

Commerce

Commerce

**Course
Framework**

For courses accredited from 2012



COMMERCE

COURSE FRAMEWORK

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:

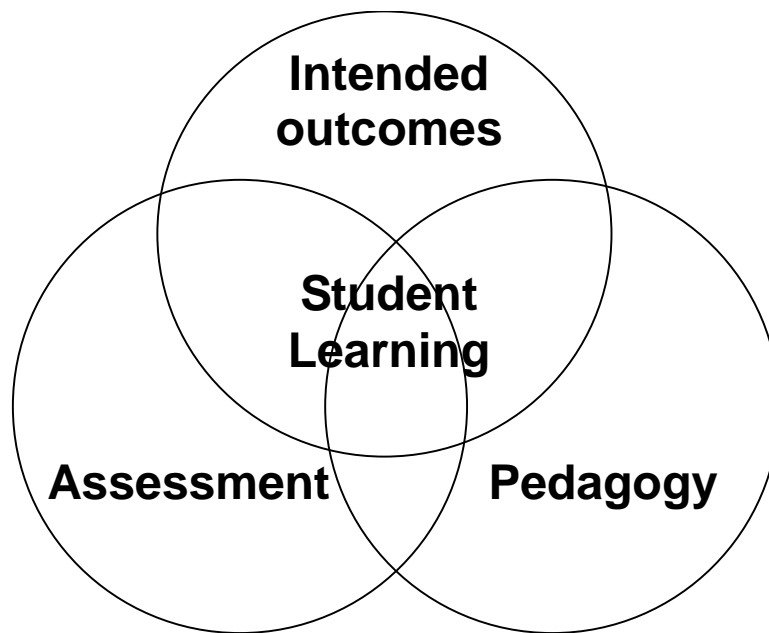
- a comprehensive body of specific knowledge, principles and concepts
- a basis for self-directed and lifelong learning
- personal attributes enabling effective participation in society

*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's 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)

Commerce encompasses the subject areas of Accounting, Business and Economics.

Courses under the Commerce framework involve a theoretical approach as well as the application of the theory and concepts within a national and global perspective. This contrasts courses under the Business and Client services framework which are more focussed on client and service skills and their applications.

RATIONALE

Commerce develops the knowledge, reasoning and interpretation skills that form an important component of understanding personal, business, financial and government behaviour at the local, national and global levels. Commerce aims to understand the measurement, allocation and utilisation of resources that impact well-being and wealth in a dynamic society. Commerce practices include the use of innovation, entrepreneurial creativity and marketing of ideas.

Students are challenged to think critically and develop problem solving skills to become independent learners and global citizens. Courses under this framework develop students' financial and business literacies using a range of technologies. They learn to consider efficient decision making within an ethical and social context.

Skills implicit in Commerce include working in teams, organisational and interpersonal skills and effective communication. Students have the opportunity to understand issues associated with work place culture, practices and develop the skills, processes and attitudes crucial for making valid decisions.

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:

- Demonstrate an understanding and application of the subject matter, concepts, techniques and terminology explicit to Commerce
- Investigate, select, classify, analyse, interpret and apply gained knowledge to arrive at well justified decisions, opinions and points of view
- Become active and informed global citizens
- Use a range of appropriate technologies effectively
- Communicate effectively and critically
- Appreciate, evaluate and creatively consider the economic, social and ethical implications of resource management, in a local or global context

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

- Their role and importance in an Australian and global context
- Measures of success and failure
- Innovation
- Resource management
- Impact of decisions in the short or long term
- Broad ethical and social consequences of decisions
- Evolution and response to change

Skills

- Application of accounting/business/economic principles
- Informed and logical decision making
- Oral and written communication
- Collecting, analysing and interpreting information
- Application and use of technology
- Working effectively both individually or as a member of a team

Recommended Content

Accounting

- the Chart of Accounts, the recording of transactions, cash management, financial reports (the Balance Sheet and the Income Statement) and computerised accounting
- balance-day adjustments and inventory control
- accounting for fixed assets and statements of cash flow
- accounting for different business structures
- subsidiary ledgers and the use of control accounts
- basic accounting tools of analysis and the manipulation of accounting data
- preparation of appropriate cash control documents and processes
- analysis of a firm's financial position through the use of financial data
- integrated accounting packages
- corporate governance, accounting ethics and the international accounting standards

