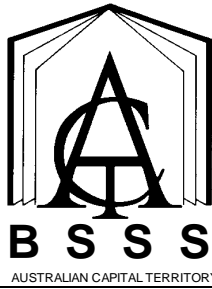


BEHAVIOURAL SCIENCE

**Course
Framework**

From 2017



Behavioural Science Course Framework

INTRODUCTION

All courses of study for the ACT Senior Secondary Certificate should enable students to develop essential capabilities for twenty-first century learners. These 'capabilities' comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum.

The capabilities include:

- Literacy
- Numeracy
- Information and communication technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical behaviour
- Intercultural understanding

Courses of study for the ACT Senior Secondary Certificate should be both relevant to the lives of students and incorporate the contemporary issues they face. Hence, courses address the following three priorities. These priorities are:

- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

Elaboration of these student capabilities and priorities are available on the ACARA website.

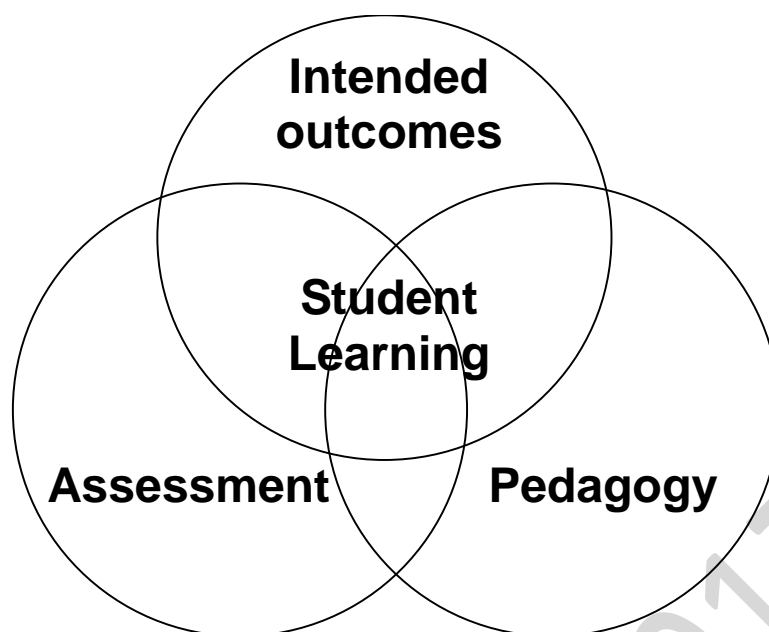
COURSE FRAMEWORKS

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.

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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

Behavioural Science is the study of how individuals and groups think, feel, and behave. Students develop an understanding of themselves and others by exploring the roles and interactions between individuals and society.

Students develop their knowledge and understanding of theories, concepts and perspectives to explain behaviour. They analyse the nature and purpose of behavioural science and develop insights into types of behaviour across a range of contexts in society.

Students develop skills which promote objective thinking and apply evidence-based research for understanding and interpreting human behaviour. Students develop analytical and critical thinking skills and learn to question and challenge assumptions about human behaviour. They develop skills to communicate effectively and present logical and coherent arguments.

Courses written under this framework enable learners to understand how individuals function within different contexts. 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 study of Behavioural Science provides continuity with many tertiary and industry courses.

GOALS

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

- analyse behavioural science theories, concepts, principles, methodologies, assumptions, perspectives and ideas
- analyse the nature of human behaviour and the impact of factors that influence how humans feel, think and act at an individual, group and societal level
- understand the influence of historical, political, technological and cultural contexts on behaviour
- analyse values and attitudes and evaluate their influence on behaviour
- reflect on individual differences, including social and cultural diversity through developing social skills, values and awareness
- apply behavioural science knowledge and skills to develop insights on individuals and society
- communicate in a range of modes and mediums for specific purposes and audiences
- understand the nature and purposes of the behavioural sciences
- apply skills in practical contexts

Concepts, Knowledge and Skills

Courses developed under this Framework provide details of course content through the component units of the course. While this content will differ according to the particular course, all content will be chosen to enable students to work towards the achievement of the common and agreed goals of the Framework.

