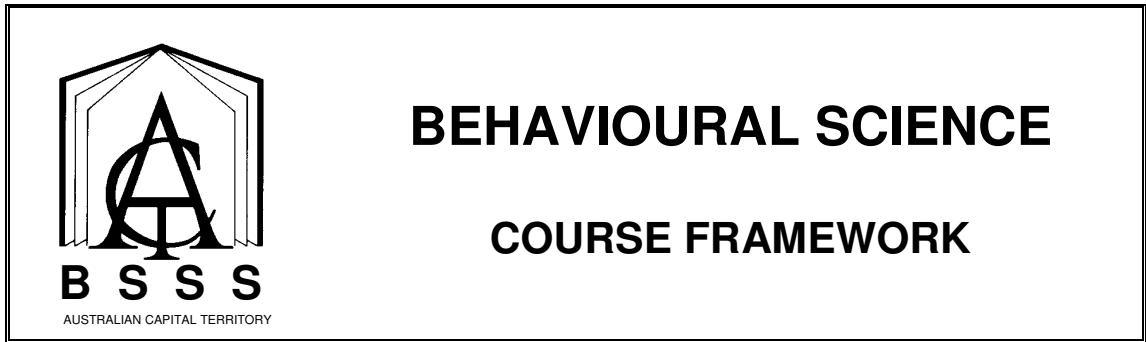


Behavioural Science

Behavioural Science

**Course
Framework**

For courses accredited from 2011



INTRODUCTION

All programs of study for the ACT Year 12 Certificate should enable students to become:

- creative and critical thinkers
- enterprising problem-solvers
- skilled and empathetic communicators
- informed and ethical decision-makers
- environmentally and culturally aware citizens
- confident and capable users of technologies
- independent and self-managing learners
- collaborative team members

and provide students with:

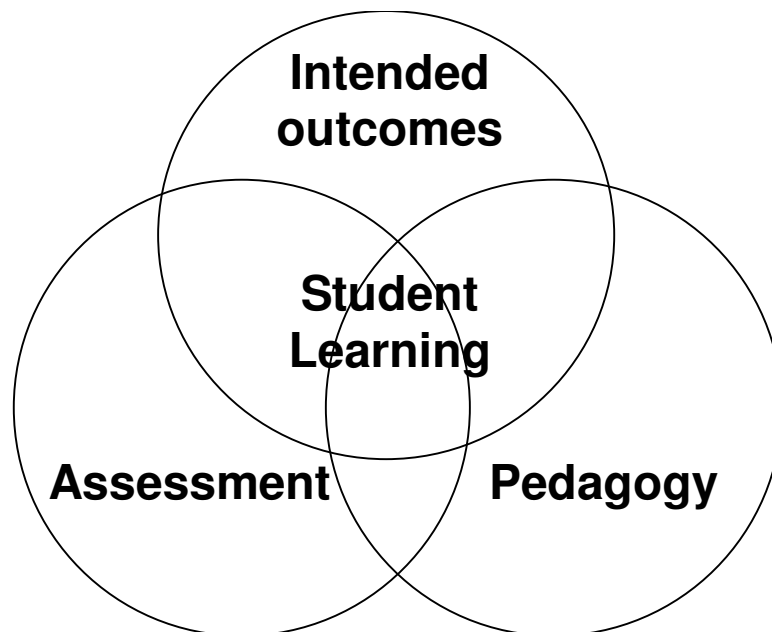
- a comprehensive body of specific knowledge, principles and concepts
- a basis for self-directed and lifelong learning
- personal attributes enabling effective participation in society

*Examples of these student capabilities are provided at **Appendix B**.*

COURSE FRAMEWORKS

Course Frameworks provide the basis for the development and accreditation of any course within a broad subject area and provide a common basis for the assessment, moderation and reporting of student outcomes in courses based on the Framework.

Course Frameworks support a model of learning that integrates intended student outcomes, pedagogy and assessment. This model is underpinned by a set of beliefs and a set of learning principles.



Underpinning beliefs

- All students are able to learn.
- Learning is a partnership between students and teachers
- Teachers are responsible for advancing student learning.

Learning principles

1. Learning builds on existing knowledge, understandings and skills.
(Prior knowledge)
2. When learning is organised around major concepts, principles and significant real world issues, within and across disciplines, it helps students make connections and build knowledge structures.
(Deep knowledge and connectedness)
3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.
(Metacognition)
4. Learners' sense of self and motivation to learn affects learning.
(Self-concept)
5. Learning needs to take place in a context of high expectations.
(High expectations)
6. Learners learn in different ways and at different rates.
(Individual differences)
7. Different cultural environments, including the use of language, shape learner' understandings and the way they learn.
(Socio-cultural effects)
8. Learning is a social and collaborative function as well as an individual one.
(Collaborative learning)
9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.
(Explicit expectations and feedback)

RATIONALE

The study of Behavioural Science provides a comprehensive understanding of individuals, families and communities. Behavioural Science explores common human experiences both across and within cultures. It promotes objective thinking and evidence based research, drawing on various methods of enquiry as the basis for exploring, understanding and interpreting human behaviour.