Business Studies

- establishing a business
- the business plan
- the role of marketing
- industrial relations in Australia and industrial conflict
- human resources management and an understanding of the application of management theories
- communication with business organisations and members of the business community
- market research and analysis of potential business opportunities

Economics

- economic concepts and terms including the allocation of resources
- the Australian economy and the role of Government
- aggregate demand and supply
- macro and micro economics
- distribution of income
- economic growth and development
- foreign debt
- economic inquiries to analyse economic events and reach informed economic decisions
- globalisation and international trade and their impact on national economies

Vocational Courses

Colleges with Registered Training Organization status (RTO) are eligible to deliver units of competence from Training Packages or they may develop vocational courses, classified as A or T or C based on the Training Packages, under the relevant Course Framework. The relevant Training Package for these subject areas is Financial Services.

PEDAGOGY

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 high levels of intellectual quality, establish a rich learning environment and generate relevant connections between learning and their experience.

Teaching strategies that are particularly relevant and effective in Commerce courses include:

- Verbal skills
 - Role playing and simulations
 - Debate and discussion
 - Interviews and surveys
 - Group work
 - Brainstorming
- Visits and investigations within the community
 - Specialist speakers and lectures
 - Excursions
- Calculations and application of formula
- Analysis
 - Statistics and data
 - Graphical representations
 - Collection and interpretation of newspaper and journal articles
 - Audio, visual and television reviews
 - Research
- Applications
 - Case studies/scenarios
 - Design surveys
 - Software packages
 - Interactive and multimedia packages

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 Items in T courses should require students to utilise the higher order thinking skills that are the basis of the ACT Scaling Test.

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

Task types	Test	Research, investigation and analysis	Open Response
Some examples	Closed book Open book Extended response	Research assignment Business Plan Written report Essay A: 600-1000 words T: 1000 -1500 words In-class essay based on research or stimulus material A: 400-600 words T: 600-800 words	Oral presentation: Minimum per person A: 5 minutes T: 8 minutes Seminar Digital presentation Business simulation Interview response Case study Accounting cycle Portfolio of practical exercises Scenario/situation
Weighting in A/T courses 1.0	40 - 50%	20 - 30%	20 - 30%
Weighting in A/T courses 0.5	40 - 50%	30 - 50%	0- 20%
Weighting in A/T Research Unit 0.5 or 1.0		40 - 60%	40 - 60%

- This framework is mindful of the consistency required across moderation and scaling groups in word and time limits for assessment tasks
- The Board recommends 3 - 5 assessment items per standard unit (1.0) and 2 - 3 assessment items per half standard unit (0.5)
- In Test assessments it is expected that a range of question styles would be used.
- Research, investigation and analysis – this task must allow students to research information, ideas and to present cohesive, extended argument, incorporating in depth analysis and evaluation
- All tasks selected from the task types must include the opportunity for students to demonstrate extended analysis

Assessment Criteria

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

- Inquiry skills
- Knowledge, understanding and application
- Critical analysis
- Effective communication

Additional assessment advice

Units of competency must be assessed in accordance with the rules for assessment within the relevant Training Package.

Assessment Rubrics have been developed for some of the Task Types. These are included at *Appendix A*.

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.

Students undertaking A, T and M accredited vocational programs will be assessed against the criteria and standards referenced in the course frameworks to produce grades and scores. They will also be assessed against competency standards as described in the relevant Training Package.

Students undertaking C accredited vocational programs will be assessed against competency standards as described in the relevant Training Package.

Where vocational programs are delivered through a partnership arrangement, there must be a teacher from the college at which the students are enrolled involved in the assessment of student achievement in determining BSSS unit grades and scores.

