

INFORMATION TECHNOLOGY

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

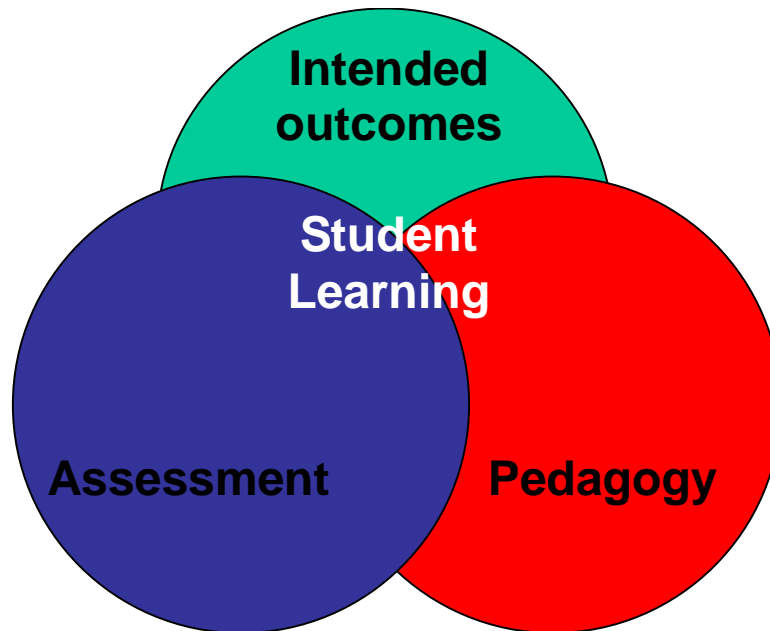
and provide students with:

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

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 affect 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 learners' 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

Information technology is an increasingly important field of study that impacts on almost every aspect of our modern lives. It utilises experiences from diverse sources and is characterised by periods of rapid change.

This course is designed to challenge students to develop advanced skills in problem solving and design as it requires distinctive reasoning skills and approaches and is unique in its approach to the designing, making and evaluation of solutions.

Due to the rapid rate of change in content in information technology, this course is designed to equip students with a repertoire of processes and concepts that may be adapted to accommodating such changes. The design and evaluation procedures are thus not restricted to particular programming languages, database environments, multimedia or presentation packages, but are designed to apply to a wide range of development tools. It is however important in facilitating the acquisition of the design principles, that appropriate software be utilised that does not allow students to bypass the design and higher order processes, specifically those of analysis, creativity and evaluation, that will best equip them to communicate their understanding of the conceptual base integral to information technology.

On completion of this course, students should be equipped with the ability to design and implement an information-based system using a creative and methodical approach (design, develop and evaluate cycle); work co-operatively and efficiently with other students in a team; and communicate effectively with clients and colleagues.

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 a conceptual understanding of information technology appropriate to a variety of situations, including employment, education, training, leisure and communication
- approach new information technology environments confidently and constructively
- acquire and apply information technology skills, techniques, tools and strategies to creatively and methodically solve problems requiring hardware or software solutions and/or system change
- locate and retrieve information about information technology practices and issues
- communicate effectively about information technology using correct and appropriate terminology
- use effective time management techniques to complete tasks
- apply the principles of occupational health and safety practices appropriate to the information technology environment
- demonstrate an understanding of social, ethical and cultural issues applicable to the information technology environment

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.

All students undertaking information technology courses should come to understand that:

- information technology is a tool, not an end in itself
 - the use of information technology will not solve all problems. Although it is a powerful catalyst for change, its use should not be the only justification for such change. There are also situations where the use of information technology may not be the most appropriate or available solution
- information technology requires the use of higher-level thinking skills
 - the information technology environment is changing constantly. Hardware, software and transmission media are continually being updated and/or outmoded. Current methods and applications may be redundant in a few years. Synthesis and analysis skills will allow easy transference of knowledge to new situations
- the use of information technology carries an ethical and cultural responsibility
 - inherent in any information technology activity is a responsibility to conduct that activity within the boundaries of other users' rights. This includes network use, correct use and citing of on-line sources, e-mail and social activity

ESSENTIAL CONCEPTS AND SKILLS

Courses developed under this Framework may differ in the specific details of the content, but they will be based on the essential concepts and skills of the subject area, as outlined below.