Behavioural Science provides a repertoire of research methodology, analysis and communication skills vital for careers that involve working with people. It covers the promotion of optimal health in individuals; healthy relationships in personal, organisational, community and national contexts; and social justice and equity for people regardless of race, gender or other individual differences.

Students undertaking this area of study will develop skills in analytical and critical thinking and learn to question and challenge assumptions about human behaviour. The study of this discipline is highly relevant to further studies in the health professions, education, human resources, social sciences, sales, media, community services, marketing and management and aims to provide them with an understanding of human behaviour. Courses will provide the knowledge and skills central to living and working effectively in the community.

On a broader scale, knowledge from the Behavioural Sciences can be applied to society as a whole, helping us understand how individuals function within different contexts and how this is influenced by culture, shaping peoples values, attitudes and beliefs. Such knowledge has the potential to empower and enhance individual abilities and facilitate awareness of the human condition, along with tolerance and respect for others.

The Behavioural Science framework covers such courses as Psychology, Sociology, Social and Community Work, Parenting and Childcare.

GOALS

Course Framework Goals focus on the essential things that students should know and be able to do as a result of studying any course in this subject area. They are **intended student outcomes**.

All courses based on this Course Framework should enable students to:

- interpret human behaviour as an outcome of influences and interactions
- think analytically, critically, practically and creatively
- question their assumptions and to reflect on their understandings and ideas about social relations
- understand the ethical dimensions of investigations, designs and practice
- demonstrate respect for individual differences, including social and cultural diversity through developing social skills and values and awareness
- develop skills for working with people

In addition the following goal is relevant to the study of Psychology and Sociology courses

- demonstrate knowledge of methods of inquiry according to the scientific conventions of the discipline

GUIDE TO THE SELECTION OF CONTENT

Courses developed under this Framework will provide details of course content through the component units of the course. While this content will differ according to the particular course classification (A, T or M, including vocational programs), all content will be chosen to enable students to work towards the achievement of the common and agreed goals of the Framework.

Essential Concepts and Skills

All courses developed under this Framework will be based on the essential concepts and skills of the subject area, as outlined below.

Concepts

- Nature vs. Nurture
- Personality
- Identity
- Consciousness
- Culture
- Intelligence
- Normality
- Socialisation
- Norms and values
- Community

Skills

- Communication
 - Oral
 - Written
 - Active listening
 - Participation in discussion
 - Teamwork
- Investigation
 - Planning
 - Research
 - Organising
 - Analysis
 - Problem solving
 - Critical thinking
 - Referencing
- Interpretation
 - Synthesis
 - Evaluation
 - Problem solving
 - Logical reasoning
- Social Perception
 - Empathy
 - Self-awareness

Recommended Content

There is no specific recommended content for courses under this framework.

Vocational Courses

Colleges with Registered Training Organisation status (RTO) are eligible to deliver units of competence from the Community Services (CHC08) Training Package, or alternatively, they may develop vocational courses, classified as A, T, C or E based on the Training Packages, under the relevant Course Framework.

PEDAGOGY

Teaching Strategies

Course developers are encouraged to use teaching strategies that are grounded in the Learning Principles and encompass quality teaching. Pedagogical techniques and assessment tasks should promote high levels of intellectual quality, establish a high quality learning environment and generate significance by connecting students with the intellectual demands of their work.

Teaching strategies that are particularly relevant and effective in Behavioural Science include:

- Cooperative learning
- Scaffolding of new concepts
- Lectures/ tutorials/ seminars
- Excursions
- Guest speakers
- Use of a broad range of visual imagery
- Use of technology, eg, web based activities, podcasting, wikis, blogs
- Research
- Surveys and questioning
- Opportunities to develop a wide range of appropriate practical skills
- Debates/Discussion
- Role plays
- Interviews
- Timelines/ mind maps/ brainstorming
- Links with a range of human and community providers/facilities.
- Case studies, journal and newspaper articles and personality profiles
- Experimental and observational research activities.

ASSESSMENT

The purpose of including assessment task types (with examples of tasks) and assessment criteria in Course Frameworks is to provide a common and agreed basis for the collection of evidence of student achievement. This collection of evidence enables a comparison of achievement within and across colleges, through moderation processes. This enables valid, fair and equitable reporting of student achievement on the Year 12 Certificate.

Assessment Tasks elicit responses that demonstrate the degree to which students have achieved the goals of a unit (and the course as a whole).

Assessment Task Types (with **weightings**) group assessment tasks in ways that reflect agreed shared practice in the subject area and facilitate the comparison of student work across different assessment tasks.

Assessment Criteria (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers use all of these criteria to assess students' performance, but do not necessarily use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Assessment Rubrics draw on the general course framework criteria to develop assessment criteria for a task type and a continuum that indicates levels of student performance against each criterion.

Assessment Task Types

A balance of oral and written should be part of a minor course of study.

