

# **RELIGIOUS STUDIES**

**Course  
Framework**

**From 2016**





# RELIGIOUS STUDIES COURSE FRAMEWORK

## INTRODUCTION

All courses of study for the ACT Year 12 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 Year 12 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:

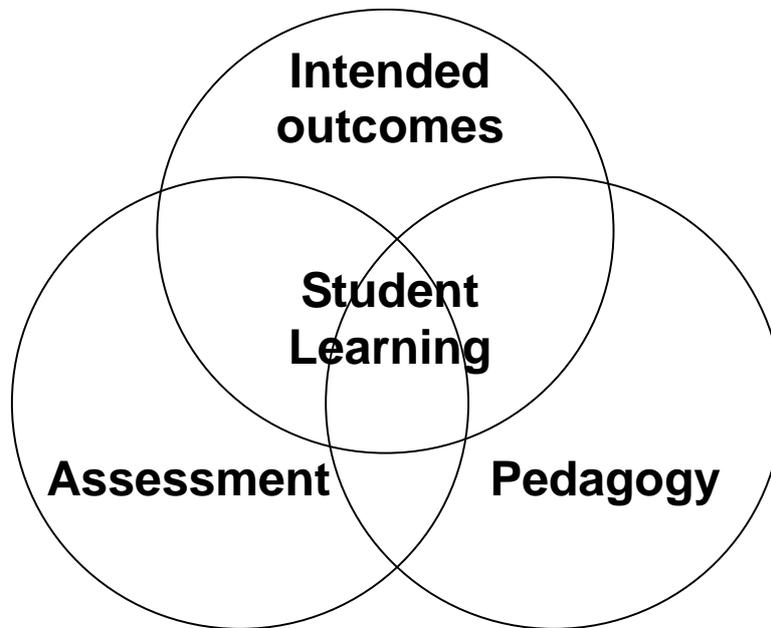
- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

Elaboration of these student capabilities and priorities is 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.



### **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)*

**A, T, V, C** and **M** courses may be developed under this framework. Courses should provide a diverse range of students with the opportunity to study Religious Studies relevant to their lives and futures.

Eligibility to study an M course is determined by BSSS Modified course policy. Modified courses/units are designed for students:

- who satisfy the Education and Training Directorate Disability Criteria accepted as a common definition for census and other system processes by all sectors, public and non-government,
- where the principal has deemed exceptional circumstances due to the students' significant needs and previous levels of support.

Provisions for students with special needs are outlined in the *BSSS Equitable Assessment and Special Consideration in Assessment in Years 11 and 12* guidelines.

## **RATIONALE**

Religious Studies is the study of identity, beliefs, community, society, human behaviour and culture in the context of religion. In a complex and changing world, students explore the search for meaning and purpose of human existence as understood and manifested across different religious traditions and cultures.

Students examine religious concepts through analysis, independent research and open critical inquiry to become active and informed citizens, and lifelong learners.

Religious Studies engages students in a dynamic process of making meaning of the world.

## **GOALS**

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

- demonstrate knowledge and understanding of religion and its significance, through inquiry, critical analysis, evaluation and creative thinking
- understand the significance of identity, beliefs, community, society, human behaviour and culture in the study of religion
- understand the purpose, meaning and significance of religion in relation to the values and beliefs of individuals and communities
- understand religious expression by examining religious traditions and spiritualities
- demonstrate knowledge of ethical and socially responsible behaviours within a religious context
- demonstrate understanding of the influence of faith on human behaviour
- communicate effectively through a variety of modes the results of appropriate inquiry and use the conventions of religious literacy.

## **LITERACY**

Students develop and refine their literacy skills in Religious Studies, through:

- communicating informed views, supported by evidence, with appropriate citation
- applying a repertoire of literacy skills and practices in creative response and argument
- understanding, analysing and evaluating a variety of texts
- analysing and presenting information from primary and secondary sources
- understanding symbolic language.

## **NUMERACY**

Students develop and refine their numeracy skills in Religious Studies, through:

- appreciating numeric symbolism in religious stories and texts
- analysing changing concepts of time, space, and number
- understanding spatial relationships in sacred spaces and rituals
- identifying, patterns, collecting, recording or interpreting relevant quantitative data.

