectiveness of programs of teacher professional development and materials development to improve knowledge, skills, values and dispositions in Civics and Citizenship Education. They are pencil and paper-based, centrally developed and scored, and therefore are somewhat circumscribed in their capacity to provide a comprehensive evaluation in the social domain, compared to the cognitive domain.

A very promising initiative into systematic assessment in the social domain is the pilot project conducted by the Australian Council for Educational Research (ACER) for the West Australian Department of Education to assess the social outcomes of schooling. The assessments are part of the ongoing Monitoring Standards in Education (MSE) and assess students in Years, 3, 7 and 10 on interpersonal, moral and ethical aspects of schooling (see Attachment 3).

Monitoring Standards in Education conducts two system level testing programs that Western Australia has in place to collect performance data. The WALNA/MSE9 is a population testing program covering Years 3, 5, 7 and 9. The other is a random sample testing program which operates across all eight Key Learning Areas. As well as collecting and reporting on system level performance it also provides schools with information and assessment materials that enable them to report on the performance of their students.

The MSE assessments of social competence include teacher observation, self-reporting and student responses to scenarios. Each dimension has developmental scales (eg respecting and valuing others) to identify where a student sits on a continuum from seeing no dilemma in a scenario to showing compassion or taking principled action. A marking guide assists teachers in identifying the location of a student's responsiveness on the scale. The teacher completes a performance profile map calibrating the skills and understandings used by students in order of difficulty.

The importance of the MSE initiative is that it is piloting an evidence-based approach focusing on aspects of student development which are within the jurisdiction of schools and which are susceptible to school intervention. The descriptors are sufficiently fine-grained to enable teachers to make clear judgements. The data can be used to assist individuals or groups and for classroom lessons or whole-school programs. The aim of this very promising pilot is to develop scales that are stable, valid and reliable. We look forward to hearing from our West Australian colleagues on the outcomes of this important initiative.

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Related Key Competencies for Post-Compulsory Education and Training.

\(^3\) Ministerial Council for Education, Employment, Training and Youth Affairs Performance Measurement and Reporting Taskforce (MCEETYA PMRT).
Further east, the Victorian Curriculum and Assessment Authority (VCAA), together with the ACER, has been trialling methods of assessment and reporting of student achievement of generic competencies. Iterations of this work have been underway since 2002 with adaptations of both the Mayer Key Competencies and the Employability Skills Framework to a consolidated set of generic competencies (see Attachment 4). The work is supported by software to record teacher assessment and by professional development of staff in reaching global judgements on students’ generic competencies in Years 9, 10 or 11. The aim has been to assist teachers make global judgements on generic learning and working skills in a period of approximately three minutes. The approach is one of whole-school assessment where teachers are asked to judge a student’s cross-curricular competencies rather than discipline-based knowledge and skills. An overall assessor reviews teachers’ assessments and uses software to establish levels of performance. The overall assessor may occasionally need to consult with teachers over discrepant assessments.

The assessment trials have found high levels of agreement between teachers and that the assessments can be introduced with minimal professional development. While there are some modifications required to refine the facet descriptors, level schema and software, this has been a very successful student assessment, and illustrates the capacity for rigorous assessment in the social domain. Systems and schools serious about assessment of generic learning and work-related competencies have a well tested methodology which could be adopted. While the VCAA-ACER project did not use developmental scales like the MSE in WA, it shares with the West Australian initiative the use of clear descriptors and teacher judgements. Both of these progressive initiatives deserve ongoing development and support.

The recently launched Victorian Essential Learning Standards (VCAA 2005) take an integrated approach to learning (see Attachment 5) with three components integrated:

- the processes of physical, personal and social development and growth;
- the branches of learning reflected in the traditional disciplines; and
- the interdisciplinary capacities needed for effective functioning within and beyond school.

While the VCAA is yet to publish assessment and reporting approaches, the Standards Overview calls for integrated approaches, and the domains within the ‘Physical, Personal and Social Learning’ Strand of the Standards will inevitably require assessment in the social domain. This exciting curriculum initiative invites equally exciting assessment and reporting approaches.

School Level Assessment in the Social Domain

While systematic initiatives may capture our attention through publication or pronouncement, the countless examples of innovative approaches to assessment in the social domain in individual Australian schools provide us with a very clear indication of the importance which schools and their communities place on the ability to measure a student’s personal and social development.

The design of this session affords time for one school, Marcellin College in Melbourne, to demonstrate its approach to monitoring student progress and performance in the social domain. I will leave it to Principal Mark Merry to illustrate how he and his colleagues have used software to build support structures for boys to assist with their social and
emotional growth and their academic performance.

In the interim, I will return to Western Australia where a Catholic school, John XXIII College explicitly embarked upon a project to assess if it was living its Mission. As part of its Corporate Planning, the School Council sought to identify measurable outcomes (Chaney, 2002). The challenge was how to measure the stated mission of seeking to 'develop people of competence, conscience and compassion who are committed to God and the service of others'. The College Council engaged ACER to undertake the innovative work of measuring and monitoring students’ moral and ethical growth. ACER worked with councillors and teachers to define the domains to be assessed and monitored, to construct a developmental scale, and to build a reporting scale (Forster and Masters, 2002). Like the MSE project, great care was taken to describe and differentiate levels of behaviour on continua such as a conscience scale (see Attachment 6) so that levels of behaviours could be identified and reported. The instrument has been administered to all students in Years 8 and 12, and mailed to former students five and ten years after graduation.