Concepts and Knowledge

- community
- culture
- individual versus society
- norms and values
- nature versus nurture
- research design

Skills

- critical thinking, creative thinking, analysis
- evaluation, reflection and synthesis
- research
- application of theories, concepts, models and principles
- problem solving and decision making
- communication
- use of technology
- logic and reasoning
- work independently and collaboratively

Vocational Courses

In addition to the concepts, knowledge and skills, colleges with Registered Training Organisation (RTO) status are eligible to deliver qualifications or statements of attainment from national training packages. In order to do so they must have been granted scope by the Australian Skills Quality Authority (ASQA). Vocational courses may be classified as A/V, T/V, M/V or C. Competencies are embedded into course units and must reflect the packaging rules of the relevant training package for students to achieve the qualification level indicated.

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

TEACHING STRATEGIES

Course developers are encouraged to outline teaching strategies that are grounded in the Learning Principles and encompass quality teaching. Pedagogical techniques and assessment tasks should promote intellectual quality, establish a rich learning environment and generate relevant connections between learning and life experiences

ASSESSMENT

The identification of assessment criteria and assessment tasks types and weightings provide a common and agreed basis for the collection of evidence of student achievement.

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 must use all of these criteria to assess students' performance, but are not required to use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Assessment Tasks elicit responses that demonstrate the degree to which students have achieved the goals of a unit based on the assessment criteria. The Common Curriculum Elements (CCE) is a guide to developing assessment tasks that promote a range of thinking skills (see appendix A). It is highly desirable that assessment tasks engage students in demonstrating higher order thinking.

Rubrics use the assessment criteria relevant for a particular task and can be used to assess a continuum that indicates levels of student performance against each criterion.

VET Assessment

In addition, tasks provide evidence required to deem a student competent. Elements of competence for each Unit of Competency indicate the essential concepts and knowledge that underpin each skill or skills set. Some Training Packages have a mandatory structured work learning (SWL) placement where skills may be demonstrated in an industry setting.

Assessment Criteria

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

- knowledge and understanding
- skills.

Assessment Task Types

Task Type	Test	Inquiry
	A test may include: <ul style="list-style-type: none"> • multiple choice • short answer responses • extended response • in-class essay 	Suggested tasks may include: <ul style="list-style-type: none"> • oral presentation • research report • experimental report/survey • literature review • essay • seminar • multimedia presentation • case studies • film study • diary/ journal entry • public campaign • role play • journal article • model • sociogram • artwork
Weightings in A/T 1.0 Units	40 - 60%	40 - 60%
Weightings in A/T 0.5 Units	40 - 60%	40 - 60%
Weightings in M 1.0 and 0.5 Units	10 - 90%	10 - 90%

Additional Assessment Advice

- For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five.
- For a half standard unit (0.5), students must complete a minimum of two and a maximum of three assessment tasks.
- Suggested guidelines for a written task: **A** 500 - 800, **T** 800 - 1500 words.
- Suggested guidelines for an oral presentation: **A** 5 - 8 minutes **T**: 8 - 15 minutes
- It is highly recommended that students undertake a research report or experimental report/survey during the course of their study.

ACHIEVEMENT STANDARDS

Student achievement in **A, T** and **M** units is reported based on system standards as an A - E grade. Grade descriptors, and standard work samples where available, provide a guide for teacher judgement of students' achievement over the unit.

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.