## **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**

- expression of values and beliefs
- multi-faith society and secularism
- theology
- spirituality
- philosophy
- ethics
- faith and well-being
- justice and stewardship
- history and narrative
- continuity and change
- contemporary issues

### **Skills**

- investigation
- creative thinking
- critical analysis
- evaluation
- synthesis
- application of knowledge
- communication

### **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 Organisation 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.

*The developers acknowledge the SACE Religion Studies 2013 curriculum document in the development of literacy and numeracy skills.*

## **TEACHING STRATEGIES**

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

Teaching strategies that are particularly relevant and effective in Religious Studies are listed below.

### **Reviewing prior learning**

Strategies may include but are not limited to the following list:

- brainstorming
- individual, pair and group work
- student reflection of relevant concepts and skills.

### **Introducing new material**

Strategies may include but are not limited to the following list:

- delivery of materials through a variety of media
- excursions and incursions
- using information technologies to research new material.

### **Providing demonstration, guided practice and application**

Strategies may include but are not limited to the following list:

- demonstration, modelling and peer tutoring
- teacher scaffolding to facilitate thinking and writing
- engagement of guest speakers and mentors
- links with relevant individuals and groups

### **Promoting independent practice and application**

Strategies may include but are not limited to the following list:

- research strategies and time management
- problem solving strategies
- practice and reinforcement of learning by way of revision, worksheets and tests
- regular, meaningful feedback
- discussions, debates and student presentations

For Modified courses, teaching strategies should be underpinned by the principles of the Disability Discrimination Act and reflect contemporary pedagogical practices in meeting the needs of students with specific learning deficits or disabilities.

## **ASSESSMENT**

The identification of assessment criteria and assessment task 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) are 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.

### **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**

Assessment is to be differentiated for A, T, V and M courses. Assessment tasks in all courses need to be appropriate to the classification and cater for the needs of students. Creative, open-ended and rich learning tasks are recommended.

## Assessment for A Units

Task Type	In-class (written)	Research	Creative
	May include: document study exam short or extended response stimulus response	May include: biography essay film study portfolio report	May include: artwork community service project diary entry game ICT presentation interview narrative oral presentation performance prayer/liturgy promotional campaign
Weightings in A 1.0 Units	20 - 30%	20 - 30%	40 - 60%
Weightings in A 0.5 Units	0 - 60%	0 - 60%	40 - 60%

### Additional Assessment Advice for A Units

- For a 1.0 unit, minimum of three (3) and a maximum of five (5) tasks are required.
- For a 0.5 unit, minimum of two (2) and a maximum of three (3) tasks are required.
- All 1.0 units must include an assessment task from EACH task type.
- Research tasks OR creative tasks may be assessed in class.
- Research tasks:
  - must be between 600-800 words (1.0 unit) or 400-600 words (0.5 unit) excluding quotations
  - require correct citation and a reference list
  - require students to draw on a range of sources.
- Creative tasks:
  - must include a written rationale of 300-400 words
  - require students to respond creatively/critically to sources
  - if an oral task, a minimum 5 minutes and a maximum of 8 minutes.

Note: The rationale is a piece of critical reflective writing that puts the task into context for the audience.

### Assessment for T Units

Task Type	In-class (written)	Research	Creative
	<p>May include:</p> <ul style="list-style-type: none"> <li>document study</li> <li>exam</li> <li>extended and short responses</li> <li>in-class essay</li> <li>stimulus response</li> </ul>	<p>May include:</p> <ul style="list-style-type: none"> <li>essay</li> <li>film study</li> <li>portfolio</li> <li>report</li> <li>research project</li> </ul>	<p>May include:</p> <ul style="list-style-type: none"> <li>art work</li> <li>community service project</li> <li>debate</li> <li>diary entry</li> <li>ICT presentation</li> <li>interview</li> <li>narrative</li> <li>oral presentation</li> <li>performance</li> <li>prayer/liturgy</li> <li>promotional campaign</li> <li>seminar</li> </ul>
Weightings in T 1.0 Units	30 - 40%	30 - 40%	30 - 40%
Weightings in T 0.5 Units	30- 40%	0 - 70%	0 - 70%