For a standard unit (1.0), at least one assessment item must be from each task type, as shown below.

Task Type	Test/Exam	Research Assignment	Open Response
Examples such as:	<ul style="list-style-type: none"> • Multiple choice • Short answer responses • In Class essay • Interpretations of unseen stimuli • Document study 	<ul style="list-style-type: none"> • Experimental survey/ report • Literature review/essay • Research presented by: <ul style="list-style-type: none"> ◦ Report ◦ Essay ◦ Seminar ◦ Poster ◦ Pamphlet ◦ Multimedia ◦ Portfolio 	<ul style="list-style-type: none"> • Case studies • Film review • Debate • Public campaign • Role play • Diary journal/entry • Creative response: <ul style="list-style-type: none"> ◦ Newspaper or other articles response ◦ Journal articles response ◦ Diagram/ sociogram ◦ Artwork
Weightings in A/T 1.0 Units	20 - 50%	20 - 50%	20 - 50%
Weightings in A/T 0.5 Units	25 - 50%	25 - 50%	

When considering word length for written responses, the following guidelines are suggested:

	A	T
In class task/essay	300 - 500 words	500 – 800 words
Research task/essay	500 - 800 words	800 - 1500 words

As students progress through the two years of college it is envisaged that expected word lengths of assessment items increase.

Assessment Criteria

Students will be assessed on the degree to which they demonstrate:

- Investigation of knowledge
- Understanding and application
- Interpretation and evaluation
- Communication

Assessment Rubrics have been developed for some of the Task Types. It is envisaged that teachers would use these rubrics as the basis for their assessment amending them where appropriate. These are included at *Appendix A*.

Additional Assessment Advice

The Board recommends 3 - 5 assessment items per standard unit (1.0) and 2 - 3 assessment items per half standard unit (0.5).

ACHIEVEMENT STANDARDS

Grade descriptors provide a guide for teacher judgement of students' achievement, based on the assessment criteria, over a unit of work in this subject. Grades are organized on an A – E basis and represent standards of achievement.

Grades are awarded on the proviso that the assessment requirements have been met. Teachers will consider, when allocating grades, the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame.

The following descriptors are consistent with the **system grade descriptors** that describe generic standards of student achievement across all courses.

UNIT GRADE DESCRIPTORS FOR A COURSES

CRITERIA	A student who achieves an A grade typically	A student who achieves a B grade typically	A student who achieves a C grade typically	A student who achieves a D grade typically	A student who achieves an E grade typically
Investigation of knowledge	<ul style="list-style-type: none"> independently selects and uses a range of appropriate sources successfully accurately acknowledges relevant sources 	<ul style="list-style-type: none"> selects and uses a range of obvious sources acknowledges relevant sources 	<ul style="list-style-type: none"> relies heavily on few sources acknowledges sources 	<ul style="list-style-type: none"> relies heavily on information given in class has limited acknowledgment of sources 	<ul style="list-style-type: none"> accesses sources when assisted has little or no acknowledgment of sources
Understanding and Application	<ul style="list-style-type: none"> presents a response that demonstrates a thorough understanding of concepts, theories and issues applies theories and ideas to significant real life situations 	<ul style="list-style-type: none"> presents a response that demonstrates a sound understanding of concepts, theories and issues applies knowledge in real life situations 	<ul style="list-style-type: none"> presents a response that demonstrates a satisfactory understanding of some concepts, theories and issues applies knowledge in some real life situations 	<ul style="list-style-type: none"> presents a limited response that demonstrates some understanding of issues raised with assistance, applies knowledge in some real life situations 	<ul style="list-style-type: none"> presents little or no response to issues raised demonstrates little or no application of knowledge
Interpretation and Evaluation	<ul style="list-style-type: none"> is able to make relevant links and identify relationships between key ideas and information consistently considers the strengths and limitations of material 	<ul style="list-style-type: none"> is able to make relevant links between key ideas and information considers the strengths and limitations of material 	<ul style="list-style-type: none"> is able to make links between ideas and information in some situations sometimes considers the strengths and limitations of material 	<ul style="list-style-type: none"> is able to make some links between ideas and information considers the strengths and limitations of material with assistance 	<ul style="list-style-type: none"> is able to make few links between ideas and information
Communication	<ul style="list-style-type: none"> presents knowledge and ideas coherently uses relevant terminology organises and structures work effectively uses appropriate modes of presentation confidently 	<ul style="list-style-type: none"> presents knowledge and ideas clearly uses some relevant terminology organises and structures work adequately uses appropriate modes of presentation competently 	<ul style="list-style-type: none"> presents knowledge and ideas satisfactorily uses limited terminology shows simple organisation of work uses satisfactory modes of presentation 	<ul style="list-style-type: none"> presents knowledge and ideas simply shows limited organisation of work uses unsuccessful modes of presentation 	<ul style="list-style-type: none"> presents few ideas shows little or no organisation of work uses inappropriate modes of presentation