VET

Students must demonstrate competency according to training package and industry requirements. Achievement benchmarks are documented as elements of competence under each Unit of Competency

Courses from 2011

Unit Grade Descriptors for Behavioural Science A Course Year 11

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> analyses theories, concepts and models used to explain behaviour analyses the nature and purpose of behavioural science compares perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level 	<ul style="list-style-type: none"> discuss theories, concepts and models used to explain behaviour discuss the nature and purpose of behavioural science discuss perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level 	<ul style="list-style-type: none"> interprets theories, concepts and models used to explain behaviour interprets the nature and purpose of behavioural science describes perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level 	<ul style="list-style-type: none"> describes theories, concepts and models used to explain behaviour describes the nature and purpose of behavioural science identifies perspectives and ideas with some reference to how humans think, feel and act at an individual, group and societal level 	<ul style="list-style-type: none"> identifies theories, concepts and models used to explain behaviour identifies the nature and purpose of behavioural science identifies some perspectives and ideas with little or no reference to how humans think, feel and act at an individual, group and societal level
Skills	<ul style="list-style-type: none"> analyses theories, concepts and models to provide an evidence-based critique and discussion for alternatives ways of thinking about behaviour communicates effectively and accurately in a range of modes, styles and genres for specific audiences and purposes plans and undertakes independent inquiries and analyses relevant data and information based on an analysis of valid and reliable sources 	<ul style="list-style-type: none"> explains theories, concepts and models to provide a critique with reference to evidence, and identifies alternatives ways of thinking about behaviour communicates clearly and accurately in a range of modes, styles and genres for specific audiences and purposes plans and undertakes independent inquiries and explains relevant data and information based on an assessment of valid and reliable sources 	<ul style="list-style-type: none"> describes theories, concepts and models to provide a critique with reference to evidence, and identifies alternatives ways of thinking about behaviour communicates in a range of modes, styles and genres for specific purposes genres for specific audiences and purposes undertakes guided inquiries and analyses data and information based on a range of appropriate sources 	<ul style="list-style-type: none"> describes theories, concepts and models from a personal perspective with some reference to evidence and alternative ways of thinking about behaviour communicates in some modes and genres for specific audiences and purposes undertakes guided inquiries using limited sources 	<ul style="list-style-type: none"> considers claims from a personal perspective with little or no reference to evidence and alternative ways of thinking about behaviour communicates with little or no reference to audiences and purposes undertakes simple research on a topic with little or no reference to sources

Unit Grade Descriptors for Behavioural Science A Course Year 12

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> analyses theories, concepts and models used to explain behaviour and explains their limitations and assumptions on how humans think, feel and act at an individual, group and societal level analyses the nature and purpose of behavioural science and explains the impact of external factors on individuals, groups and society across a range of contexts compares a variety of perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level 	<ul style="list-style-type: none"> discuss theories, concepts and models used to explain behaviour and describes their limitations and assumptions on how humans think, feel and act at an individual, group and societal level discuss the nature and purpose of behavioural science and describes the impact of external factors on individuals, groups and society across a range of contexts discuss perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level 	<ul style="list-style-type: none"> interprets theories, concepts and models used to explain behaviour and describes their limitations and assumptions on how humans think, feel and act at an individual, group and societal level interprets the nature and purpose of behavioural science and describes the impact of external factors on individuals, groups and society across contexts describes perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level 	<ul style="list-style-type: none"> describes theories, concepts and models used to explain behaviour and identifies some limitations and assumptions on how humans think, feel and act at an individual, group and societal level describes the nature and purpose of behavioural science with some reference to the impact of external factors on individuals, groups and society across contexts identifies perspectives and ideas with some reference to how humans think, feel and act at an individual, group and societal level 	<ul style="list-style-type: none"> identifies theories, concepts and models used to explain how humans think, feel and act at an individual, group and societal level identifies the nature and purpose of behavioural science with little or no reference to the impact of external factors on individuals, groups and society across contexts identifies some perspectives and ideas with little or no reference to how humans think, feel and act at an individual, group and societal level
Skills	<ul style="list-style-type: none"> analyses theories, concepts and models to provide an evidence-based critique and discussion for alternatives ways of thinking about behaviour communicates effectively and accurately in a range of modes, styles and genres for specific audiences and purposes plans and undertakes independent inquiries and analyses relevant data and information based on an evaluation of valid and reliable sources 	<ul style="list-style-type: none"> explains theories, concepts and models to provide a critique with reference to evidence, and identifies alternatives ways of thinking about behaviour communicates clearly and accurately in a range of modes, styles and genres for specific audiences and purposes plans and undertakes independent inquiries and analyses relevant data and information based on an assessment of valid and reliable sources 	<ul style="list-style-type: none"> describes theories, concepts and models to provide a critique with reference to evidence, and identifies alternatives ways of thinking about behaviour communicates in a range of modes, styles and genres for specific purposes genres for specific audiences and purposes undertakes guided inquiries and analyses data and information based on a range of appropriate sources 	<ul style="list-style-type: none"> describes theories, concepts and models from a personal perspective with some reference to evidence and alternative ways of thinking about behaviour communicates in some modes and genres for specific audiences and purposes undertakes guided inquiries using limited sources 	<ul style="list-style-type: none"> considers claims from a personal perspective with little or no reference to evidence and alternative ways of thinking about behaviour communicates with little or no reference to audiences and purposes undertakes simple research on a topic with little or no reference to sources