Concepts:

The essential concepts developed in all Information Technology courses include:

- the necessity to plan solutions before constructing a product
- the use of components to enhance the overall impact of a product so that “the whole is more than the sum of its parts”
- an appreciation for the transient nature of “cutting edge” technology

Skills:

The essential skills developed in all Information Technology courses include:

- collecting, analysing and organising data and information
- thinking critically
- solving problems
- communicating ideas and information
- planning and organising activities
- working individually and with others
- applying and using technology and software packages

Vocational Courses

Colleges with Registered Training Organization status (RTO) are eligible to deliver units of competence from the Information and Communications Technology Training Package (ICA05), or alternatively they may develop vocational courses, classified as A or T based on the Training Packages, under the relevant Course Framework.

RECOMMENDED PATHWAYS

In creating multiple pathways for students into IT careers and further education opportunities, the following streams are recommended for course development.

A/V Stream	T/V Stream	T Stream
Underpinning knowledge for CIT courses and entry level employment	Underpinning knowledge for CIT courses and university studies which involve applied IT skills	Assumed knowledge for IT-based courses at University
This stream will contain content, which leads to the completion of Certificate II in Information Technology ICA20105 as described in the Information Communication Technology Training Package ICA05.	This stream will contain content, which leads to the completion of Certificate II in Information Technology ICA20105 as described in the Information Communication Technology Training Package ICA05.	This stream will be developed in response to the request from universities that core content be mandated for potential students.

Delivery using Vendor Programs

In order to meet the assessment requirements of this framework the following restrictions on vendor units must be adhered to:

- Minor** Maximum of one standard unit delivered using a vendor program
- Major** Maximum of two standard units delivered using a vendor program
- Major/Minor** Must contain at least 2 non-vendor delivered units
- Double Major** Must contain at least 3 non-vendor delivered units

PEDAGOGY

Teaching strategies

In developing strategies, teachers should use the Learning Principles as outlined in the Introduction to inform their practice. It is recommended that teachers seek to provide a balance and variety of activities within each topic and across the whole course.

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

- authentic learning tasks
- interpersonal communication
- presentation of seminars
- emphasis on developing student ownership and responsibility for learning
- scaffolding for success, while maintaining the integrity of tasks
- problem-solving
- collaborative learning
- peer support
- student-centred learning
- error recognition and recovery
- use of higher order thinking skills – analysing, creating and evaluating
- use of a variety of modes of presentation to cater for different learning styles
- creation of mind maps to understand conceptual connections
- creation of opportunities for exploring through thinking, sharing and discussing ideas, including brainstorming ideas to solve problems and make effective decisions

Learning Experiences

In general, learning experiences should:

- suit the particular needs, abilities, learning styles and interests of the students,
- provide opportunities for students to think and work individually and with others in a cooperative way, and
- be interesting and challenging ²

Students should progress from simple to more complex experiences. Increasing demands should be made upon students to collect and analyse information, plan and organise activities, carry out procedures, solve problems, make decisions and judgments, use information technology and communicate the results in an appropriate and effective manner.

Information processing and technology lends itself to a ‘hands on’ approach. The design–develop–evaluate cycle should be utilised to promote thorough understanding of the concepts involved in each topic.

² *Information Processing and Technology – Senior Syllabus* (1998) Queensland Board of Senior Secondary School Studies, p8.

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).