The school uses the data as a starting point for conversation and reflection on the attainment of its mission. The John XXIII College initiative is interesting in its resolve to measure its core purpose, not just to determine effectiveness with current students but with graduates of the College. The ground-breaking measurement in the social domain has been further refined by ACER and is now widely available as the ACER Attitudes and Values Questionnaire.

At this stage I need to declare that I have no association with ACER and am not on commission! I do, however, have high regard for the quality of their research and their measurement expertise. They have featured prominently and fairly in my brief and impressionistic account of assessment in the social domain due to their innovative work in this area. I am conscious that there are countless schools and a number of systems which could have been identified for their work, but a half-hour presentation confines the number of case studies.

An example I will comment on more briefly is work undertaken at a government high school in Victoria, Roxburgh College. Staff at this school participated in the trial of the generic learning and work-related competencies undertaken by the VCAA and ACER. They underpinned their cross-curricula judgements with consideration of those places in the curriculum where students learn generic skills (see Attachment 7). By grounding their assessments in formal learning activities as well as cross-curricular experiences, these teachers have strengthened the basis on which comparable and consistent judgements can be made.

Before drawing this presentation to a conclusion I would like to make reference to issues for teachers in assessment in the social domain.

**Teacher assessment in the social domain**

At the outset I noted that teachers have always made assessments in the social domain. Parent-teacher interviews have generally been interactive, open and frank, while more measured accounts are given in written reports of students' social and emotional growth and development, and of learning and work-related dispositions and competencies. In faith-based schools, religious and ethical development are also reported to parents. Much of this assessment has been impressionistic and ad hoc. What is new
is the resolve to measure all that we purport to be, and to do so in a robust and defensible fashion. Dilemmas for teachers in the past have been:

- determining the data on which reliable judgements can be made;
- identifying generic behaviours in school curriculums structured around traditional disciplines;
- understanding the full range of behaviours along the continuum in a single social domain such as ‘tolerance’;
- finding time in pressured school timetables for observation of students, shared teacher judgements and recording; and
- allaying concerns about the potential for litigation if students and parents disagreed with the teacher assessment.

It is pleasing that advances in educational measurement can put many of these dilemmas to rest. Research bodies, systems and schools are collaborating to push the assessment boundaries and create an environment where teachers can securely and professionally provide feedback to students and parents on their development in the social domain. At the same time, schools are better placed to evaluate if they are achieving their mission. These developments are embryonic but worthy of broad-based support from educators, the community and employers.

This paper has argued that we should be assessing in the social domain. We had grounds for timidity in the past due to a dearth of research and development work in the area. However, recent initiatives in measuring in the social domain in Australia have shown that we are now positioned to assess in this area and thereby to more fully account for all of the goals of schooling. Given the demands of the 21st century, we should not settle for less.

**Bibliography**


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VALUES FOR AUSTRALIAN SCHOOLING

Care and Compassion
Care for self and others.

Doing Your Best
Seek to accomplish something worthy and admirable, try hard, pursue excellence.

Fair Go
Pursue and protect the common good where all people are treated fairly for a just society.

Freedom
Enjoy all the rights and privileges of Australian citizenship free from unnecessary interference or control, and stand up for the rights of others.

Honesty and Trustworthiness
Be honest, sincere and seek the truth.

Integrity
Act in accordance with principles of moral and ethical conduct, ensure consistency between words and deeds.

Respect
Treat others with consideration and regard, respect another person’s point of view.

Responsibility
Be accountable for one’s own actions, resolve differences in constructive, non-violent and peaceful ways, contribute to society and to civic life, take care of the environment.

Understanding, Tolerance and inclusion
Be aware of others and their cultures, accept diversity within a democratic society, being included and including others.

DEST 2004
MCEETYA PMRT Civics & Citizenship Assessment Domain:
Domain Descriptors
Yr 6 Civics & Citizenship Key Performance Measures

KPM 1: Civics: Knowledge & Understanding of Civic Institutions & Processes

Knowledge of key concepts and understandings relating to civic institutions and processes in Australian democracy, government, law, national identity, diversity, cohesion and social justice.

Within primary schooling this KPM anticipates that students can:
6.1: Recognise key features of Australian democracy.
6.2: Describe the development of Australian self-government and democracy.
6.3: Outline the roles of political and civic institutions in Australia.
6.4: Understand the purposes and processes of creating and changing rules and laws.
6.5: Identify the rights and responsibilities of citizens in Australia’s democracy.
6.6: Recognise that Australia is a pluralist society with citizens of diverse ethnic origins and cultural backgrounds.

KPM 2: Citizenship: Dispositions & Skills for Participation

Understandings related to the attitudes, values, dispositions, beliefs and actions that underpin active democratic citizenship.