Unit Grade Descriptors for Behavioural Science T Course Year 11

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> critically analyses theories, concepts and models used to explain behaviour and evaluates their limitations and assumptions on how humans think, feel and act at an individual, group and societal level critically analyses principles, methodology, approaches to data and procedures in behavioural science and evaluates their validity and reliability critically analyses the nature and purpose of behavioural science and evaluates the impact of external factors on individuals, groups and society across a range of contexts critically analyses the types of behaviour demonstrated by individuals, groups and society and evaluates representations and interpretations to explain human behaviour 	<ul style="list-style-type: none"> analyses theories, concepts and models used to explain behaviour and analyses their limitations and assumptions on how humans think, feel and act at an individual, group and societal level analyses principles, methodology, approaches to data and procedures in behavioural science and analyses their validity and reliability analyses the nature and purpose of behavioural science and analyse the impact of external factors on individuals, groups and society across a range of contexts analyses the types of behaviour demonstrated by individuals, groups and society and analyses representations and interpretations to explain human behaviour 	<ul style="list-style-type: none"> explains theories, concepts and models used to explain behaviour and describes their limitations and assumptions on how humans think, feel and act at an individual, group and societal level explains principles, methodology, approaches to data and procedures in behavioural science and describes their validity and reliability explains the nature and purpose of behavioural science and describes the impact of external factors on individuals, groups and society across a range of contexts explains the types of behaviour demonstrated by individuals, groups and society and describes representations and interpretations to explain human behaviour 	<ul style="list-style-type: none"> describes theories, concepts and models used to explain behaviour and identifies some limitations and assumptions on how humans think, feel and act at an individual, group and societal level describes principles, methodology, approaches to data and procedures in behavioural science with some reference to validity and reliability describes the nature and purpose of behavioural science with some reference to the impact of external factors on individuals, groups and society across a range of contexts describes the types of behaviour demonstrated by individuals, groups and society with some reference to representations and interpretations to explain human behaviour 	<ul style="list-style-type: none"> identifies theories, concepts and models used to explain how humans think, feel and act at an individual, group and societal level identifies principles, methodology, approaches to data and procedures in behavioural science with little or no reference to validity and reliability identifies the nature and purpose of behavioural science with little or no reference to the impact of external factors on individuals, groups and society across a range of contexts identifies the types of behaviour demonstrated by individuals, groups and society with little or no reference to representations and interpretations to explain human behaviour
Skills	<ul style="list-style-type: none"> critically analyses theories, concepts and models to provide an evidence-based critique and discussion for alternatives ways of thinking about behaviour critically analyses complex problems, and makes reasoned, plausible predictions in unfamiliar contexts communicates effectively and accurately in a range of modes, styles and genres for specific audiences and purposes plans and undertakes independent inquiries and analyses relevant data and information based on a critical evaluation of reliable and useful sources 	<ul style="list-style-type: none"> analyses theories, concepts and models to provide a critique with reference to evidence, and identifies alternatives ways of thinking about behaviour analyse complex problems, and make reasoned, plausible predictions in unfamiliar contexts communicates clearly and accurately in a range of modes, styles and genres for specific audiences and purposes plans and undertakes independent inquiries and analyses relevant data and information based on an assessment of reliable and useful sources 	<ul style="list-style-type: none"> explains theories, concepts and models to provide a critique with reference to evidence, and identifies alternatives ways of thinking about behaviour interprets complex problems, and make reasoned, plausible predictions in familiar contexts communicates clearly in a range of modes, styles and genres for specific purposes undertakes guided inquiries and analyses data and information based on a range of appropriate sources 	<ul style="list-style-type: none"> describes theories, concepts and models from a personal perspective interprets complex problems, and makes some predictions in familiar contexts communicates in a range of modes and genres undertakes guided inquiries using limited sources 	<ul style="list-style-type: none"> considers claims from a personal perspective describes complex problems, and makes some predictions in familiar contexts communicates in a range of modes undertakes simple research on a topic

