

Task A (Part Two) - My Capabilities: My understanding of the 5 Capabilities
Year 10 & PLP
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Project Overview

- In your own words, define each of the five capabilities creating your own definitions page on your Digital Portfolio.

Learning Objectives

- You need to know and understand the five capabilities.
- You need to identify, explore, and develop personal and learning goals, and strategies to achieve them.

Requirements (What you'll do!)

- Your PLP teacher will present to you the 5 capabilities
- With your class and teacher using a variety of activities you will then develop your understanding and knowledge of the 5 capabilities
- You will write or record your own definition of each capability. The capabilities are Citizenship, Work, Learning, Personal development and Communication.
- You will create a page for your Digital Portfolio titled 'My understanding of the 5 Capabilities' and present your written and/or visual/audio there.

Final Product

- One page on your Digital Portfolio titled 'My understanding of the 5 Capabilities', which includes 200 to 250 written words or 2 minute recorded visual/audio presentation.

Grading

- This is part two of TASK A. This is worth 25% of your final grade.
- See below for Assessment Design Criteria

Timeline

- Please see your teacher for due date.

ASSESSMENT DESIGN CRITERIA

The assessment design criteria are based on the learning requirements and are used to:
clarify for the student what he or she needs to learn
design opportunities for the student to provide evidence of his or her learning at
the highest possible level of achievement.

The assessment design criteria consist of specific features that:
students should demonstrate in their learning
teachers look for as evidence that students have met the learning requirements.

For this subject, the assessment design criteria are:
understanding the capabilities
developing personal and learning goals
reflecting on learning.

The set of assessments, as a whole, must give students opportunities to demonstrate each of the specific features by the time they complete the subject.

Understanding the Capabilities

The specific feature is as follows:

UC1 Understanding and explaining the five capabilities.

Developing Personal and Learning Goals

The specific features are as follows:

DP1 Identifying and exploring personal and learning goals and developing strategies to achieve them.

DP2 Developing the selected capability or capabilities relevant to achieving their goals.

DP3 Interacting with others to identify and refine personal and learning goals.

Reflecting on Learning

The specific features are as follows:

RL1 Reflecting on personal and learning goals and the effectiveness of strategies to achieve them.

RL2 Reflecting on the development of the selected capability or capabilities, and how this helps to achieve their goals.

EXEMPLAR

My Capabilities: My understanding of the 5 Capabilities

DEFINITIONS

Citizenship

The citizenship capability is about being involved in the community and being a good community member. This means being interested in helping the community and knowing that if you need help the community will help you.

Work

The work capability is about having employability skills like being able to work in a team, being able to solve problems, using technology and being organised. Employability skills are general skills that people would use in any workplace. For example, if you get a job at the local fast food restaurant or as Receptionist you will need to use computers.

Learning

The Learning capability is easy, it is about knowing how you learn best. It is also about making sure you learn the most you can in different subjects at school as well as in activities you do when you are not at school.

Personal Development

The personal development capability is about knowing who you are and developing what you are good at and enjoy. It is also about being someone that is friendly and helpful to others.

Communication

The communication capability is about being able to get a message across to the other people. There are different ways to get a message across including body language, written, spoken or through pictures and art. To get your message across effectively sometime you have to use a range of different ways, the different ways will also depend on the people you are communicating to. This is because the way you communicate with your friends is different to the way you might communicate with your teacher.

Example from SACE board website.