Within primary schooling this KPM expects that students can:
6.7: Recognise that citizens require certain skills and dispositions to participate effectively in democratic decision-making.
6.8: Identify ways that Australian citizens can effectively participate in their society and its governance.
6.9: Recognise the ways that understanding of and respect for, commonalities and differences contribute to harmony within a democratic society.
6.10: Understand why citizens choose to engage in civic life and decision-making.

MCEETYA PMRT Civics & Citizenship Assessment Domain:
Domain Descriptors
Yr 10 Civics & Citizenship Key Performance Measures

KPM 1: Civics: Knowledge & Understanding of Civic Institutions & Processes

Knowledge of key concepts and understandings relating to civic institutions and processes in Australian democracy, government, law, national identity, diversity, cohesion and social justice.

These Year 10 Civics KPMs assume the Year 6 KPMs have already been achieved by students.

Within secondary schooling this KPM expects that students can:
10.1: Recognise that perspectives on Australian democratic ideas and civic institutions vary and change over time.
10.2: Understand the ways in which the Australian Constitution impacts on the lives of Australian citizens.
10.3: Understand the role of law-making and governance in Australia’s democratic tradition.
10.4: Understand the rights and responsibilities of citizens in a range of contexts.
10.5: Analyse how Australia’s ethnic and cultural diversity contribute to Australian democracy, identity and social cohesion.
10.6: Analyse Australia’s role as a nation in the global community.

**KPM 2: Citizenship: Dispositions & Skills for Participation**

*Understandings related to the attitudes, values, dispositions, beliefs and actions that underpin active democratic citizenship.*

*These Year 10 Civics KPMs assume the Year 6 KPMs have already been achieved by students.*

*Within secondary schooling this KPM expects that students can:*

10.7: Understand that citizens require certain knowledge, skills and dispositions to participate effectively in democratic political and civic action.
10.8: Analyse the role of a critical citizenry in Australia’s democracy.
10.9: Analyse the relationship between democratic values and social justice as an important aspect of Australia’s democratic tradition.
10.10: Analyse the reasons Australians make choices about participating in political and civic processes.
MCEETYA PMRT Civics & Citizenship Assessment Domain:

Conceptual Hierarchy

**KPM 1: Civics: Knowledge & Understanding of Civic Institutions & Processes**

Knowledge of key concepts and understandings relating to civic institutions and processes in Australian democracy, government, law, national identity, diversity, cohesion and social justice.

6.1: Recognise key features of Australian democracy.

6.2: Describe the development of Australian self-government and democracy.

6.3: Outline the roles of political and civic institutions in Australia

6.4: Understand the purposes and processes of creating and changing rules and laws.

6.5: Identify the rights and responsibilities of citizens in Australia’s democracy.

6.6: Recognise that Australia is a pluralist society with citizens of diverse ethnic origins and cultural backgrounds.

10.1: Recognise that perspectives on Australian democratic ideas and civic institutions vary and change over time.

10.2: Understand the ways in which the Australian Constitution impacts on the lives of Australian citizens.

10.3: Understand the role of law-making and governance in Australia’s democratic tradition.

10.4: Understand the rights and responsibilities of citizens in a range of contexts.

10.5: Analyse how Australia’s ethnic and cultural diversity contribute to Australian democracy, identity and social cohesion.

10.6: Analyse Australia’s role as a nation in the global community.
MCEETYA PMRT Civics & Citizenship Assessment Domain:

Conceptual Hierarchy

KPM 2: Citizenship: Dispositions & Skills for Participation

*Understandings related to the attitudes, values, dispositions, beliefs, and actions that underpin active democratic citizenship.*

6.7: Recognise that citizens require certain skills and dispositions to participate effectively in democratic decision-making.

6.8: Identify ways that Australian citizens can effectively participate in their society and its governance.

6.9: Recognise the ways that understanding of and respect for, commonalities and differences contributes to harmony within a democratic society.

6.10: Understand reasons why citizens choose to engage in civic life and decision-making.

10.7: Understand that citizens require certain knowledge, skills and dispositions to participate effectively in democratic political and civic action.

10.8: Analyse the role of a critical citizenry in Australia’s democracy.

10.9: Analyse the relationship between democratic values and social justice as an important aspect of Australia’s democratic tradition.

10.10: Analyse the reasons Australians make choices about participating in political and civic processes.

**Notes:**

This is a mapping of the draft conceptualisation of the two KPMs, for both year levels. It conveys the conceptual and knowledge continuum between the outcomes and the progression across levels.

It demonstrates that the Yr10 KPMs assume the Yr 6 KPMs have already been achieved by students. All Yr10 level KPMs extend the concept from the Yr6 level, and thus take it into ‘new territory’. Thus for some outcomes the ‘fit’ is more evident, the continuum is smoother, than with others.

Link items will be placed at upper Yr6 and the lower Yr10 level.
MCEETYA PMRT Civics & Citizenship Assessment Domain:

Professional Elaboration

Yr 6 Civics & Citizenship Key Performance Measures

KPM 1: Civics: Knowledge & Understanding of Civic Institutions & Processes

Knowledge of key concepts and understandings relating to civic institutions and processes in Australian democracy, government, law, national identity, diversity, cohesion and social justice.