### Additional Assessment Advice for T Units

- For a 1.0 unit, minimum of three (3) and a maximum of five (5) tasks are required.
- For a 0.5 unit, minimum of two (2) and a maximum of three (3) tasks are required.
- All 1.0 units must include an assessment task from EACH task type
- Research tasks OR creative tasks may be assessed in class.
- Research tasks:
  - must be between 1200-1400 words (1.0 unit) or 800-1000 words (0.5 unit) excluding quotations
  - require correct citation and a reference list
  - require students to draw on a range of sources.
- Creative tasks:
  - must include a written rationale 300-400 words
  - require students to respond creatively/critically to sources
  - if an oral task, it should be a minimum 8 minutes and a maximum of 10 minutes.

Note: The rationale is a piece of critical reflective writing that puts the task into context for the audience.

### Assessment for M Units

Task Type	In-class (written)	Research	Creative
	May include: short responses stimulus response	May include: film study portfolio	May include: artwork community service project game ICT presentation performance prayer/liturgy diary entry interview
Weightings in M 1.0 Units	10 - 80%	10 - 80%	10 - 80%
Weightings in M 0.5 Units	10 - 80%	10 - 80%	10 - 80%

### Additional Assessment Advice for M Units

- For a 1.0 unit, minimum of three (3) and a maximum of five (5) tasks are required.
- For a 0.5 unit, minimum of two (2) and a maximum of three (3) tasks are required.
- All 1.0 units must include an assessment task from EACH task type.
- Research tasks OR creative tasks may be assessed in class.

### 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

**Achievement Standards for A Year 11 Students**

	<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>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>explains religious concepts, across traditions</li> <li>explains different religious perspectives, movements and developments</li> <li>produces detailed and reflective responses to religious perspectives, movements and developments</li> </ul>	<ul style="list-style-type: none"> <li>describes religious concepts, across traditions</li> <li>describes different religious perspectives, movements and developments</li> <li>produces detailed responses to religious perspectives, movements and developments</li> </ul>	<ul style="list-style-type: none"> <li>identifies religious concepts, across traditions</li> <li>identifies different religious perspectives, movements and developments</li> <li>produces responses with lapses in detail and reflection to religious movements and developments</li> </ul>	<ul style="list-style-type: none"> <li>identifies some religious concepts, across traditions</li> <li>identifies religious movements and developments</li> <li>produces responses to religious movements and developments with minimal detail</li> </ul>	<ul style="list-style-type: none"> <li>Identifies few or no religious concepts, across traditions</li> <li>identifies few or no religious movements and developments</li> <li>produces responses to religious movements and developments with little or no detail</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>undertakes inquiry, selecting and using relevant evidence from a wide range of sources</li> <li>demonstrates effective control of language and the medium to convey a coherent response</li> </ul>	<ul style="list-style-type: none"> <li>undertakes inquiry, selecting and using evidence from a range of sources</li> <li>demonstrates control of language and medium</li> </ul>	<ul style="list-style-type: none"> <li>undertakes inquiry, using evidence from a range of sources</li> <li>demonstrates some control of language and medium</li> </ul>	<ul style="list-style-type: none"> <li>uses minimal evidence from sources</li> <li>demonstrates basic control of language and medium</li> </ul>	<ul style="list-style-type: none"> <li>uses little or no evidence from sources</li> <li>demonstrates limited control of language and medium</li> </ul>