Unit Grade Descriptors for Behavioural Science T Course Year 12

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> critically analyses theories, concepts and models used to explain behaviour and evaluates their limitations and assumptions on how humans think, feel and act at an individual, group and societal level critically analyses principles, methodology, approaches to data and procedures in behavioural science and evaluates their validity and reliability critically analyses the nature and purpose of behavioural science and evaluates the impact of factors on individuals, groups and society across a range of contexts critically analyses the types of behaviour demonstrated by individuals, groups and society and evaluates representations and interpretations to explain human behaviour synthesises a variety of perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level 	<ul style="list-style-type: none"> analyses theories, concepts and models used to explain behaviour and analyses their limitations and assumptions on how humans think, feel and act at an individual, group and societal level analyses principles, methodology, approaches to data and procedures in behaviour science and analyses their validity and reliability analyses the nature and purpose of behavioural science and analyses its impact of factors on individuals, groups and society across a range of contexts analyses the types of behaviour demonstrated by individuals, groups and society and analyses representations and interpretations to explain human behaviour compares and analyses perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level 	<ul style="list-style-type: none"> explains theories, concepts and models used to explain behaviour and describes their limitations and assumptions on how humans think, feel and act at an individual, group and societal level explains principles, methodology, approaches to data and procedures in behavioural science and describes their validity and reliability explains the nature and purpose of behavioural science and describes the impact of factors on individuals, groups and society across a range of contexts explains the types of behaviour demonstrated by individuals, groups and society and describes representations and interpretations to explain human behaviour compares and explains perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level 	<ul style="list-style-type: none"> describes theories, concepts and models used to explain behaviour and identifies some limitations and assumptions on how humans think, feel and act at an individual, group and societal level describes principles, methodology, approaches to data and procedures in behavioural science with some reference to validity and reliability describes the nature and purpose of behavioural science with some reference to the impact of factors on individuals, groups and society across a range of contexts describes the types of behaviour demonstrated by individuals, groups and society with some reference to representations and interpretations to explain human behaviour describes perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level 	<ul style="list-style-type: none"> identifies theories, concepts and models used to explain how humans think, feel and act at an individual, group and societal level identifies principles, methodology, approaches to data and procedures in behavioural science with little or no reference to validity and reliability identifies the nature and purpose of behavioural science with little or no reference to the impact of factors on individuals, groups and society across a range of contexts identifies the types of behaviour demonstrated by individuals, groups and society with little or no reference to representations and interpretations to explain human behaviour identifies perspectives and ideas to present an understanding of how humans think, feel and act at an individual, group and societal level
Skills	<ul style="list-style-type: none"> critically analyses theories, concepts and models to provide an evidence-based critique and discussion for alternatives ways of thinking about behaviour critically analyses complex problems, and makes reasoned, plausible predictions in unfamiliar contexts communicates effectively and accurately in a range of modes, styles and genres for specific audiences and purposes analyses and reflects with insight on how concepts and theories have developed over time plans and undertakes independent inquiries and analyses relevant data and information based on a critical evaluation of valid and reliable sources 	<ul style="list-style-type: none"> analyses theories, concepts and models to provide a critique with reference to evidence, and identifies alternatives ways of thinking about behaviour analyse complex problems, and make reasoned, plausible predictions in unfamiliar contexts communicates clearly and accurately in a range of modes, styles and genres for specific audiences and purposes analyses and reflects how concepts and theories have developed over time plans and undertakes independent inquiries and analyses relevant data and information based on an assessment of valid and reliable sources 	<ul style="list-style-type: none"> explains theories, concepts and models to provide a critique with reference to evidence, and identifies alternatives ways of thinking about behaviour interprets complex problems, and make reasoned, plausible predictions in familiar contexts communicates clearly in a range of modes, styles and genres for specific purposes explains how concepts and theories have developed over time undertakes guided inquiries and analyses data and information based on a range of appropriate sources 	<ul style="list-style-type: none"> describes theories, concepts and models from a personal perspective interprets complex problems, and makes some predictions in familiar contexts communicates in a range of modes and genres describes how concepts and theories have developed over time undertakes guided inquiries using limited sources 	<ul style="list-style-type: none"> considers claims from a personal perspective describes complex problems, and makes some predictions in familiar contexts communicates in a range of modes identifies how concepts and theories have developed over time undertakes simple research on a topic