Within primary schooling this KPM anticipates that students can:

6.1: Recognise key features of Australian democracy
- Identify and be able to describe the following key features of Australian democracy:
  - Australian citizens use a secret ballot to elect representatives to govern on their behalf.
  - A majority of elected representatives can form a government to exercise decision making authority, which is then responsible to the elected representatives.
  - Laws can be passed with the support of a majority of elected representatives.
  - Basic values in a democratic society include the rule of law, freedom of speech, freedom of the media, freedom of religion, freedom of association.
  - Everyone, including government, is subject to the law.

6.2: Describe the development of Australian self-government and democracy
- Indigenous Australians have always had formal, traditional processes of governance and these processes continue to exist today.
- Permanent British occupation of Australia began with the settlement of a penal colony in Sydney in 1788.
- After European occupation the indigenous inhabitants came under British law and their rights to the land were said not to exist, since the land was said to be ‘Terra Nullius’.
- Until the mid nineteenth century appointees of the British Government made Australian political decisions: the Governors, the Legislative Councils, and a system of courts. Local municipal governments were established over time.
- During the nineteenth century the British Government, under continuous pressure from colonists, enlarged the franchise for voting and the responsibilities of the Legislative Councils in the colonies. Australian colonies slowly adapted most aspects of the Westminster system.
- By 1901, the colonies had agreed to federate and the Commonwealth of Australia was created, as a federation under a constitutional monarchy, with a bi-cameral legislature and with the British monarch as the head of state, represented nationally by the Governor-General.
- At Federation, not all Australians had voting rights. During the 20th Century the franchise was extended to all adult citizens, including: women, indigenous people and immigrants.

6.3: Outline the roles of political and civic institutions in Australia
- Identify the three levels of government in Australia: – local, state and federal.
- Describe electoral processes that operate in these three levels and how citizens can become elected representatives;
- Understand that each level of government is responsible for providing different services to citizens, and that they therefore impact on citizens’ lives differently.
- Recognise the importance of having an independent public service to advise governments.

6.4: Understand the purposes and processes of creating and changing rules and laws.
- Understand that the purpose of all laws (and some rules) is to govern the behaviour of individuals,
• Understand that rules and laws can be made in many locations and times.
• Understand that laws are created by parliaments and by precedents established by courts.
• Understand that laws are designed to address issues in society.
• Recognise that laws and rules may be altered as circumstances change.
• Understand important principles of law such as independence of the judiciary, equality before the law, and innocence until proof of guilt.
• Appreciate the possible impact of international conventions and treaties on Australia’s laws and policies.

6.5: Identify the rights and responsibilities of citizens in Australia’s democracy

• Identify some of the political, legal, social and economic rights Australian citizens enjoy
• Recognise that these rights help protect citizens from exploitation and abuse.
• Identify some of the political, legal, social and economic responsibilities Australian citizens have.

6.6: Recognise that Australia is a pluralist society with citizens of diverse ethnic origins and cultural backgrounds.

• Recognise that individuals belong to different groups according to their age, gender, ethnic background and location. Some individuals will belong to a number of groups.
• Appreciate the contribution different life experiences make to the development of personal and group identities.
• Understand that ‘being an Australian’ can mean different things to different people and groups.
• Recognise there are iconic Australian individuals and groups, symbols and events, and understand the national meanings they have and what they represent.
KPM 2: Citizenship: Dispositions & Skills for Participation

*Understandings related to the attitudes, values, dispositions, beliefs and actions that underpin active democratic citizenship.*

*Within primary schooling this KPM expects that students can:*

6.7: Recognise that citizens require certain skills and dispositions to participate effectively in democratic decision-making.
- Understand that in a democratic society people are entitled to hold and express their views on civic and political matters, within the law, and in turn must respect the rights of others to do the same.
- Understand the importance in democratic decision-making of providing evidence to support views and opinions.
- Value and respect the process of negotiation and problem solving in groups.
- Appreciate that when individuals and groups work together they can ‘make a difference’ to civic life.

6.8: Identify ways that Australian citizens can effectively participate in their society and its governance.
- Understand that Australians can become active citizens at all levels of civil society, through formal and informal democratic processes.
- Describe a range of ways that Australian students can participate in their school and its governance.
- Describe how all Australians can actively engage in the community by applying the dispositions, values and skills outlined in 6.7.
- Demonstrate good citizenship by adopting the dispositions and learning the skills outlined in 6.7, and undertaking the actions outlined in 6.8.

6.9: Recognise the ways that understanding of and respect for, commonalities and differences contribute to harmony within a democratic society.
- Appreciate that knowledge of, and respect for, people from diverse ethnic and cultural backgrounds positively contributes to social harmony in a pluralist society.
- Describe how democratic values can contribute to peace and equity in a group or community.
- Understand that social harmony is more likely when individuals and groups work collaboratively.

6.10: Understand why citizens choose to engage in civic life and decision-making.
- Understand that citizens may wish to influence civic outcomes that benefit them.
- Understand that citizens may wish to influence civic outcomes that benefit the common good.