Assignments and Projects

One task may include several of the below components:

- algorithm design
- system design
- interface design
- application development
- system documentation
- user documentation
- research tasks
- essay
- model construction
- student logs and journals
 - details of interaction with clients / mentor
 - problem-solving encountered, options considered, attempts to solve problems and solutions
 - questions
 - contacts, resources and references
 - diary of assignment / project progress and steps
- portfolio of student work
- teamwork

Orals

- structured interviews
- student explanation and demonstrations
- presentations
- teamwork

Tests

- practical
- written

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.

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

- knowledge, understanding and application
- analysis and evaluation
- creativity and problem solving skills
- planning and design in the creation of system and products
- effective communication

Assessment Task Types

Task Types	Assignments and Projects	Orals	Tests
Remembering Understanding Applying	Researching terms and concepts Summarising information Following verbal and written instructions Simple documentation Guided projects Communication skills Citing & Referencing	Use of correct terminology Simple questioning	In class and knowledge recall tests Examinations
Analysing Creating and Evaluating	Compare and contrast Critical essays System development Problem-solving Complex documentation Modelling Construction Algorithm construction Evaluation and reflection Open-ended tasks Extended projects Evaluation and reflection Design and integration	Complex questions and explanations Seminars	Extrapolation
Weightings	30-80%		20-70%
Weightings in Project units	100%		0%

Notes on task types

T course

Assignments, projects, orals	These tasks should emphasise complex skills of analysis, creating and evaluation putting less focus on simple knowledge recall or basic understanding.
Tests	This task should give students the opportunity to demonstrate their knowledge and understanding while providing the opportunity to extrapolate and show complex analysis.

A course

Assignments, projects, orals	These tasks should emphasise knowledge, recall, understanding and application skills with less focus on analysis, creating and evaluation.
Tests	These tasks should give students the opportunity to demonstrate their knowledge and understanding while showing their application skills. Less emphasis should be placed on analysis and evaluation skills.

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

Additional Assessment Advice

The ACT Board of Senior Secondary Studies recommends 4-6 assessment tasks across a standard unit (1.0) and 2- 3 assessment tasks for a half standard unit (0.5). These should not be a compilation of a number of small discrete tasks (e.g. mini-tests) but may include a portfolio that provides coherent evidence of the depth and breath of student learning.

Presentation and word processing applications must not be the sole basis of assessment.

All assessment tasks should “require more than just topical research and presentation of factual information. Set assignments that challenge students to solve a problem or argue a case. Such assignments require evaluative and analytical skills, higher order thinking and reflection...Real life is about problem-solving and decision-making” (Jamie McKenzie) see <<http://www.fno.org/feb02/secondhand.html>> and related links. See also <[http://eprentice.sdsu.edu/J03OJ/miles/Bloomtaxonomy\(revised\)1.htm](http://eprentice.sdsu.edu/J03OJ/miles/Bloomtaxonomy(revised)1.htm)> which sets out the revised Bloom’s Taxonomy of Educational Objectives, a list of the different types of thinking.

The assessment grid has been specifically designed to encourage higher-order thinking skills.

Stand-alone software application units may be used in Accredited courses but they do not constitute Tertiary level content in themselves. Advanced features would be incorporated into a number of programming and multimedia areas.

It is recommended that journals be used to:

- validate student authorship particularly of group assessment tasks
- detail attempts to solve network, hardware or software problems
- record relevant, significant tasks completed by the students, and
- form a basis for reflection and evaluation of the process and implementation of the design cycle

Relating Assessment Task Types And Assessment Criteria To The Course Framework Goals

The congruence between goals, assessment task types (the evidence) and assessment criteria (the basis for judging the evidence) are vital in teaching and learning. The following table(s) shows these relationships.