Unit Grade Descriptors for Behavioural Science M Course

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> describes the nature and purpose of behavioural science with independence describes basic theories, concepts and principles with independence 	<ul style="list-style-type: none"> describes the nature of purpose of behavioural science with assistance describes basic theories, concepts and principles with assistance 	<ul style="list-style-type: none"> recounts the nature and purpose of behavioural science with occasional assistance recounts basic theories, concepts and principles with occasional assistance 	<ul style="list-style-type: none"> identifies the nature and purpose of behavioural science with continuous guidance identifies theories, concepts and principles with continuous guidance 	<ul style="list-style-type: none"> identifies the nature and purpose of behavioural science with direct instruction identifies some concepts and principles with direct instruction
Skills	<ul style="list-style-type: none"> communicates ideas and arguments using appropriate evidence, terminology and accurate referencing with independence plans and undertakes independent inquiries with independence 	<ul style="list-style-type: none"> communicates ideas and arguments using appropriate evidence, terminology and accurate referencing with assistance plans and undertakes independent inquiries with assistance 	<ul style="list-style-type: none"> communicates ideas and arguments using appropriate evidence, terminology and accurate referencing with occasional assistance undertakes guided inquiries with occasional assistance 	<ul style="list-style-type: none"> communicates ideas and arguments using appropriate evidence, terminology and accurate referencing with continuous guidance undertakes guided inquiries with continuous guidance 	<ul style="list-style-type: none"> communicates ideas and arguments using appropriate evidence, terminology and accurate referencing with direct instruction undertakes simple research on a topic with direct instruction

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.

Teachers of C courses are required to present portfolios of student work for verification that units are taught and assessed as documented and validation that assessments meet industry standards. The Moderation Officer will report any concerns to the Board.

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.

References

The following references were used to inform the development of the Behavioural Science Course Framework:

BOSTES

Syllabus. Retrieved from: <http://www.boardofstudies.nsw.edu.au/>

WACE

Course. Retrieved from http://www.scsa.wa.edu.au/internet/Senior_Secondary/The_WACE

QSA

Course. Retrieved from <https://www.qcaa.qld.edu.au/>

VCE

Study design. Retrieved from <http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx>

TQA

Course. Retrieved from <http://www.tasc.tas.gov.au/>

COURSE FRAMEWORK GROUP

Name	College
Tracie Craze	St Edmund's College
Caroline Blackshaw	St Clare's College
Julie Schofield	Trinity Christian School
Zid Mancenido	Lake Tuggeranong College
Tamzin Oliver	Canberra Girls' Grammar School
Antonella McCarthy	Hawker College

Common Curriculum Elements

Common Curriculum Elements assist in the development of high quality assessment tasks by encouraging breadth and depth and discrimination in levels of achievement.