*(CCAP Year 10 Assessment Domain begins next page)*
MCEETYA PMRT Civics & Citizenship Assessment Domain:
Professional Elaboration
Yr 10 Civics & Citizenship Key Performance Measures

KPM 1: Civics: Knowledge & Understanding of Civic Institutions & Processes

Knowledge of key concepts and understandings relating to civic institutions and processes in Australian democracy, government, law, national identity, diversity, cohesion and social justice.

These Year 10 Civics KPMs assume the Year 6 KPMs have already been achieved by students.

Within secondary schooling this KPM expects that students can:

10.1: Recognise that perspectives on Australian democratic ideas and civic institutions vary and change over time.

- Identify key characteristics of a democracy and of democratic institutions.
- Recognise that the formal processes of democracy have political, legal and civic components.
- Recognise that perspectives on the ‘health’ of democracy vary across time, individuals and groups.
- Understand how and why Australian democratic and civic institutions have changed over time.
- Understand the role of political parties and lobby groups in a democracy.
- Understand how international declarations and agreements can play in changing perspectives on Australian democratic ideas and institutions.
- Describe how civic institutions both contribute and adapt to social change in democracies.

10.2: Understand the ways in which the Australian Constitution impacts on the lives of Australian citizens.

- Understand that a constitution is a framework by which a group can manage some of its social, political and economic goals.
- Understand that the Australian constitution outlines the powers of the legislature, the executive and the judiciary, and the formal relationships between them.
- Outline the relationship between Commonwealth and State governments, within the federal system, as defined in the Australian Constitution, and how it has changed since Federation.
- Understand the part referenda play in changing the Constitution.
- Understand how the Constitution is interpreted by the High Court and appreciate the impact these rulings, when applied, have on Australian society and people’s daily lives.

10.3: Understand the role of law-making and governance in Australia’s democratic tradition.

- Recognise that law-making processes in Australia have changed over time.
- Understand that in a democracy, policy formulation involves debate in and outside parliaments, and may result in legislation being formulated.
- Describe the ways in which laws are created, amended, and interpreted through parliaments, courts and constitutions.
- Understand the difference between statute and common law, and how both serve to protect citizens’ rights.
- Analyse how policies and laws are implemented by the courts, public service and other bodies.
- Understand the interactions and tensions that exist between democratic law-making, other processes of governance and civic life.
- Understand that protest and open debate have contributed to the process of legislative and civic change in Australia’s democracy.
10.4: Understand the rights and responsibilities of citizens in a range of contexts

- Demonstrate that citizens have the right to address civic issues and present their views, through a range of ways and institutions and at all levels.
- Understand tensions between competing rights and responsibilities of citizens in a democracy.
- Be able to apply these understandings to a range of contexts and situations.
- Understand how the exercise of these rights and responsibilities contributes to Australian society and its freedoms.
- Understand the ways democratic governments and other civic institutions impact on the lives of individuals and communities.
- Understand the ways democratic governments and other civic institutions can be threatened by individuals and communities.

10.5: Analyse how Australia’s ethnic and cultural diversity contribute to Australian democracy, identity and social cohesion

- Recognise and appreciate that Australia is a pluralist society of people from a range of ethnic origins.
- Appreciate how personal, family, cultural and national histories contribute to the development of individual, civic and national identity.
- Understand how social cohesion can be maintained, even in times of social discord, by active acceptance of and respect for cultural and ethnic diversity.
- Demonstrate how the rule of law and parliamentary democracy can promote social diversity and cohesion.
- Understand that national Australian identity can have different meanings for different individuals and communities.
- Recognise how national identity can be expressed and shaped by individuals and groups, events and icons.
- Recognise that regionalism, ethnic diversity and individualism can impact on national cohesion.

10.6: Analyse Australia’s role as a nation in the global community

- Understand how relationships between nations are affected by particular national policies.
- Understand the role of international agreements in managing relations between nations.
- Understand how Australia interacts on governance issues with other nations.
- Understand the importance of international conventions and treaties (eg. UN Rights of the Child) and agreements to Australia’s international relationships.
- Show an awareness of the actions and motivations of some of Australia’s global interactions since Federation.
- Analyse reactions to Australian international policies and practises.
- Understand the potential for tension between national security and civil rights.

KPM2: Citizenship: Dispositions & Skills for Participation

Understandings related to the attitudes, values, dispositions, beliefs and actions that underpin active democratic citizenship.

These Year 10 Civics KPMs assume the Year 6 KPMs have already been achieved by students

Within secondary schooling this KPM expects that students can:
10.7: Understand that citizens require certain knowledge, skills and dispositions to participate effectively in democratic political and civic action.
- Understand the historical and policy context of a public issue.
- Understand and be able to apply rules to a range of decision making processes and situations
- Analyse a range of arguments and evidence in decision-making.
- Understanding the role of information and communication technologies (ICT) and the media in civic life, and develop critical analysis and communication skills.
- Working collaboratively with others, across a range of styles/modes of problem solving.
- Recognise that participation in political and civic institutions is an important way for citizens to exercise their responsibilities in a democratic society.