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

Unit Grade Descriptors for A 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 understanding and application	<ul style="list-style-type: none"> demonstrates a very high level of knowledge of terms, concepts and interrelationships that shape decision-making applies knowledge, concepts and skills to a wide range of familiar and unfamiliar situations is perceptive and skilful in identifying relevant information and issues 	<ul style="list-style-type: none"> demonstrates a high level of knowledge of terms, concepts and interrelationships that shape decision-making applies knowledge, concepts and skills to familiar and some unfamiliar situations can identify relevant information and issues 	<ul style="list-style-type: none"> demonstrates a satisfactory knowledge of most terms, concepts and interrelationships that shape decision-making applies knowledge, concepts and skills to familiar situations can identify relevant information and issues 	<ul style="list-style-type: none"> demonstrates a basic knowledge of terms and concepts that shape decision-making applies knowledge, concepts and skills to familiar situations with guidance 	<ul style="list-style-type: none"> demonstrates minimal knowledge of terms and concepts applies knowledge, concepts and skills with specific instruction
Critical analysis	<ul style="list-style-type: none"> distinguishes between facts, theories, opinions and draws appropriate and insightful conclusions demonstrates very high level use of terminology and constructs a logical argument 	<ul style="list-style-type: none"> distinguishes between facts, theories, opinions and draws appropriate conclusions demonstrates high level use of terminology and constructs a logical argument 	<ul style="list-style-type: none"> attempts to distinguish between facts, theories, opinions and draws some conclusions demonstrates use of terminology and attempts to construct a logical argument 	<ul style="list-style-type: none"> demonstrates a basic distinction between fact and opinion and draws some conclusions demonstrates a basic use of terminology and attempts to construct a logical argument 	<ul style="list-style-type: none"> demonstrates minimal use of terminology
Inquiry skills	<ul style="list-style-type: none"> demonstrates initiative, makes informed choices and has an awareness of bias and perspective shows a confident, accurate grasp of information drawn from a variety of sources 	<ul style="list-style-type: none"> demonstrates informed choices in selecting sources shows an accurate grasp of information drawn from a variety of sources 	<ul style="list-style-type: none"> demonstrates some informed choices in selecting sources shows a grasp of information drawn from few sources 	<ul style="list-style-type: none"> makes obvious choices in selecting sources produces limited summaries or descriptions from sources 	<ul style="list-style-type: none"> makes obvious choices in selecting sources on occasion
Effective communication	<ul style="list-style-type: none"> presents information from a variety of referenced sources and in a variety of forms appropriate to the material and audience with structure and clarity 	<ul style="list-style-type: none"> presents information from a variety of referenced sources and in a variety of forms appropriate to the material and audience with structure and good expression 	<ul style="list-style-type: none"> presents information from referenced sources and in a form appropriate to the material and audience with some structure 	<ul style="list-style-type: none"> presents information from sources with direction and with some structure 	<ul style="list-style-type: none"> presents information from sources with specific instruction