UNIT GRADE DESCRIPTORS FOR T COURSES

CRITERIA	A student who achieves an A grade typically	A student who achieves a B grade typically	A student who achieves a C grade typically	A student who achieves a D grade typically	A student who achieves an E grade typically
Investigation of Knowledge	<ul style="list-style-type: none"> displays confidence, flexibility, and initiative in locating and selecting material accurately acknowledges relevant sources 	<ul style="list-style-type: none"> is accurate and attentive to detail in locating and selecting material accurately acknowledges relevant sources 	<ul style="list-style-type: none"> uses appropriate and obvious information when locating and selecting material acknowledges relevant sources 	<ul style="list-style-type: none"> locates and records obvious information limited acknowledgement of sources 	<ul style="list-style-type: none"> relies on assistance to locate and record obvious information lacks acknowledgement of sources
Understanding and Application	<ul style="list-style-type: none"> demonstrates an insightful understanding of a wide variety of concepts, theories and issues applies relevant research/ideas consistently in responses 	<ul style="list-style-type: none"> presents a clear argument that demonstrates a sound understanding of specific concepts, theories and issues applies relevant research/ideas in responses 	<ul style="list-style-type: none"> presents an argument that demonstrates a satisfactory understanding of some concepts, theories and issues applies relevant research/ideas generally in responses 	<ul style="list-style-type: none"> present a limited argument, and demonstrates some understanding of concepts, theories and issues applies some research/ideas in responses 	<ul style="list-style-type: none"> present basic facts and little understanding of any, concepts, theories and issues applies little or no research/ideas in responses
Interpretation and Evaluation	<ul style="list-style-type: none"> demonstrates initiative, originality and discernment in comparing and contrasting relevant theories and ideas interprets information and ideas critically drawing insightful conclusions 	<ul style="list-style-type: none"> demonstrates sound reasoning in comparing and contrasting relevant theories and ideas interprets information and ideas successfully drawing logical conclusions 	<ul style="list-style-type: none"> compares and contrasts relevant theories and ideas interprets information and ideas satisfactorily drawing satisfactory conclusions 	<ul style="list-style-type: none"> presents theories and ideas interprets information and ideas drawing unsupported conclusions 	<ul style="list-style-type: none"> presents few theories and ideas interprets information and ideas in a limited way
Communication	<ul style="list-style-type: none"> communicates ideas persuasively, with sophistication, clarity and imagination uses relevant terminology confidently demonstrates high levels of organisation and application of style and structure uses appropriate modes of presentation skilfully 	<ul style="list-style-type: none"> communicates ideas with clarity and imagination uses relevant terminology achieves effective organisation of ideas showing skilful grasp of style and structure uses appropriate modes of presentation competently 	<ul style="list-style-type: none"> communicates ideas with clarity uses some relevant terminology writes purposefully and with a sense of appropriate style and structure uses satisfactory modes of presentation 	<ul style="list-style-type: none"> communicates ideas simply uses limited relevant terminology achieves partial organisation of ideas uses unsuccessful modes of presentation 	<ul style="list-style-type: none"> communicates few ideas uses little or no relevant terminology shows little organisation of ideas uses inappropriate modes of presentation

MODERATION

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment
- form the basis for valid and reliable assessment in senior secondary schools
- involve the Act Board of Senior Secondary Studies and colleges in cooperation and partnership
- maintain the quality of school-based assessment and the credibility, validity and acceptability of Board certificates

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Course Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and unit grade decisions.

The Moderation Model

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses, as well as statistical moderation of course scores, including small group procedures, for 'T' courses.

Moderation by Structured, Consensus-based Peer Review

Review is a subcategory of moderation, comprising the review of standards and the validation of Unit Grades. In the review process, Unit Grades, determined for Year 11 and Year 12 student assessment portfolios that have been assessed in schools by teachers under accredited courses, are moderated by peer review against system wide criteria and standards. This is done by matching student performance with the criteria and standards outlined in the unit grade descriptors as stated in the Course Framework. Advice is then given to colleges to assist teachers with, and/or reassure them on, their judgements.

Preparation for Structured, Consensus-based Peer Review

Each year, teachers teaching a Year 11 class are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers teaching a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A and T course and any M units offered by the school, and is sent in to the Office of the Board of Senior Secondary Studies.

The College Course Presentation

The package of materials (College Course Presentation) presented by a college for review on moderation days in each course area will comprise the following:

- a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges
- a set of student portfolios containing marked and/or graded written and non-written assessment responses on which the unit grade decision has been made is to be included in the student review portfolios

Specific requirements for subject areas and types of evidence to be presented for each moderation day will be outlined by the Board Secretariat through memoranda and Information Papers.

BIBLIOGRAPHY

References for Curriculum Development

Quality Teaching Model

Every Chance to Learn, Curriculum Framework for ACT Schools.

