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| QCIA learning goals coverage — subject mapping  Sample and template |

Consider the modules of work or subjects the student will engage in throughout Years 11 and 12. Map the learning goals that will be addressed in each module of work or subject to ensure the student is provided with opportunities to work towards all the selected learning goals.

Indicate which learning goals will be addressed in each module of work or subject by checking the box () in the appropriate column. Check that all the learning goals are covered across the four modules of work or subjects.

The sample below illustrates coverage of some learning goals from a modified Social and Community Studies subject. A blank template is included below the sample.

Consider how you could modify the template to better suit your needs. Rows can be added and subtracted as required. This template is provided to assist schools and may be reused and adapted.

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| QCIA learning goals coverage:Modified Social and Community Studies | | | | Module 1 | Module 2 | Module 3 | Module 4 |
| Context:  Money management   * Understand the importance of budgeting * Save in order to meet needs and wants * Explore what influences decisions to buy various goods and services * Develop a personal budget to save money to attend an event or purchase a desired item | Context:  Health — recreation and leisure   * Investigate the importance of recreation and leisure * Explore the recreation and leisure activities available in the local community * Participate in preferred community-based recreation and leisure activities * Identify strategies for continuing preferred activities post-school | Context:  World of work   * Investigate personal qualities and skills employees need for the workforce * Develop skills to deal with different workplace structures and relationships * Explore a range of workplace environments and practise strategies for being an effective member of the workforce * Identify strategies for investigating employment opportunities post-school | Context:  Legally, it could be you!   * Investigate why knowledge of the law is necessary in order to operate effectively as a member of society * Explore legal rights and responsibilities including consequences of breaking the law |
| Curriculum organiser | | Learning focuses | Learning goals |  |  |  |  |
|  | Communication and technologies  (CT) | Language comprehension | Listen and respond to one- and two-step instructions |  |  |  |  |
|  | Leisure and recreation  (LR) | The importance of lifelong physical activity | Examine the benefits of physical activity and physical fitness to health and well-being |  |  |  |  |
| Physical activities for leisure and recreation | Cooperate with others when participating in physical activities |  |  |  |  |
|  | Personal and living dimensions  (PLD) | Everyday numeracy skills | Create and follow simple budgets and savings plans |  |  |  |  |
|  | Vocational and transition activities  (VTA) | Post-school pathways | Participate in different vocational and transition options, such as volunteering, supported employment, community participation, simulated work environments |  |  |  |  |

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| QCIA learning goals coverage:[Subject name or modules of work] | | | | Module 1 | Module 2 | Module 3 | Module 4 |
| Context:  **[**Context.] | Context:  **[**Context.] | Context:  **[**Context.] | Context:  **[**Context.] |
| Curriculum organiser | | Learning focuses | Learning goals |  |  |  |  |
|  | Communication and technologies  (CT) | [Learning focus.] | [Learning goal.] |  |  |  |  |
|  | Community, citizenship and the environment (CCE) | [Learning focus.] | [Learning goal.] |  |  |  |  |
|  | Leisure and recreation  (LR) | [Learning focus.] | [Learning goal.] |  |  |  |  |
|  | Personal and living dimensions  (PLD) | [Learning focus.] | [Learning goal.] |  |  |  |  |
|  | Vocational and transition activities  (VTA) | [Learning focus.] | [Learning goal.] |  |  |  |  |