GOALS	ASSESSMENT TASK TYPES	ASSESSMENT CRITERIA
Demonstrate a conceptual understanding of information technology appropriate to a variety of situations, including employment, education, training, leisure and communication	Assignments and Projects Tests Orals	<ul style="list-style-type: none"> • knowledge, understanding and application • creativity and problem solving skills • analysis and evaluation
Approach new information technology environments confidently and constructively	Assignments and Projects Orals	<ul style="list-style-type: none"> • planning and design in the creation of system and products • creativity and problem solving skills • analysis and evaluation • effective communication
Acquire and apply information technology skills, techniques, tools and strategies to creatively and methodically solve problems requiring hardware or software solutions and/or system change	Assignments and Projects	<ul style="list-style-type: none"> • planning and design in the creation of system and products • creativity and problem solving skills • analysis and evaluation
Locate and retrieve information about information technology practices and issues	Assignments and Projects Tests	<ul style="list-style-type: none"> • knowledge, understanding and application • effective communication
Communicate effectively about information technology using correct and appropriate terminology	Assignments and Projects Tests Orals	<ul style="list-style-type: none"> • knowledge, understanding and application • effective communication
Use effective time management techniques to complete tasks	Assignments and Projects Tests	<ul style="list-style-type: none"> • planning and design in the creation of system and products • creativity and problem solving skills • analysis and evaluation • effective communication
Apply the principles of occupational health and safety practices appropriate to the information technology environment	Assignments and Projects Orals	<ul style="list-style-type: none"> • knowledge, understanding and application • analysis and evaluation • effective communication
Demonstrate an understanding of social, ethical and cultural issues applicable to the information technology environment	Assignments and Projects Tests Orals	<ul style="list-style-type: none"> • knowledge, understanding and application • effective communication • creativity and problem solving skills

ACHIEVEMENT STANDARDS

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

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

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

Unit Grade Descriptors for T Courses

Grade	Descriptor
A student who achieves the grade A typically	<p>Knowledge, Understanding and Application</p> <ul style="list-style-type: none"> • synthesises appropriate and reliable material from a wide range of sources, uses citations correctly, produces a complete bibliography including Internet references • demonstrates a superior understanding of relevant terms • recalls knowledge with very high level of accuracy and precision • applies knowledge, concepts and skills to a wide range of familiar situations <p>Analysing, Planning, Creating and Evaluating</p> <ul style="list-style-type: none"> • links research and topic matter in a sophisticated and coherent manner, uses evidence to prove or disprove theories • provides instructions with full and relevant detail, set out clearly • develops a clear, relevant line of argument • analyses, interprets and argues in a sophisticated and logical style • demonstrates excellent use of logic and fluency, fully corresponding to the application • applies knowledge, concepts and skills to a wide range of unfamiliar situations • produces original and creative responses <p>Effective Communication</p> <ul style="list-style-type: none"> • demonstrates a use of language that is fluent, technically and grammatically correct, fully punctuated and legible • utilises a superior use of essay structure and conventions and high standard of organisation • communicates with vitality, maturity of expression and gestures, and in a sophisticated manner