Unit Grade Descriptors for T 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 understanding and application	<ul style="list-style-type: none"> demonstrates a comprehensive knowledge of a wide range of complex terms, concepts and interrelationships that shape decision-making applies knowledge, concepts and skills to a wide range of complex, familiar and unfamiliar situations is highly perceptive and skilful in identifying relevant information and issues 	<ul style="list-style-type: none"> demonstrates a competent knowledge of a range of complex terms, concepts and interrelationships that shape decision-making applies knowledge, concepts and skills to a range of complex, familiar and some unfamiliar situations is perceptive and skilful in identifying relevant information and issues 	<ul style="list-style-type: none"> demonstrates a sound knowledge of most terms, concepts and some interrelationships that shape decision-making applies knowledge, concepts and skills to familiar situations can identify relevant information and issues 	<ul style="list-style-type: none"> demonstrates limited knowledge of terms and concepts that shape decision-making applies knowledge, concepts and skills to familiar situations with guidance 	<ul style="list-style-type: none"> demonstrates very limited knowledge of terms and concepts applies knowledge, concepts and skills with specific instruction
Critical analysis	<ul style="list-style-type: none"> distinguishes between facts, theories, opinions and draws accurate and insightful conclusions demonstrates precise use of terminology and constructs a sophisticated and logical argument 	<ul style="list-style-type: none"> distinguishes between facts, theories, opinions and draws appropriate conclusions demonstrates a competent use of terminology and constructs a logical argument 	<ul style="list-style-type: none"> attempts to distinguish between facts, theories, opinions and draws some conclusions demonstrates use of terminology and attempts to construct a logical argument 	<ul style="list-style-type: none"> demonstrates limited distinction between fact and opinions and draws some conclusions demonstrates limited use of terminology and attempts to construct a logical argument 	<ul style="list-style-type: none"> demonstrates very limited distinction between fact and opinions demonstrates very limited use of terminology
Inquiry skills	<ul style="list-style-type: none"> demonstrates initiative, makes informed choices, and has an acute awareness of bias and perspective shows a confident, accurate and sophisticated grasp of information drawn from a variety of sources 	<ul style="list-style-type: none"> demonstrates initiative, makes informed choices, and has an awareness of bias and perspective shows an accurate grasp of information drawn from a variety of sources 	<ul style="list-style-type: none"> demonstrates informed choices in selecting sources show a grasp of information drawn from a variety of sources 	<ul style="list-style-type: none"> makes obvious choices in selecting sources produces limited summaries or descriptions from sources 	<ul style="list-style-type: none"> makes obvious choices selecting sources on occasion
Effective communication	<ul style="list-style-type: none"> presents information from a variety of well-referenced sources with sophisticated structure and clarity presents information in a variety of forms appropriate to the material and audience 	<ul style="list-style-type: none"> presents information from a variety of referenced sources with appropriate structure and clarity presents information in a variety of forms appropriate to the material and audience 	<ul style="list-style-type: none"> presents information from a variety of referenced sources with some structure and clarity presents information in a form appropriate to the material and audience 	<ul style="list-style-type: none"> presents information from a variety of sources with direction with some structure presents information in a form appropriate to the material and audience 	<ul style="list-style-type: none"> presents information from a few sources with specific 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.

BIBLIOGRAPHY

References for Curriculum Development

Websites from Australian State curriculum bodies:

New South Wales: <http://www.boardofstudies.nsw.edu.au/>

Victoria: <http://www.vcaa.vic.edu.au/vce/studies/index.html>

Queensland: <http://www.qsa.qld.edu.au/>

South Australia: <http://www.ssabsa.sa.edu.au/teacher/teachersubject.php>

Tasmania: <http://www.tqa.tas.gov.au/>

Western Australia: <http://www.det.wa.edu.au/education/>

Other references:

Every Chance to Learn: <http://activated.act.edu.au/ectl/>

Curriculum Corporation: <http://www.curriculum.edu.au/ccsite/>

National Library: <http://www.nla.gov.au/education/>

COURSE FRAMEWORK DEVELOPMENT GROUP

Name	College
Kevin Howard	Lake Ginninderra College
Di Hatfield	Daramalan College
Sharon Jasprizza	Melba Copland College
Lindy Braithwaite	Radford College

The group gratefully acknowledges the work of previous groups who developed and revised the Accounting, Business and Economics Course Framework.

Rubric for A course Research and Written Tasks

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.

