



# Social and Community Work

A / T / M / V

Front Cover Art provided by Canberra College student Aidan Giddings

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## The ACT Senior Secondary System

The ACT senior secondary system recognises a range of university, vocational or life skills pathways.

The system is based on the premise that teachers are experts in their area: they know their students and community and are thus best placed to develop curriculum and assess students according to their needs and interests. Students have ownership of their learning and are respected as young adults who have a voice.

A defining feature of the system is school-based curriculum and continuous assessment. School-based curriculum provides flexibility for teachers to address students' needs and interests. College teachers have an opportunity to develop courses for implementation across ACT schools. Based on the courses that have been accredited by the BSSS, college teachers are responsible for developing programs of learning. A program of learning is developed by individual colleges to implement the courses and units they are delivering.

Teachers must deliver all content descriptions; however, they do have flexibility to emphasise some content descriptions over others. It is at the discretion of the teacher to select the texts or materials to demonstrate the content descriptions. Teachers can choose to deliver course units in any order and teach additional (not listed) content provided it meets the specific unit goals.

School-based continuous assessment means that students are continually assessed throughout years 11 and 12, with both years contributing equally to senior secondary certification. Teachers and students are positioned to have ownership of senior secondary assessment. The system allows teachers to learn from each other and to refine their judgement and develop expertise.

Senior secondary teachers have the flexibility to assess students in a variety of ways. For example: multimedia presentation, inquiry-based project, test, essay, performance and/or practical demonstration may all have their place. College teachers are responsible for developing assessment instruments with task specific rubrics and providing feedback to students.

The integrity of the ACT Senior Secondary Certificate is upheld by a robust, collaborative, and rigorous structured consensus-based peer reviewed moderation process. System moderation involves all year 11 and 12 teachers from public, non-government and international colleges delivering the ACT Senior Secondary Certificate.

Only students who desire a pathway to university are required to sit a general aptitude test, referred to as the ACT Scaling Test (AST), which moderates student scores across courses and colleges. Students are required to use critical and creative thinking skills across a range of disciplines to solve problems. They are also required to interpret a stimulus and write an extended response.

Senior secondary curriculum makes provision for student-centred teaching approaches, integrated and project-based learning inquiry, formative assessment, and teacher autonomy. ACT Senior Secondary Curriculum makes provision for diverse learners and students with mild to moderate intellectual disabilities, so that all students can achieve an ACT Senior Secondary Certificate.

The ACT Board of Senior Secondary Studies (BSSS) leads senior secondary education. It is responsible for quality assurance in senior secondary curriculum, assessment, and certification. The Board consists of nominees from colleges, professional bodies, universities, industry, parent/carer organisations and unions. The Office of the Board of Senior Secondary Studies (OBSSS) consists of professional and administrative staff who support the Board in achieving its objectives and functions.

## **ACT Senior Secondary Certificate**

Courses of study for the ACT Senior Secondary Certificate:

- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in contemporary issues relevant to their lives
- foster students' intellectual, social, and ethical development
- nurture students' wellbeing, and physical and spiritual development
- enable effective and respectful participation in a diverse society.

Each course of study:

- comprises an integrated and interconnected set of knowledge, skills, behaviours, and dispositions that students develop and use in their learning across the curriculum
- is based on a model of learning that integrates intended student outcomes, pedagogy, and assessment
- outlines teaching strategies which are grounded in learning principles and encompass quality teaching
- promotes intellectual quality, establish a rich learning environment, and generate relevant connections between learning and life experiences
- provides formal assessment and certification of students' achievements.

## Vocational Education and Training in ACT Senior Secondary Schools

The Board of Senior Secondary Studies is responsible for the certification of senior secondary school studies in government and non-government schools in the ACT. Students can undertake Vocational Education and Training (VET) as part of a senior secondary certificate and completion by a student can provide credit towards both a recognised VET qualification and a Senior Secondary School Certificate.

The BSSS certifies VET qualifications and Statements of Attainment on behalf of ACT colleges and high schools that offer Australian VET Qualifications and are Registered Training Organisations (RTOs) or have a Third-Party Service Agreement (TPSA) with an RTO. The Board also recognises VET qualifications delivered by external RTOs and facilitates the allocation of credit towards the ACT Senior Secondary Certificate based on assessment and hours of training.

The BSSS is not an RTO and is not responsible for those aspects that relate to VET delivery in schools or externally that fall within the role of the RTO.

Vocational programs must be assessed in accordance with the *Standards for Registered Training Organisations 2015* and the guidelines outlined in the relevant training package. Students undertaking A, T and M accredited vocational programs will be assessed against the criteria and achievement standards referenced in the framework to produce A-E grades and scores. They will also be assessed against competency standards as described in the relevant training package.

The BSSS certifies VET that:

- is listed on the national training.gov.au website; and
- is delivered and assessed by an ACT college or high school, which is an RTO or has a Third-Party Service Agreement (TPSA) with an RTO that has scope from the Australian Skills Quality Authority (ASQA) to deliver specified qualifications
- is delivered and assessed in accordance with relevant Training Package requirements.