**Achievement Standards for A Year 12 Students**

	<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>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• analyses religious concepts, across traditions</li> <li>• analyses religious perspectives, movements and developments</li> <li>• produces detailed and reflective responses to religious perspectives, movements and developments</li> </ul>	<ul style="list-style-type: none"> <li>• explains religious concepts, across traditions</li> <li>• explains religious perspectives, movements and developments</li> <li>• produces detailed responses to religious perspectives, movements and developments</li> </ul>	<ul style="list-style-type: none"> <li>• describes religious concepts, across traditions</li> <li>• describes religious perspectives, movements and developments</li> <li>• produces responses with some detail to religious ideas</li> </ul>	<ul style="list-style-type: none"> <li>• identifies religious concepts, across traditions</li> <li>• identifies religious perspectives, movements and developments</li> <li>• produces responses with minimal detail</li> </ul>	<ul style="list-style-type: none"> <li>• identifies some religious experiences, within traditions</li> <li>• identifies some religious perspectives, movements and developments</li> <li>• produces simple responses to religious ideas</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• undertakes inquiry, selecting and using relevant evidence from a wide range of sources</li> <li>• demonstrates effective control of language and the medium to convey a coherent response</li> </ul>	<ul style="list-style-type: none"> <li>• undertakes inquiry, selecting and using evidence from a range of sources</li> <li>• demonstrates control of language and medium</li> </ul>	<ul style="list-style-type: none"> <li>• undertakes inquiry, using evidence from a range of sources</li> <li>• demonstrates some control of language and medium</li> </ul>	<ul style="list-style-type: none"> <li>• uses minimal evidence from sources</li> <li>• demonstrates basic control of language and medium</li> </ul>	<ul style="list-style-type: none"> <li>• uses little or no evidence from sources</li> <li>• demonstrates limited control of language and medium</li> </ul>

**Achievement Standards for T Year 11 Students**

	<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>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• analyses religious concepts, perspectives and experiences, within and across traditions</li> <li>• analyses how different religious perspectives, movements and developments shape people’s lives and actions</li> <li>• analyses the significance of religious concepts within different contexts</li> <li>• produces detailed and insightful responses on religious perspectives, movements and developments</li> </ul>	<ul style="list-style-type: none"> <li>• analyses religious perspectives and experiences, within traditions</li> <li>• explains how different religious perspectives, movements and developments shape people’s lives and actions</li> <li>• analyses religious concepts within different contexts</li> <li>• produces detailed and reflective responses on religious perspectives, movements and developments</li> </ul>	<ul style="list-style-type: none"> <li>• explains religious perspectives and experiences, within traditions</li> <li>• describes how different religious perspectives, movements and developments shape people’s lives</li> <li>• explains religious concepts within different contexts</li> <li>• produces responses with lapses in detail and reflection on religious movements and developments</li> </ul>	<ul style="list-style-type: none"> <li>• describes religious perspectives and experiences, within traditions</li> <li>• identifies different responses to religious ideas</li> <li>• describes religious concepts within a context</li> <li>• produces responses on religious movements and developments with minimal detail</li> </ul>	<ul style="list-style-type: none"> <li>• identifies some religious experiences, within traditions</li> <li>• identifies some responses to religious ideas</li> <li>• identifies religious concepts within a context</li> <li>• produces responses on religious movements and developments with little or no detail</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• undertakes inquiry selecting and using relevant evidence from a wide range of sources</li> <li>• demonstrates fluency of language and control of medium to convey a coherent and sustained response</li> </ul>	<ul style="list-style-type: none"> <li>• undertakes inquiry selecting and using evidence from a range of sources</li> <li>• demonstrates effective control of language and the medium to convey a position and sustained response</li> </ul>	<ul style="list-style-type: none"> <li>• undertakes inquiry using evidence from a range of sources</li> <li>• demonstrates control of language and medium to convey a position</li> </ul>	<ul style="list-style-type: none"> <li>• uses minimal evidence from sources</li> <li>• demonstrates basic control of language and medium</li> </ul>	<ul style="list-style-type: none"> <li>• uses little or no evidence from sources</li> <li>• demonstrates limited control of language and medium</li> </ul>