	<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 understanding and application	<ul style="list-style-type: none"> is perceptive in identifying relevant information and issues demonstrates a very high level of knowledge of the topic and the interrelationships implied uses a wide range of terms and concepts in context 	<ul style="list-style-type: none"> identifies relevant information and issues demonstrates a high level of knowledge of the topic and the interrelationships implied uses terms and concepts in context 	<ul style="list-style-type: none"> identifies relevant information and issues demonstrates a sound knowledge of the topic and some interrelationships implied uses some terms and concepts in context 	<ul style="list-style-type: none"> identifies related information and issues demonstrates a limited knowledge of the topic uses few terms and concepts 	<ul style="list-style-type: none"> identifies information and issues demonstrates a very limited knowledge of the topic uses some terms and concepts
Critical analysis	<ul style="list-style-type: none"> distinguishes between facts, theories and opinions uses and interprets various forms of relevant data effectively constructs a logical argument using accurate terminology and relevant examples draws appropriate and insightful conclusions 	<ul style="list-style-type: none"> distinguishes between facts, theories and opinions uses and interprets various forms of relevant data satisfactorily constructs a logical argument using appropriate terminology and some relevant examples draws appropriate conclusions 	<ul style="list-style-type: none"> attempts to distinguish between facts, theories and opinions uses data in a limited way attempts to construct a logical argument with some appropriate terminology and examples draws some conclusions 	<ul style="list-style-type: none"> demonstrates a basic distinction between facts and opinions minimal use of data attempts to construct a logical argument with a basic use of terminology draws simple conclusions 	<ul style="list-style-type: none"> demonstrates minimal use of terminology
Inquiry skills	<ul style="list-style-type: none"> demonstrates initiative makes informed choices and has an acute awareness of bias and perspective shows a confident, accurate and sophisticated grasp of information drawn from a variety of sources 	<ul style="list-style-type: none"> makes informed choices and has an awareness of bias and perspective shows an accurate grasp of information drawn from a variety of sources 	<ul style="list-style-type: none"> demonstrates informed choices in selecting sources shows a grasp of information drawn from a few sources 	<ul style="list-style-type: none"> makes obvious choices in selecting sources produces limited summaries or descriptions from sources 	<ul style="list-style-type: none"> makes choices of sources with assistance shows limited understanding of information
Effective communication	<ul style="list-style-type: none"> accurately cites sources in bibliography and in-text citation communicates with good structure shows clarity and fluency in expression 	<ul style="list-style-type: none"> accurately cites sources in bibliography and attempts in-text citation communicates with appropriate structure shows good expression 	<ul style="list-style-type: none"> cites sources in bibliography communicates with some structure shows a satisfactory level of expression 	<ul style="list-style-type: none"> cites some sources in bibliography communicates with limited structure 	<ul style="list-style-type: none"> attempts to communicate with very limited structure

Rubric for T course Research and Written Tasks

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.

	<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 understanding and application	<ul style="list-style-type: none"> is highly perceptive identifying relevant information and issues demonstrates a comprehensive knowledge of the topic and the interrelationships implied uses a wide range of complex terms and concepts in context 	<ul style="list-style-type: none"> is perceptive in identifying relevant information and issues demonstrates a competent knowledge of the topic and the interrelationships implied uses a range of complex terms and concepts in context 	<ul style="list-style-type: none"> identifies relevant information and issues demonstrates a sound knowledge of the topic and some interrelationships implied uses a range of terms and concepts in context 	<ul style="list-style-type: none"> identifies related information and issues demonstrates a limited knowledge of the topic uses terms and concepts 	<ul style="list-style-type: none"> identifies information and issues demonstrates a very limited knowledge of the topic uses some terms and concepts
Critical analysis	<ul style="list-style-type: none"> distinguishes between facts, theories and opinions uses and interprets various forms of relevant data comprehensively constructs a sophisticated, logical argument using precise terminology and relevant examples draws accurate and insightful conclusions 	<ul style="list-style-type: none"> distinguishes between facts, theories and opinions uses and interprets various forms of relevant data effectively constructs a logical argument using appropriate terminology and relevant examples draws appropriate conclusions 	<ul style="list-style-type: none"> attempts to distinguish between facts, theories and opinions uses and interprets various forms of data satisfactorily attempts to construct a logical argument with some appropriate terminology and examples draws some conclusions 	<ul style="list-style-type: none"> demonstrates limited distinction between facts and opinions uses data in a limited way attempts to construct a logical argument draws simple conclusions 	<ul style="list-style-type: none"> demonstrates very limited distinction between facts and opinions
Inquiry skills	<ul style="list-style-type: none"> demonstrates initiative makes informed choices and has an acute awareness of bias and perspective shows a confident, accurate and sophisticated grasp of information drawn from a variety of sources 	<ul style="list-style-type: none"> demonstrates initiative makes informed choices and has an awareness of bias and perspective shows a competent and accurate grasp of information drawn from a variety of sources 	<ul style="list-style-type: none"> demonstrates informed choices in selecting sources shows a grasp of information drawn from a variety of sources 	<ul style="list-style-type: none"> makes obvious choices selecting sources shows some grasp of information drawn from sources 	<ul style="list-style-type: none"> makes choices of sources with assistance shows limited understanding of information
Effective communication	<ul style="list-style-type: none"> accurately cites sources in bibliography and in-text citation communicates with sophisticated structure shows vitality and maturity of expression communicates concisely and with technical accuracy 	<ul style="list-style-type: none"> accurately cites sources in bibliography and in-text citation communicates with appropriate structure shows good expression communicates concisely and accurately 	<ul style="list-style-type: none"> cites sources in bibliography communicates with some structure shows a satisfactory level of expression communicates with some accuracy 	<ul style="list-style-type: none"> cites some sources in bibliography communicates with limited structure 	<ul style="list-style-type: none"> attempts to communicate with some structure