10.8: Analyse the role of a critical citizenry in Australia’s democracy
- Understand the importance to effective democracy of informed and active citizens.
- Understand that citizen engagement can be through a range of political and civic processes.
- Understand the contribution that citizen engagement makes to Australian society and its freedoms.
- Understand the impact on a democracy of a free, informed and critical media.
- Appreciate the impact on a democracy of an active and informed citizenry.
- Appreciate that the accountability of governments and parliaments can be enhanced through critical evaluation by citizens and the media.

10.9: Analyse the relationship between democratic values and social justice as an important aspect of Australia’s democratic tradition
- Identify and appreciate the democratic values that underpin Australian democracy.
- Explain how beliefs about social justice and democratic values developed in Australia and why they are still important today.
- Recognise the ways in which these beliefs about social justice and democratic values can be affected by local, national and international events.

10.10: Analyse the reasons Australians make choices about participating in political and civic processes
- Identify ways in which Australian citizens can participate actively and effectively in political and civic processes.
- Identify and analyse the reasons why some Australian citizens engage in political and civic processes while others do not.
The Social Outcomes of Schooling

In 2001, MSE extended the assessment program beyond the eight learning areas to initiate a pilot study into the assessment of the Social Outcomes of Schooling. While these outcomes do not comprise a distinct and separate learning area, they are implicit in all eight learning areas and are reflected and articulated in the Overarching Learning Outcomes and Core Shared Values of the Curriculum Framework.

Key aspects of students’ social, moral and ethical development from Year 3 to Year 10 are:

- **social knowledge**: operating within and understanding one’s cultural framework. It is drawn directly from the *Active Citizenship* strand of the Society and Environment outcomes.

- **principled behaviour**: the reasoning behind the way people act, comprising valuing difference, social responsibility and human rights. It is drawn from: the *Decision-Making* strand of the Health and Physical Education learning area; the *Acting Responsibly* strand of the Science learning area; and from all of the Technology and Enterprise strands.

- **recognition of different points of view**: recognising your own values through to empathising with values different from your own. It has close links with the Health and Physical Education strand of Decision Making and almost all of the Society and Environment strands.

- **empathy (E)**: incorporating recognition of different points of view, and an awareness of other people’s emotional states. Empathy is explicitly mentioned in the *Decision Making* and *Interpersonal Skills* strands of Health and Physical Education, and the *Place and Space* strand of Society and Environment. It is implicit in most of the other Society and Environment strands.

- **perspective**: ranging across the social domains from self, through community, to society and world. This aspect of respecting and valuing others is present in all of the WA Outcome Statements.

These are incorporated in the concept of Respecting and Valuing Others.

The Social Outcomes of Schooling
Respecting and Valuing Others

Teacher Manual
Years 3, 7 and 10 (p4)

Government of Western Australia
Department of Education and Training
<table>
<thead>
<tr>
<th>Skill</th>
<th>facet descriptors</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spoken Communication skills</td>
<td>speaking clearly and precisely using formal and informal speaking styles appropriately responding effectively in oral interchanges</td>
<td>BASIC ACHIEVEMENT The student:</td>
<td>MEDIUM ACHIEVEMENT The student:</td>
<td>HIGH ACHIEVEMENT The student:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>speaks clearly and precisely to the point on some topics can change the style of delivery to suit some purposes and audiences</td>
<td>speaks clearly and precisely to the point in a range of ways on some topics can change the style of delivery for a range of purposes and audiences</td>
<td>speaks clearly and precisely to the point in a wide range of ways on a wide range of topics can change the style of delivery for a wide range of purposes and audiences</td>
</tr>
<tr>
<td>Written Communication skills</td>
<td>writing accurately and conventionally writing clearly and coherently using formal and informal styles appropriately</td>
<td></td>
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<td></td>
<td></td>
<td>writes on some topics clearly and coherently writes for some purposes and audiences</td>
<td>writes more complex ideas clearly and coherently writes for a range of purposes and audiences</td>
<td>writes complex ideas clearly and coherently writes for a wide range of purposes and audiences</td>
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<tr>
<td>Scientific and technological problem solving</td>
<td>reads and thinks well about scientific and technological issues is strong at formal reasoning has a positive attitude to thinking about scientific and technological issues and problems</td>
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<tr>
<td></td>
<td></td>
<td>can analyse and interpret some scientific and technological materials can deal with some formal reasoning tasks has a positive approach to some technological problems</td>
<td>can analyse and interpret a range of scientific and technological materials can deal with a range of formal reasoning tasks has a positive approach to a range of technological problems</td>
<td>can analyse and interpret a range of scientific and technological issues has a positive attitude to thinking about scientific and technological problems</td>
</tr>
<tr>
<td>Socio-cultural problem solving</td>
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<tr>
<td></td>
<td></td>
<td>can analyse and interpret some socio-cultural issues can deal with some informal reasoning tasks</td>
<td>can analyse and interpret a range of socio-cultural issues can deal with a range of informal reasoning tasks</td>
<td>can analyse and interpret a wide range of socio-cultural issues has a positive attitude to thinking about social and cultural issues</td>
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<tr>
<td>Planning and organising</td>
<td>thinks ahead and anticipates possible problems is systematic and practical seeks organisational challenges and experiences</td>
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<td></td>
<td>• can plan and organise some basic tasks • can identify clear project goals and end products</td>
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<tr>
<td></td>
<td>• can plan and organise some more complicated and defined activities • is systematic and practical</td>
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<tr>
<td></td>
<td>• can initiate, plan and organise a range of tasks/activities • seeks organisational challenges and experiences</td>
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<tr>
<td>Working with others</td>
<td>adapts to and contributes to group processes is sensitive to and supportive of others in a group values and seeks opportunities to work in teams and with others</td>
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<td></td>
<td>• takes a role in a team and can support others</td>
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<td>• contributes well to team work and is generally supportive • can work toward a shared vision</td>
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<tr>
<td></td>
<td>• contributes significantly to team work and can support others well • can work with others in a range of situations</td>
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<tr>
<td>Learning skills</td>
<td>shows a positive attitude to learning is aware of learning needs is aware of learning strategies</td>
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<tr>
<td></td>
<td>• is open to new ideas and approaches • is aware of some learning needs</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• is developing an understanding of own learning needs • shows a willingness to learn in a variety of settings • is aware of a range of learning strategies</td>
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</tr>
<tr>
<td></td>
<td>• has a positive attitude to learning • understands own learning needs • can use appropriate learning strategies</td>
<td></td>
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<tr>
<td>Showing initiative and independence</td>
<td>seeks opportunities to take initiative is focused and goal oriented seeks independence and responsibility</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• can show initiative and independence in some activities • is able to set some goals and monitor performance with assistance</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>• can show initiative and independence in a range of areas • can set goals and monitor performance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• seeks opportunities to take initiative • is focused and goal-oriented • seeks independence and responsibility</td>
<td></td>
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</tbody>
</table>
VICTORIAN ESSENTIAL LEARNING STANDARDS
A WHOLE SCHOOL CURRICULUM PLANNING FRAMEWORK