<p>A student who achieves the grade B typically</p>	<p>Knowledge, Understanding and Application</p> <ul style="list-style-type: none"> • synthesises appropriate material from a range of sources, uses citations correctly, produces a bibliography including Internet references • demonstrates a clear understanding of relevant terms • demonstrates evidence of correlation between research and topic • recalls knowledge with a high level of accuracy and precision • applies knowledge, concepts and skills in a range of familiar situations <p>Analysing, Planning, Creating and Evaluating</p> <ul style="list-style-type: none"> • demonstrates ability to form coherent links between research and topic matter, and uses evidence to prove or disprove theories • provides detailed, relevant instructions which are set out clearly • develops a clear line of argument • analyses, interprets and argues logically and coherently • demonstrates a logical flow corresponding to application • applies knowledge, concepts and skills to a range of unfamiliar situations • produces creative responses <p>Effective Communication</p> <ul style="list-style-type: none"> • demonstrates a use of language where grammar and punctuation are generally correct and legible • demonstrates the use of essay structure and conventions to a high standard • communicates ideas with clarity and a good awareness of the audience
<p>A student who achieves the grade C typically</p>	<p>Knowledge, Understanding and Application</p> <ul style="list-style-type: none"> • includes material from various sources; attempts to cite and reference sources and includes an appropriate bibliography • demonstrates a satisfactory understanding of relevant terms • recalls knowledge with a satisfactory level of accuracy • applies knowledge, concepts and skills in familiar situations to a satisfactory standard <p>Analysing, Planning, Creating and Evaluating</p> <ul style="list-style-type: none"> • provides satisfactory instructions • demonstrates fluency that generally corresponds to application • demonstrates the ability to develop links between research and topic matter; uses some evidence to prove or disprove theories • presents an argument with evidence of appropriate interpretation and logical thought • applies knowledge, concepts and skills in some unfamiliar situations • produces responses with some creative elements <p>Effective Communication</p> <ul style="list-style-type: none"> • demonstrates acceptable use of grammar and punctuation, and work is generally legible • utilises correct essay structure and ideas are organised to a satisfactory standard • communicates with a sound sense of audience

<p>A student who achieves the grade D typically</p>	<p>Knowledge, Understanding and Application</p> <ul style="list-style-type: none"> • includes material from a limited number of sources; attempts to cite and reference sources and attempts to produce a bibliography • demonstrates a limited understanding of relevant terms • recalls knowledge with some accuracy • applies knowledge, concepts and skills in familiar situations to a limited standard <p>Analysing, Planning, Creating and Evaluating</p> <ul style="list-style-type: none"> • experiences difficulty in researching and developing links between research and topic matter • provides basic instructions • demonstrates difficulty in setting out work and in providing adequate correspondence of responses to the prescribed application • experiences difficulty in logically analysing data/information and in developing an argument • experiences difficulty in applying knowledge, concepts and skills in unfamiliar situations • demonstrates limited use of creative elements <p>Effective Communication</p> <ul style="list-style-type: none"> • experiences difficulty in using grammar and punctuation to an acceptable standard; creates work that may not be legible • demonstrates difficulty in structuring and presenting ideas • communicates with little fluency, may read notes; experiences difficulty connecting with audience
<p>A student who achieves the grade E typically</p>	<p>Knowledge, Understanding and Application</p> <ul style="list-style-type: none"> • demonstrates little or no evidence of appropriate research, may only use very limited sources; does not include citation or referencing of sources; a bibliography is not included • demonstrates little understanding of relevant terms • demonstrates difficulty in applying knowledge, concepts and skills without direct assistance <p>Analysing, Planning, Creating and Evaluating</p> <ul style="list-style-type: none"> • displays difficulty expressing ideas with a lack of detail to tasks • presents instructions that are unclear and/or incomplete • displays difficulty developing a logical argument • demonstrates difficulty applying knowledge, concepts or skills in unfamiliar situations • displays a limited use of creative elements in responses <p>Effective Communication</p> <ul style="list-style-type: none"> • experiences great difficulty using appropriate grammar, punctuation and an acceptable writing style, making it hard to read • demonstrates limited communication skills as tasks are frequently incomplete and written work lacks structure • experiences difficulty communicating orally to an audience and may use stilted or awkward language