Rubric for A course Oral Tasks

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.

	<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 understanding and application	<ul style="list-style-type: none"> • is perceptive in identifying relevant information and issues • demonstrates a very high level of knowledge of the topic and the interrelationships implied • uses a wide range of terms and concepts in context 	<ul style="list-style-type: none"> • can identify relevant information and issues • demonstrates a high level of knowledge of the topic and the interrelationships implied • uses the terms and concepts in context 	<ul style="list-style-type: none"> • identifies relevant information and issues • demonstrates a sound knowledge of the topic and some interrelationships implied • uses some terms and concepts in context 	<ul style="list-style-type: none"> • identifies related information and issues • demonstrates a limited knowledge of the topic • uses few terms and concepts 	<ul style="list-style-type: none"> • identifies information and issues • demonstrates a very limited knowledge of the topic • uses some terms and concepts
Critical analysis	<ul style="list-style-type: none"> • distinguishes between facts, theories and opinions • constructs a logical argument using accurate terminology and relevant examples • draws appropriate and insightful conclusions 	<ul style="list-style-type: none"> • distinguishes between facts, theories and opinions • constructs a logical argument using appropriate terminology and some relevant examples • draws appropriate conclusions 	<ul style="list-style-type: none"> • attempts to distinguish between facts, theories and opinions • attempts to construct a logical argument with some appropriate terminology and examples • draws some conclusions 	<ul style="list-style-type: none"> • demonstrates a basic distinction between facts and opinions • attempts to construct a logical argument with a basic use of terminology • draws simple conclusions 	<ul style="list-style-type: none"> • demonstrates minimal use of terminology
Inquiry skills	<ul style="list-style-type: none"> • demonstrates initiative • makes informed choices and has an acute awareness of bias and perspective • shows a confident, accurate and sophisticated grasp of information drawn from a variety of sources 	<ul style="list-style-type: none"> • demonstrates initiative • makes informed choices and has an awareness of bias and perspective • shows a competent, and accurate grasp of information drawn from a variety of sources 	<ul style="list-style-type: none"> • demonstrates informed choices selecting sources • shows an accurate grasp of information drawn from a variety of sources 	<ul style="list-style-type: none"> • makes obvious choices selecting sources • shows some grasp of information drawn from sources 	<ul style="list-style-type: none"> • makes choices of sources with assistance • shows limited understanding of information
Effective communication	<ul style="list-style-type: none"> • communicates with: <ul style="list-style-type: none"> ○ flair and engaging expression ○ a sure sense of audience • skilfully employs visual, artistic or creative materials • accurately cites sources 	<ul style="list-style-type: none"> • communicates with: <ul style="list-style-type: none"> ○ clear and effective expression ○ a sense of audience • effectively employs visual, artistic or creative materials • cites sources 	<ul style="list-style-type: none"> • communicates with: <ul style="list-style-type: none"> ○ informal or satisfactory expression ○ a partial sense of audience • uses visual, artistic or creative materials • limited citation of sources 	<ul style="list-style-type: none"> • communicates with: <ul style="list-style-type: none"> ○ limited expression ○ a limited sense of audience • may use some visual materials 	<ul style="list-style-type: none"> • communicates at a very basic level

Rubric for T course Oral Tasks

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.