### Achievement Standards for T Year 12 Students

	<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>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>evaluates religious concepts, perspectives and experiences, within and across traditions</li> <li>critically analyses complex interactions between people and religious concepts and their intended and unintended influence</li> <li>critically analyses different religious perspectives, movements and developments</li> <li>evaluates the significance of religious concepts within an historical and contemporary context</li> <li>produces detailed and insightful responses to religious perspectives, movements and developments</li> </ul>	<ul style="list-style-type: none"> <li>analyses religious concepts, perspectives and experiences, within and across traditions</li> <li>explains complex interactions between people and religious concepts and their intended and unintended influence</li> <li>explains different religious perspectives, movements and developments</li> <li>analyses the significance of religious concepts within an historical and contemporary context</li> <li>produces detailed and reflective responses to religious perspectives, movements and developments</li> </ul>	<ul style="list-style-type: none"> <li>explains religious concepts, perspectives and experiences, within and across traditions</li> <li>explains connections between people and religious concepts and their intended and unintended influence</li> <li>describes different religious perspectives, movements and developments</li> <li>explains the significance of religious concepts within an historical and contemporary context</li> <li>produces responses with lapses in detail and reflection of religious movements and developments</li> </ul>	<ul style="list-style-type: none"> <li>describes religious concepts, perspectives and experiences, within traditions</li> <li>describes connections between people and religious concepts</li> <li>identifies some aspects of religious perspectives and developments</li> <li>describes the significance of religious concepts within an historical and contemporary context</li> <li>produces responses with minimal detail</li> </ul>	<ul style="list-style-type: none"> <li>identifies some religious concepts, perspectives and experiences across traditions</li> <li>identifies some connections between people and religious concepts</li> <li>identifies some religious ideas</li> <li>identifies the significance of some religious concepts within an historical and contemporary context</li> <li>produces responses with little or no detail</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>undertakes inquiry selecting and using relevant evidence from a wide range of sources</li> <li>demonstrates fluency of language and control of medium to convey a coherent and sustained response</li> </ul>	<ul style="list-style-type: none"> <li>undertakes inquiry selecting and using evidence from a range of sources</li> <li>demonstrates effective control of language and the medium to convey a position and sustained response</li> </ul>	<ul style="list-style-type: none"> <li>undertakes inquiry using evidence from a range of sources</li> <li>demonstrates control of language and medium to convey a position</li> </ul>	<ul style="list-style-type: none"> <li>uses some evidence from sources</li> <li>demonstrates basic control of language and medium</li> </ul>	<ul style="list-style-type: none"> <li>uses little or no evidence from sources</li> <li>demonstrates limited control of language and medium</li> </ul>

### Achievement Standards for M Students

	<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>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>independently identifies and describes religious concepts</li> </ul>	<ul style="list-style-type: none"> <li>describe religious experiences with some assistance</li> </ul>	<ul style="list-style-type: none"> <li>recounts religious experiences with occasional guidance</li> </ul>	<ul style="list-style-type: none"> <li>identifies religious experiences, with continuous guidance,</li> </ul>	<ul style="list-style-type: none"> <li>identifies some aspects of religious experiences with direct instruction</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>undertakes inquiry selecting and using relevant evidence from sources, with independence</li> <li>independently demonstrates control of language and the medium to convey a structured response</li> <li>independently produces responses to religious perspectives, movements and developments</li> </ul>	<ul style="list-style-type: none"> <li>undertakes inquiry selecting and using evidence from sources, with some assistance</li> <li>demonstrates control of language and the medium to convey a response, with some assistance</li> <li>produces responses to religious movements and developments, with some assistance</li> </ul>	<ul style="list-style-type: none"> <li>undertakes inquiry using evidence from sources with occasional guidance</li> <li>demonstrates some control of language and medium to convey a response with occasional guidance,</li> <li>produces partial responses to religious ideas with occasional guidance</li> </ul>	<ul style="list-style-type: none"> <li>uses minimal evidence from sources, with continuous guidance</li> <li>demonstrates basic control of language and medium, with continuous guidance</li> <li>produces responses with minimal detail to religious ideas with continuous guidance</li> </ul>	<ul style="list-style-type: none"> <li>uses evidence from sources under direct instruction</li> <li>demonstrates control of language and medium under direct instruction,</li> <li>produces responses to religious ideas, under direct instruction</li> </ul>

## **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.

## **BIBLIOGRAPHY**

### **References for Curriculum Development**

Religious Studies Stage 1 and 2, SCACE, 2013

Studies of Religion, 2009, NSW Board of Studies

Study of Religion, 2008, Queensland Studies Authority

Religion and Society, 2011, Victorian Curriculum and Assessment Authority

### **COURSE FRAMEWORK GROUP**

Name	College
Peter Hawes	Marist College
Darren Leech	St Edmund's College
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The group gratefully acknowledges the work of previous groups who developed and revised the title Course Framework.

## Appendix A, Part A – 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
	select	main points, words, ideas in text
identify, summarise and plan	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

## Appendix A, Part B – 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