In particular, at the time of publication, the website addresses of the Departments of Education in the various Australian States and Territories are:

<http://www.decs.act.gov.au/>

<http://www.schools.nsw.edu.au/>

<http://www.deet.nt.gov.au/education/>

<http://education.qld.gov.au/>

http://www.decs.sa.gov.au/decs_home.asp

<http://www.education.tas.gov.au/>

COURSE FRAMEWORK DEVELOPMENT GROUP

Name	College
Hildegarde Higgins	Hawker
Louisa Barnsley	Merici
Hayley Tronson	Narrabundah

The group gratefully acknowledges the work of previous groups who developed and revised the Behavioural Science Course Framework.

A COURSE RUBRIC for RESEARCH ASSIGNMENT

Note: Rubrics have been created as a guideline for schools. Rubrics do not replace a sustained comment by the teacher that is specific to the task

CRITERIA	A	B	C	D	E
Investigation of Knowledge	<ul style="list-style-type: none"> independently selects and uses a range of appropriate sources successfully utilises a wide range of relevant sources accurately acknowledges sources in bibliography 	<ul style="list-style-type: none"> selects and uses a range of obvious sources utilises a range of relevant sources acknowledges sources in bibliography 	<ul style="list-style-type: none"> relies heavily on few sources utilises some sources some acknowledgement of sources in bibliography 	<ul style="list-style-type: none"> relies heavily on information given in class utilises given sources limited acknowledgment of sources in bibliography 	<ul style="list-style-type: none"> accesses sources when assisted little or no acknowledgment of sources in bibliography
Understanding and Application	<ul style="list-style-type: none"> presents a response that demonstrates a thorough understanding of concepts, theories and issues applies theories and ideas to significant real life situations 	<ul style="list-style-type: none"> presents a response that demonstrates a sound understanding of concepts, theories and issues applies knowledge in real life situations 	<ul style="list-style-type: none"> presents a response that demonstrates a satisfactory understanding of some concepts, theories and issues applies knowledge in some real life situations 	<ul style="list-style-type: none"> presents a limited response that demonstrates some understanding of issues raised with assistance, applies knowledge in some real life situations 	<ul style="list-style-type: none"> presents little or no response to issues raised demonstrates little or no application of knowledge
Interpretation and Evaluation	<ul style="list-style-type: none"> is able to make relevant links and identify relationships between key ideas and information consistently considers the strengths and limitations of material 	<ul style="list-style-type: none"> is able to make relevant links between key ideas and information considers the strengths and limitations of material 	<ul style="list-style-type: none"> is able to make links between ideas and information in some situations sometimes considers the strengths and limitations of material 	<ul style="list-style-type: none"> is able to make some links between ideas and information considers the strengths and limitations of material with assistance 	<ul style="list-style-type: none"> is able to make few links between ideas and information
Communication	<ul style="list-style-type: none"> presents knowledge and ideas coherently uses relevant terminology organises and structures work effectively confidently uses appropriate modes of presentation 	<ul style="list-style-type: none"> presents knowledge and ideas clearly uses some relevant terminology organises and structures work adequately competently uses appropriate modes of presentation 	<ul style="list-style-type: none"> presents knowledge and ideas satisfactorily uses limited terminology shows simple organisation of work uses satisfactory modes of presentation 	<ul style="list-style-type: none"> presents knowledge and ideas simply shows limited organisation of work uses unsuccessful modes of presentation 	<ul style="list-style-type: none"> presents few ideas shows little or no organisation of work uses inappropriate modes of presentation

A COURSE RUBRIC for ORAL PRESENTATION

Note: Rubrics have been created as a guideline for schools. Rubrics do not replace a sustained comment by the teacher that is specific to the task

CRITERIA	A	B	C	D	E
Investigation of Knowledge	<ul style="list-style-type: none"> • independently selects and uses a range of appropriate sources successfully • utilises a wide range of relevant sources • accurately acknowledges sources in bibliography 	<ul style="list-style-type: none"> • selects and uses a range of obvious sources • utilises a range of relevant sources • acknowledges sources in bibliography 	<ul style="list-style-type: none"> • relies heavily on few sources • utilises some sources • some acknowledgement of sources in bibliography 	<ul style="list-style-type: none"> • relies heavily on information given in class • utilises given sources • limited acknowledgment of sources in bibliography 	<ul style="list-style-type: none"> • accesses sources when assisted • little or no acknowledgment of sources in bibliography
Understanding and Application	<ul style="list-style-type: none"> • presents a response that demonstrates a thorough understanding of concepts, theories and issues • applies theories and ideas to significant real life situations 	<ul style="list-style-type: none"> • presents a response that demonstrates a sound understanding of concepts, theories and issues • applies knowledge in real life situations 	<ul style="list-style-type: none"> • presents a response that demonstrates a satisfactory understanding of some concepts, theories and issues • applies knowledge in some real life situations 	<ul style="list-style-type: none"> • presents a limited response that demonstrates some understanding of issues raised • with assistance, applies knowledge in some real life situations 	<ul style="list-style-type: none"> • presents little or no response to issues raised • demonstrates little or no application of knowledge
Interpretation and Evaluation	<ul style="list-style-type: none"> • is able to make relevant links and identify relationships between key ideas and information • consistently considers the strengths and limitations of material 	<ul style="list-style-type: none"> • is able to make relevant links between key ideas and information • considers the strengths and limitations of material 	<ul style="list-style-type: none"> • is able to make links between ideas and information in some situations • sometimes considers the strengths and limitations of material 	<ul style="list-style-type: none"> • is able to make some links between ideas and information • considers the strengths and limitations of material with assistance 	<ul style="list-style-type: none"> • is able to make few links between ideas and information
Communication	<ul style="list-style-type: none"> • presents knowledge and ideas coherently • uses relevant terminology • organises and structures work effectively • a high level of engagement of audience in terms of tone, eye contact, pace (a performed not read speech) 	<ul style="list-style-type: none"> • presents knowledge and ideas clearly • uses some relevant terminology • organises and structures work adequately • a effective engagement of audience in terms of tone, eye contact, pace (a performed not read speech) 	<ul style="list-style-type: none"> • presents knowledge and ideas satisfactorily • uses limited terminology • shows simple organisation of work • evidence of engagement of audience in terms of tone, eye contact, pace 	<ul style="list-style-type: none"> • presents knowledge and ideas simply • shows limited organisation of work • a limited sense of audience in terms of tone, eye contact, pace 	<ul style="list-style-type: none"> • presents few ideas • shows little or no organisation of work • little or no engagement of audience