Unit Grade Descriptors for A Courses

Grade	Descriptor
<p>A student who achieves the grade A typically</p>	<p>Knowledge, Understanding and Application</p> <ul style="list-style-type: none"> • synthesises appropriate material from a range of sources; uses citations correctly; produces a complete bibliography including Internet references • demonstrates an excellent understanding of relevant terms • applies knowledge, concepts and skills in a wide range of familiar situations <p>Analysing, Planning, Creating and Evaluating</p> <ul style="list-style-type: none"> • displays well-developed planning, design and problem-solving skills applied to a wide range of situations • analyses, interprets and argues logically and coherently • demonstrates a thorough knowledge of processes and project medium • produces original and creative responses • applies knowledge, concepts and skills in a wide range of unfamiliar situations <p>Effective Communication</p> <ul style="list-style-type: none"> • creates written work which is technically and grammatically correct, fully punctuated and legible • communicates with vitality and maturity of expression and gestures
<p>A student who achieves the grade B typically</p>	<p>Knowledge, Understanding and Application</p> <ul style="list-style-type: none"> • includes appropriate material from a range of sources; uses citations correctly; produces a bibliography including Internet references • demonstrates a good understanding of relevant terms • applies knowledge, concepts and skills in a range of familiar situations <p>Analysing, Planning, Creating and Evaluating</p> <ul style="list-style-type: none"> • displays good planning, design and problem-solving skills applied to a variety of situations • analyses, interprets and argues logically • demonstrates high level of knowledge of project medium • produces creative responses • applies knowledge, concepts and skills in a range of unfamiliar situations <p>Effective Communication</p> <ul style="list-style-type: none"> • creates written work which is grammatically correct and legible • demonstrates sound oral skills and an awareness of the audience

<p>A student who achieves the grade C typically</p>	<p>Knowledge, Understanding and Application</p> <ul style="list-style-type: none"> • includes material from various sources; is able to present a bibliography • demonstrates a satisfactory understanding of relevant terms • applies knowledge, concepts and skills in a satisfactory range of familiar situations <p>Analysing, Planning, Creating and Evaluating</p> <ul style="list-style-type: none"> • displays satisfactory planning skills, and functional design and problem solving skills • provides satisfactory evidence of logical thought in responses • demonstrates knowledge of project medium • demonstrates ability to adapt an existing concept to a satisfactory standard • applies knowledge, concepts and skills in a satisfactory range of unfamiliar situations <p>Effective Communication</p> <ul style="list-style-type: none"> • creates written work with satisfactory grammar and punctuation • communicates with a sense of audience
<p>A student who achieves the grade D typically</p>	<p>Knowledge, Understanding and Application</p> <ul style="list-style-type: none"> • displays limited evidence of research • demonstrates a limited understanding of relevant terms • demonstrates a limited ability to apply knowledge, concepts and skills in familiar situations <p>Analysing, Planning, Creating and Evaluating</p> <ul style="list-style-type: none"> • demonstrates basic planning, design and application skills • attempts to include logical analysis • demonstrates some knowledge of project medium • attempts to adapt an existing concept • demonstrates a limited ability in applying knowledge, concepts and skills in unfamiliar situations <p>Effective Communication</p> <ul style="list-style-type: none"> • creates written work with grammatical and punctuation errors which make it difficult to read, tasks may be incomplete • communicates with limited fluency
<p>A student who achieves the grade E typically</p>	<p>Knowledge, Understanding and Application</p> <ul style="list-style-type: none"> • displays little or no evidence of research • experiences great difficulty recalling relevant terms • demonstrates difficulties applying knowledge, concepts and skills <p>Analysing, Planning, Creating and Evaluating</p> <ul style="list-style-type: none"> • experiences difficulty in demonstrating application of logical processes • copies or produces below average attempts of adaptation • displays minimal planning and design skills • demonstrates little knowledge of project medium • demonstrates a basic ability to apply knowledge, concepts and skills in unfamiliar situations <p>Effective Communication</p> <ul style="list-style-type: none"> • experiences difficulty using appropriate grammar, punctuation and an acceptable writing style, making it hard to read • experiences difficulty speaking to an audience; may use stilted or awkward language

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 judgments.

Preparation for Structured, Consensus-based Peer Review

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

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

The College Course Presentation

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

- a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges
- a set of student portfolios containing marked and/or graded written and non-written assessment responses and completed criteria and standards feedback forms. Evidence of all 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.

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The group gratefully acknowledges the work of previous groups who developed and revised the Information Studies Course Framework 2003 Edition.