Three interwoven purposes
To equip students with capacities to:
Manage themselves and their relations with others
Understand the world and
Act effectively in that world
to prepare them for success in education, work and life.
This is achieved through the three core, interrelated strands of

Physical, Personal and Social Learning
Knowledge, skills and behaviours in
Health and Physical Education; Personal Learning; Interpersonal Development; Civics and Citizenship

Discipline-based Learning
Knowledge, skills and behaviours in
The Arts; English and Languages Other Than English; The Humanities; Mathematics; Science

Interdisciplinary Learning
Knowledge, skills and behaviours in
Communication; Design, Creativity and Technology; Information and Communications Technology; Thinking

across the stages of learning

<table>
<thead>
<tr>
<th>Years Prep to 4</th>
<th>Years 5 to 8</th>
<th>Years 9 to 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laying the foundations</td>
<td>Building breadth and depth</td>
<td>Developing pathways</td>
</tr>
</tbody>
</table>

underpinned by educational purposes, principles and values
to form

Victorian Essential Learning Standards
a framework for whole school curriculum planning

Schools plan their teaching and learning programs, using the three strands, to enable their students to achieve the essential statewide learning standards.
If an opposition player were wrongly dismissed, I would tell an umpire. I think it’s just as wrong to cheat on income tax as to steal from a company. If I found a wallet with money but no identification, I would take it to the police.

I wouldn’t accept a gift from a friend if I knew it had been stolen. If I believe in something I will speak out, even if it makes me unpopular. I would rather do my own work poorly than cheat and do well.

I am concerned about the influence that white settlement has had on Aboriginal culture.

I think it’s just as wrong to steal from a company as from an individual.

It concerns me that there is such a large gap between the rich and the poor in this country. If someone else were blamed for something I’d done, I would own up.

If my friends were planning to steal, I would try to talk them out of it. If I saw someone trying to steal a car, I would alert someone. I would admire someone who didn’t cheat on an exam when they had the opportunity to do so.

It concerns me that there are people forced to live on the streets in this country.

It concerns me that so many people are unable to find employment in this country.

I try to make decisions based on what I believe is right.

If I found a wallet with identification, I would try to find the owner.

I would feel bad if I had been involved in bullying another person.

I would feel bad if someone else were blamed for something I had done.

I would feel bad if I had stolen something.
### Table 3: Ways that Year 12 Students Learn Generic Skills: Data from Roxburgh College (N = 47)