T COURSE RUBRIC for RESEARCH ESSAY

Note: Rubrics have been created as a guideline for schools. Rubrics do not replace a sustained comment by the teacher that is specific to the task

CRITERIA	A	B	C	D	E
Investigation of Knowledge	<ul style="list-style-type: none"> • displays confidence, flexibility, and initiative in locating, selecting and recording • utilises a variety of recent and relevant resources • accurately acknowledges sources in bibliography and with in text citation 	<ul style="list-style-type: none"> • is accurate and attentive to detail in locating, selecting and recording • utilises a variety of relevant resources • acknowledges sources in bibliography and with in text citation 	<ul style="list-style-type: none"> • uses appropriate and obvious information when locating, selecting and recording • utilises relevant resources • provides some acknowledgments of sources and bibliography 	<ul style="list-style-type: none"> • locates and records obvious information • utilises given resources • has limited acknowledgement of sources 	<ul style="list-style-type: none"> • relies on assistance to locate and record obvious information • lacks acknowledgement of sources
Understanding and Application	<ul style="list-style-type: none"> • demonstrates an insightful understanding of a wide variety of concepts, theories and issues • applies relevant research/ideas consistently in responses 	<ul style="list-style-type: none"> • presents a clear argument that demonstrates a sound understanding of specific concepts, theories and issues • applies relevant research/ideas in responses 	<ul style="list-style-type: none"> • presents an argument that demonstrates a satisfactory understanding of some concepts, theories and issues • applies relevant research/ideas generally in responses 	<ul style="list-style-type: none"> • present a limited argument, and demonstrates some understanding of concepts, theories and issues • applies some research/ideas in responses 	<ul style="list-style-type: none"> • present basic facts and little understanding of any, concepts, theories and issues • applies little or no research/ideas in responses
Interpretation and Evaluation	<ul style="list-style-type: none"> • demonstrates initiative, originality and discernment in comparing and contrasting relevant theories and ideas • interprets information and ideas critically drawing insightful conclusions 	<ul style="list-style-type: none"> • demonstrates sound reasoning in comparing and contrasting relevant theories and ideas • interprets information and ideas successfully drawing logical conclusions 	<ul style="list-style-type: none"> • compares and contrasts relevant theories and ideas • interprets information and ideas satisfactorily drawing satisfactory conclusions 	<ul style="list-style-type: none"> • presents theories and ideas • interprets information and ideas drawing unsupported conclusions 	<ul style="list-style-type: none"> • presents few theories and ideas • interprets information and ideas in a limited way
Communication	<ul style="list-style-type: none"> • communicates ideas persuasively, with sophistication, clarity and imagination • confidently uses relevant terminology • demonstrates high levels of organisation and application of essay style and structure • skilfully uses appropriate modes of presentation 	<ul style="list-style-type: none"> • communicates ideas with clarity and imagination • uses relevant terminology • achieves effective organisation of ideas showing skilful grasp of organisation of essay style and structure • competently uses appropriate modes of presentation 	<ul style="list-style-type: none"> • communicates ideas with clarity • uses some relevant terminology • writes purposefully and with a sense of appropriate essay style and structure • uses satisfactory modes of presentation 	<ul style="list-style-type: none"> • communicates ideas simply • uses limited relevant terminology • achieves partial organisation of ideas • uses unsuccessful modes of presentation 	<ul style="list-style-type: none"> • communicates few ideas • uses little or no relevant terminology • shows little organisation of ideas • uses inappropriate modes of presentation