	<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 understanding and application	<ul style="list-style-type: none"> • is highly perceptive identifying relevant information and issues • demonstrates a comprehensive knowledge of the topic and the interrelationships implied • uses a wide range of complex terms and concepts in context 	<ul style="list-style-type: none"> • is perceptive in identifying relevant information and issues • demonstrates a competent knowledge of the topic and the interrelationships implied • uses a range of complex terms and concepts in context 	<ul style="list-style-type: none"> • identifies relevant information and issues • demonstrates a sound knowledge of the topic and some interrelationships implied • uses a range of terms and concepts in context 	<ul style="list-style-type: none"> • identifies related information and issues • demonstrates a limited knowledge of the topic • uses terms and concepts 	<ul style="list-style-type: none"> • identifies information and issues • demonstrates a very limited knowledge of the topic • uses some terms and concepts
Critical analysis	<ul style="list-style-type: none"> • distinguishes between facts, theories and opinions • constructs a sophisticated, logical argument using precise terminology and relevant examples • draws accurate and insightful conclusions 	<ul style="list-style-type: none"> • distinguishes between facts, theories and opinions • constructs a logical argument using appropriate terminology and relevant examples • draws appropriate conclusions 	<ul style="list-style-type: none"> • attempts to distinguish between facts, theories and opinions • attempts to construct a logical argument with some appropriate terminology and examples • draws some conclusions 	<ul style="list-style-type: none"> • demonstrates limited distinction between facts and opinions • attempts to construct a logical argument • draws simple conclusions 	<ul style="list-style-type: none"> • demonstrates very limited distinction between facts and opinions
Inquiry skills	<ul style="list-style-type: none"> • demonstrates initiative • makes informed choices and has an acute awareness of bias and perspective • shows a confident, accurate and sophisticated grasp of information drawn from a variety of sources 	<ul style="list-style-type: none"> • demonstrates initiative • makes informed choices and has an awareness of bias and perspective • shows a competent, and accurate grasp of information drawn from a variety of sources 	<ul style="list-style-type: none"> • demonstrates informed choices selecting sources • shows an accurate grasp of information drawn from a variety of sources 	<ul style="list-style-type: none"> • makes obvious choices selecting sources • shows some grasp of information drawn from sources 	<ul style="list-style-type: none"> • makes choices of sources with assistance • shows limited understanding of information
Effective communication	<ul style="list-style-type: none"> • communicates with: <ul style="list-style-type: none"> ○ flair and spontaneity ○ maturity of expression ○ a sure sense of audience • skilfully employs visual, artistic or creative materials • accurately cites sources 	<ul style="list-style-type: none"> • communicates with: <ul style="list-style-type: none"> ○ vitality of expression ○ a sure sense of audience • effectively employs visual, artistic or creative materials • accurately cites sources 	<ul style="list-style-type: none"> • communicates with: <ul style="list-style-type: none"> ○ purposeful expression ○ a sense of audience • employs visual, artistic or creative materials • cites sources 	<ul style="list-style-type: none"> • communicates with: <ul style="list-style-type: none"> ○ satisfactory expression ○ a limited sense of audience • uses visual, artistic or creative materials • limited citation of sources 	<ul style="list-style-type: none"> • communicates with little control of content • communication lacks expression and shows little purpose

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.
<ul style="list-style-type: none"> creative and critical thinkers 	exploring, imagining, observing, predicting, thinking literally, 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)
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> environmentally and culturally aware citizens 	understanding <i>the interconnectedness of the natural and constructed world</i> ; <i>the 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
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> independent and self-managing 	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
<ul style="list-style-type: none"> 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

<ul style="list-style-type: none"> a comprehensive body of specific knowledge, principles and concepts 	through subjects, cross-disciplinary courses and/or projects, work experience
<ul style="list-style-type: none"> 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
<ul style="list-style-type: none"> personal attributes enabling effective participation in society 	through developing social skills and capabilities for citizenship, work experience and recognition of outside learning ; through understanding of a globalised knowledge society