Organisers	Elements	Examples
create, compose and apply	apply	ideas and procedures in unfamiliar situations, content and processes in non-routine settings
	compose	oral, written and multimodal texts, music, visual images, responses to complex topics, new outcomes
	represent	images, symbols or signs
	create	creative thinking to identify areas for change, growth and innovation, recognise opportunities, experiment to achieve innovative solutions, construct objects, imagine alternatives
	manipulate	images, text, data, points of view
analyse, synthesise and evaluate	justify	arguments, points of view, phenomena, choices
	hypothesise	statement/theory that can be tested by data
	extrapolate	trends, cause/effect, impact of a decision
	predict	data, trends, inferences
	evaluate	text, images, points of view, solutions, phenomenon, graphics
	test	validity of assumptions, ideas, procedures, strategies
	argue	trends, cause/effect, strengths and weaknesses
	reflect	on strengths and weaknesses
	synthesise	data and knowledge, points of view from several sources
	analyse	text, images, graphs, data, points of view
	examine	data, visual images, arguments, points of view
	investigate	issues, problems
organise, sequence and explain	sequence	text, data, relationships, arguments, patterns
	visualise	trends, futures, patterns, cause and effect
	compare/contrast	data, visual images, arguments, points of view
	discuss	issues, data, relationships, choices/options
	interpret	symbols, text, images, graphs
	explain	explicit/implicit assumptions, bias, themes/arguments, cause/effect, strengths/weaknesses
	translate	data, visual images, arguments, points of view
	assess	probabilities, choices/options
identify, summarise and plan	select	main points, words, ideas in text
	reproduce	information, data, words, images, graphics
	respond	data, visual images, arguments, points of view
	relate	events, processes, situations
	demonstrate	probabilities, choices/options
	describe	data, visual images, arguments, points of view
	plan	strategies, ideas in text, arguments
	classify	information, data, words, images
	identify	spatial relationships, patterns, interrelationships
summarise	main points, words, ideas in text, review, draft and edit	

Glossary of Verbs

Verbs	Definition
Analyse	Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
Apply	Use, utilise or employ in a particular situation
Argue	Give reasons for or against something
Assess	Make a Judgement about the value of
Classify	Arrange into named categories in order to sort, group or identify
Compare	Estimate, measure or note how things are similar or dissimilar
Compose	The activity that occurs when students produce written, spoken, or visual texts
Contrast	Compare in such a way as to emphasise differences
Create	Bring into existence, to originate
Demonstrate	Give a practical exhibition an explanation
Describe	Give an account of characteristics or features
Discuss	Talk or write about a topic, taking into account different issues or ideas
Evaluate	Examine and judge the merit or significance of something
Examine	Determine the nature or condition of
Explain	Provide additional information that demonstrates understanding of reasoning and /or application
Extrapolate	Infer from what is known
Hypothesise	Put forward a supposition or conjecture to account for certain facts and used as a basis for further investigation by which it may be proved or disproved
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Show how argument or conclusion is right or reasonable
Manipulate	Adapt or change
Plan	Strategies, develop a series of steps, processes
Predict	Suggest what might happen in the future or as a consequence of something
Reflect	The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience
Relate	Tell or report about happenings, events or circumstances
Represent	Use words, images, symbols or signs to convey meaning
Reproduce	Copy or make close imitation
Respond	React to a person or text
Select	Choose in preference to another or others
Sequence	Arrange in order
Summarise	Give a brief statement of the main points
Synthesise	Combine elements (information/ideas/components) into a coherent whole
Test	Examine qualities or abilities
Translate	Express in another language or form, or in simpler terms
Visualise	The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words