T COURSE RUBRIC for IN-CLASS ESSAY

Note: Rubrics have been created as a guideline for schools. Rubrics do not replace a sustained comment by the teacher that is specific to the task

CRITERIA	A	B	C	D	E
Investigation of Knowledge	<ul style="list-style-type: none"> • displays confidence, flexibility, and initiative in locating, selecting and recording • utilises a variety of recent and relevant resources • accurately acknowledges sources 	<ul style="list-style-type: none"> • is accurate and attentive to detail in locating, selecting and recording • utilises a variety of relevant resources • acknowledges sources 	<ul style="list-style-type: none"> • uses appropriate and obvious information when locating, selecting and recording • utilises relevant resources • provides some acknowledgments of sources 	<ul style="list-style-type: none"> • presents obvious information • utilises given resources • has limited acknowledgement of sources 	<ul style="list-style-type: none"> • presents given information • lacks acknowledgement of sources
Understanding and Application	<ul style="list-style-type: none"> • demonstrates an insightful understanding of a wide variety of concepts, theories and issues • applies relevant research/ideas consistently in responses 	<ul style="list-style-type: none"> • presents a clear argument that demonstrates a sound understanding of specific concepts, theories and issues • applies relevant research/ideas in responses 	<ul style="list-style-type: none"> • presents an argument that demonstrates a satisfactory understanding of some concepts, theories and issues • applies relevant research/ideas generally in responses 	<ul style="list-style-type: none"> • present a limited argument, and demonstrates some understanding of concepts, theories and issues • applies some research/ideas in responses 	<ul style="list-style-type: none"> • present basic facts and little understanding of any, concepts, theories and issues • applies little or no research/ideas in responses
Interpretation and Evaluation	<ul style="list-style-type: none"> • demonstrates initiative, originality and discernment in comparing and contrasting relevant theories and ideas • interprets information and ideas critically drawing insightful conclusions 	<ul style="list-style-type: none"> • demonstrates sound reasoning in comparing and contrasting relevant theories and ideas • interprets information and ideas successfully drawing logical conclusions 	<ul style="list-style-type: none"> • compares and contrasts relevant theories and ideas • interprets information and ideas satisfactorily drawing satisfactory conclusions 	<ul style="list-style-type: none"> • presents theories and ideas • interprets information and ideas drawing unsupported conclusions 	<ul style="list-style-type: none"> • presents few theories and ideas • interprets information and ideas in a limited way
Communication	<ul style="list-style-type: none"> • communicates ideas persuasively, with sophistication, clarity and imagination • confidently uses relevant terminology • demonstrates high levels of organisation and application of essay style and structure • skilfully uses appropriate modes of presentation 	<ul style="list-style-type: none"> • communicates ideas with clarity and imagination • uses relevant terminology • achieves effective organisation of ideas showing skilful grasp of organisation of essay style and structure • competently uses appropriate modes of presentation 	<ul style="list-style-type: none"> • communicates ideas with clarity • uses some relevant terminology • writes purposefully and with a sense of appropriate essay style and structure • uses satisfactory modes of presentation 	<ul style="list-style-type: none"> • communicates ideas simply • uses limited relevant terminology • achieves partial organisation of ideas • uses unsuccessful modes of presentation 	<ul style="list-style-type: none"> • communicates few ideas • uses little or no relevant terminology • shows little organisation of ideas • uses inappropriate modes of presentation

T COURSE RUBRIC for ORAL PRESENTATION

Note: Rubrics have been created as a guideline for schools. Rubrics do not replace a sustained comment by the teacher that is specific to the task