<table>
<thead>
<tr>
<th>Generic competency</th>
<th>Facet descriptors</th>
<th>KLA or area where the competency is developed</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collecting analysing organising</td>
<td>• locating &amp; collecting ideas &amp; information</td>
<td>English (70%) *</td>
<td>text analysis, analytical essays</td>
</tr>
<tr>
<td>ideas &amp; information</td>
<td>• comprehending &amp; interpreting ideas &amp; information</td>
<td>Maths (4%)</td>
<td>research</td>
</tr>
<tr>
<td></td>
<td>• analysing &amp; evaluating ideas &amp; information</td>
<td>Science (34%)</td>
<td>analyse experiments in Psych</td>
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<tr>
<td></td>
<td></td>
<td>Arts (36%)</td>
<td>researching advertisements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LOTE (13%)</td>
<td>analysing topics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tech (30%)</td>
<td>info tech-virus research</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SOSE (26%)</td>
<td>assignments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Work Experience (23%)</td>
<td>how to attract customers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Extra curricular/ other</td>
<td>research venues for school formal</td>
</tr>
<tr>
<td>Written communication of ideas &amp;</td>
<td>• writing accurately and conventionally</td>
<td>English (77%)</td>
<td>essays (different styles)</td>
</tr>
<tr>
<td>information</td>
<td>• writing clearly and coherently</td>
<td>Maths (2%)</td>
<td>analysis tasks</td>
</tr>
<tr>
<td></td>
<td>• using formal and informal styles appropriately</td>
<td>Science (23%)</td>
<td>writing up experiments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Arts (23%)</td>
<td>visual communication essays</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LOTE (17%)</td>
<td>writing role plays</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tech (23%)</td>
<td>writing menus (hospitality)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SOSE (19%)</td>
<td>essays</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Work Experience (19%)</td>
<td>letters to customers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Extra curricular/ other</td>
<td>applying for jobs – resumes</td>
</tr>
<tr>
<td>Oral communication of ideas &amp;</td>
<td>• speaking clearly &amp; precisely</td>
<td>English (66%)</td>
<td>plays/ drama</td>
</tr>
<tr>
<td>information</td>
<td>• using formal &amp; informal speaking styles appropriately</td>
<td>Science (13%)</td>
<td>research presentations</td>
</tr>
<tr>
<td></td>
<td>• responding in oral interchanges</td>
<td>Arts (6%)</td>
<td>explaining photo folio</td>
</tr>
<tr>
<td></td>
<td></td>
<td>LOTE (28%)</td>
<td>role plays and debates</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tech (2%)</td>
<td>class discussions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SOSE (11%)</td>
<td>group work in legal studies</td>
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<tr>
<td></td>
<td></td>
<td>Work Experience</td>
<td>selling products</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Extra curricular/ other</td>
<td>talking with older people (at home)</td>
</tr>
</tbody>
</table>
| Planning & organising activities | English (26%)  
| Maths (6%)  
| Science (11%)  
| Arts (15%)  
| LOTE (2%)  
| Tech (4%)  
| SOSE (11%)  
| Work Experience  
| Extra curricular/other | planning role plays  
| solving problems  
| setting up Psych assessment  
| planning folios  
| text response  
| planning dinners – food tech  
| group work in legal studies  
| planning meetings & rosters  
| organising concert rehearsals |
| Working with others and in teams | English (45%)  
| Maths (2%)  
| Science (11%)  
| Arts (2%)  
| LOTE (2%)  
| Tech (4%)  
| SOSE (6%)  
| Work Experience  
| Extra curricular/other | camp activity  
| further maths  
| boil/ psych experiments  
| group discussions -- Photography  
| group discussions  
| group work  
| legal studies/ business  
| team in part-time job  
| sharing responsibilities at camp |
| Using Mathematical Ideas & Techniques | Maths (21%)  
| Science (15%)  
| Arts (21%)  
| Tech (6%)  
| SOSE (4%)  
| Work Experience  
| Extra curricular/other | using a calculator  
| understanding mean & mode  
| graphics measurements  
| measurement in hospitality  
| business management  
| giving change  
<p>| percentages for discounts (shopping) |</p>
<table>
<thead>
<tr>
<th>Solving problems</th>
<th> </th>
<th>Using information technology</th>
<th> </th>
</tr>
</thead>
<tbody>
<tr>
<td>• can see problems as opportunities</td>
<td> </td>
<td>• understands information technology systems</td>
<td> </td>
</tr>
<tr>
<td>• responds positively &amp; persistently to the challenge of problems</td>
<td> </td>
<td>• is interested in underpinning principles as well as uses of information technology</td>
<td> </td>
</tr>
<tr>
<td>• seeks opportunities to solve problems</td>
<td> </td>
<td>• seeks information technology experiences and challenges</td>
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<td> </td>
<td> </td>
<td>English (15%)</td>
<td> </td>
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<td> </td>
<td> </td>
<td>Maths (26%)</td>
<td> </td>
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<td>Science (11%)</td>
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<td>Arts (4%)</td>
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<td>Tech (11%)</td>
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<td>SOSE (6%)</td>
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<td>Work Experience</td>
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<td>Extra curricular/other</td>
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<td>texts: looking for hidden meaning</td>
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<td>reports &amp; experiments</td>
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<td>photography (technical &amp; process)</td>
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<td>computer problems</td>
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<td>business solutions</td>
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<td>working out rosters</td>
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<td>fixing cars</td>
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<td> </td>
<td>English (2%)</td>
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<td> </td>
<td>Arts (6%)</td>
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<td>Tech (45%)</td>
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<td> </td>
<td>Work Experience</td>
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<td>Extra curricular/other</td>
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<td>using internet, using software</td>
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<td>data entry, pay slips</td>
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<td>developing web pages</td>
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