CRITERIA	A	B	C	D	E
Investigation of Knowledge	<ul style="list-style-type: none"> • displays confidence, flexibility, and initiative in locating, selecting and recording • utilises a variety of recent and relevant resources • accurately acknowledges sources throughout presentation and in bibliography 	<ul style="list-style-type: none"> • is accurate and attentive to detail in locating, selecting and recording • utilises a variety of relevant resources • acknowledges sources throughout presentation and in bibliography 	<ul style="list-style-type: none"> • uses appropriate and obvious information when locating, selecting and recording • utilises relevant resources • provides some acknowledgments of sources throughout presentation and in bibliography 	<ul style="list-style-type: none"> • locates and records obvious information • utilises given resources • has limited acknowledgement of sources throughout presentation and in bibliography 	<ul style="list-style-type: none"> • relies on assistance to locate and record obvious information • lacks acknowledgement of sources throughout presentation and in bibliography
Understanding and Application	<ul style="list-style-type: none"> • demonstrates an insightful understanding of a wide variety of concepts, theories and issues • applies relevant research/ideas consistently in responses 	<ul style="list-style-type: none"> • presents a clear argument that demonstrates a sound understanding of specific concepts, theories and issues • applies relevant research/ideas in responses 	<ul style="list-style-type: none"> • presents an argument that demonstrates a satisfactory understanding of some concepts, theories and issues • applies relevant research/ideas generally in responses 	<ul style="list-style-type: none"> • present a limited argument, and demonstrates some understanding of concepts, theories and issues • applies some research/ideas in responses 	<ul style="list-style-type: none"> • present basic facts and little understanding of any, concepts, theories and issues • applies little or no research/ideas in responses
Interpretation and Evaluation	<ul style="list-style-type: none"> • demonstrates initiative, originality and discernment in comparing and contrasting relevant theories and ideas • interprets information and ideas critically drawing insightful conclusions 	<ul style="list-style-type: none"> • demonstrates sound reasoning in comparing and contrasting relevant theories and ideas • interprets information and ideas successfully drawing logical conclusions 	<ul style="list-style-type: none"> • compares and contrasts relevant theories and ideas • interprets information and ideas satisfactorily drawing satisfactory conclusions 	<ul style="list-style-type: none"> • presents theories and ideas • interprets information and ideas drawing unsupported conclusions 	<ul style="list-style-type: none"> • presents few theories and ideas • interprets information and ideas in a limited way
Communication	<ul style="list-style-type: none"> • communicates ideas persuasively, with sophistication, clarity and imagination • confidently uses relevant terminology • demonstrates high levels of organisation and application of style and structure • a high level of engagement of audience in terms of tone, eye contact, pace (a performed not read speech) 	<ul style="list-style-type: none"> • communicates ideas with clarity and imagination • uses relevant terminology • achieves effective organisation of ideas showing skilful grasp of organisation of style and structure • an effective engagement of audience in terms of tone, eye contact, pace (a performed not read speech) 	<ul style="list-style-type: none"> • communicates ideas with clarity • uses some relevant terminology • writes purposefully and with a sense of appropriate style and structure • evidence of engagement of audience in terms of tone, eye contact, pace 	<ul style="list-style-type: none"> • communicates ideas simply • uses limited relevant terminology • achieves partial organisation of ideas • limited sense of audience in terms of tone, eye contact, pace 	<ul style="list-style-type: none"> • communicates few ideas • uses little or no relevant terminology • shows little organisation of ideas • little or no engagement of audience

All programs of study for the ACT Year 12 Certificate should enable students to become:

	The examples are indicative and not exhaustive. Those in bold relate particularly to the Employability Skills; those in <i>italics</i> to the Across Curriculum Perspectives.
• creative and critical thinkers	exploring, imagining, observing, predicting, thinking laterally, generating ideas, inquiring and researching , interrogating, conceptualising, collecting and analysing data and information, classifying , interpreting, formulating hypotheses, generalising, synthesising, reflecting , justifying conclusions, understanding different perspectives, understanding and application of different thinking strategies, understanding of scientific and mathematical language, using scientific and mathematical techniques (eg estimating, reading and interpreting data, interpolation and extrapolation)
• enterprising problem-solvers	showing initiative, resourcefulness , resilience, persistence, assessing and taking risks, recognising and seizing opportunities, problem-posing, problem-identification, problem clarification , being practical, being innovative , using mathematical techniques, using appropriate technologies, working independently and/or collaboratively to achieve a solution, testing assumptions and solutions, modifying approaches
• skilled and empathetic communicators	oral and written skills in Standard Australian English, matching communication to audience and purpose , using terminology and style appropriate to particular disciplines, using mathematical language , creating and communicating meaning using multi-modal forms, imagining the feelings and views of others , respecting and valuing diversity
• informed and ethical decision-makers	finding information and using evidence as the basis for judgements and decisions, developing awareness of differing perspectives , having integrity, taking action, exploring and critically reflecting on own values, attitudes and beliefs
• environmentally and culturally aware citizens	understanding <i>the interconnectedness of the natural and constructed world</i> ; the <i>multicultural nature of Australian society</i> ; <i>Indigenous perspectives</i> ; and global economic, social and <i>environmental</i> issues; <i>respecting difference</i> , exercising rights and responsibilities, acting in the public sphere , understanding consequences of choices and decisions
• confident and capable users of technologies	having a range of IT skills , accessing and evaluating <i>information</i> , designing and making, communicating using technologies, choosing most appropriate technologies for the task , refining processes, willingness to learn new skills
• independent and self-managing learners	eg understanding self (<i>including gender</i>), having personal goals, evaluating and monitoring own performance, taking responsibility , flexibility in adapting course of action, openness to new ideas, managing time and resources, planning and organising
• collaborative team members	eg contributing to group effectiveness, building trust, capacity to take different roles within a team, respecting differing strengths (<i>including contributions of boys and girls</i>), skills in negotiation and compromise, sustaining commitment to achieve group goals

and provide students with

• a comprehensive body of specific knowledge, principles and concepts	through subjects, cross-disciplinary courses and/or projects, work experience
• a basis for self-directed and lifelong learning	through understanding and managing self, developing capabilities and modelling an approach ('taking stock, taking steps') that prepares for a social and economic environment of greater individual responsibility
• personal attributes enabling effective participation in society	developing social skills and capabilities for citizenship, work experience and recognition of outside learning ; through understanding of a globalised knowledge society