Vocational learning contributes to the ACT Senior Secondary Certificate in a variety of ways:

- BSSS accredited A, T, and M vocational courses with embedded competencies delivered by colleges are reported with A–E grades
- BSSS accredited C courses (competency-based assessment only) delivered and assessed by colleges are reported with the grade 'P' (Pass) where at least one competency is achieved by the student; or 'Q?' 'Participated' where no competencies are achieved but attendance requirements are met
- BSSS E courses recognising study at external RTOs are reported with the grade 'P' (Pass)
- Australian School Based Apprenticeships (ASBAs) are reported as E courses with the grade 'P' (Pass).

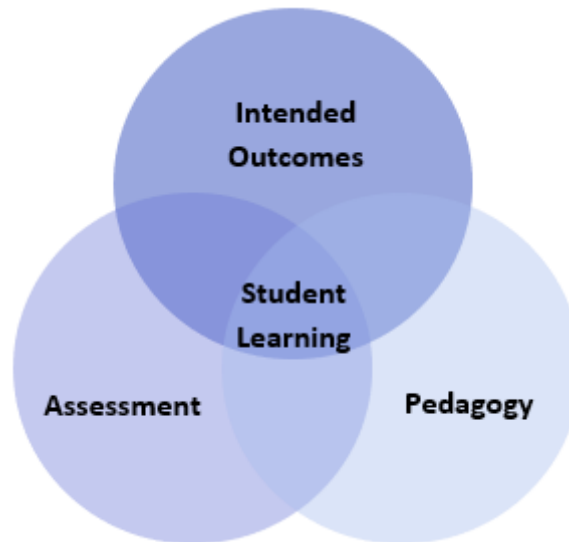
The BSSS credit arrangements recognise VET studies externally:

- through direct credit when the qualification or Units of Competence relate to a VET course that is being studied by the student
- towards the Senior Secondary Certificate, providing the VET does not duplicate content.

*Implementing Vocational Education and Training Courses* (Appendix F) provides further course information, including training package requirements, and should be read in conjunction with course documents.

## 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 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)*



## General Capabilities

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

The capabilities include:

- literacy
- numeracy
- information and communication technology (ICT)
- critical and creative thinking
- personal and social
- ethical understanding
- intercultural understanding

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

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

Elaboration of these General Capabilities and priorities is available on the ACARA website at [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au).

### Literacy

In *Social and Community Work*, students develop their literacy skills in reading, writing, speaking, listening, and viewing as they access and respond to information from a wide range of sources. They interpret meaning from texts in print, oral, visual, spatial, and electronic forms. Students examine evidence, and analyse and evaluate texts for reliability, relevance, and accuracy. They critically analyse theories, concept, and principles, and evaluate the significance of issues with the use of evidence. Students communicate creatively and critically in different modes and for different purposes, such as to discuss, innovate, explain, and solve problems. By using appropriate text structure and language knowledge, students express their thoughts and ideas logically and fluently. Students monitor their language use for accuracy and clarity of ideas and explanations, conciseness of expression, and appropriateness for the purpose.

### Numeracy

*Social and Community Work* students extend their numeracy skills through activities such as, interpreting and representing data, maps, and graphic representations. They recognise patterns and relationships chronologically and spatially, and they have opportunities to support their views with data. Students develop numeracy capability when they analyse, interpret, and draw conclusions from statistical information.

### **Information and Communication Technology (ICT) Capability**

In *Social and Community Work*, students access and integrate a growing range of online information, tools, and applications. They use digital tools to locate, access, process and analyse information. These include digitised online materials such as journals, magazines, newspapers, and images, as well as other online resources including databases, reference works and indexes to library holdings.

Students use ICT skills to investigate and identify the source and credibility of evidence, and to communicate creatively and critically. They evaluate the use of devices, assistive technology, and apps in social and community work contexts.

### **Critical and Creative Thinking**

In *Social and Community Work*, students apply critical and creative thinking skills to examining the implications of the ideas and information they investigate. They pose questions and develop interpretations based on an assessment of the evidence and reasoning. They synthesise theories and concepts from a range of disciplines to propose plausible and creative solutions to problems in social and community work settings. They respond to the challenges of the twenty-first century – with its complex environmental, social, and economic pressures – requiring young people to be creative, innovative, enterprising, and adaptable, with the motivation, confidence, and skills to use critical and creative thinking purposefully.

### **Personal and Social Capability**

*Social and Community Work* fosters personal and social capability in developing students' appreciation of the perspectives and experiences of others through empathy. Students learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. Personal and social capability involves students in a range of practices including recognising and regulating emotions, developing empathy for others, and understanding relationships, establishing, and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills. Students develop and practice skills that enhance their communication skills and have opportunities to work both collaboratively and independently as part of their learning and research. Students develop social capability in being receptive to changing their thinking, developing knowledge and attitudes in promoting social justice and equity, and in influencing society to make the future more just and inclusive. They self-reflect on their own learning.

### **Ethical Understanding**

In *Social and Community Work*, students learn to develop ethical understanding as they explore ethical issues and interactions with others, discuss ideas and learn to be accountable as members of their community. As cultural, social, environmental, and technological changes transform the world, the demands placed on learners and education systems are changing. Technologies bring local and distant communities into classrooms, exposing students to knowledge and global concerns as never before. Complex issues require responses that take account of ethical considerations such as human rights and responsibilities. As students engage with the elements of Ethical Understanding in *Social and Community Work*, they learn to recognise the complexity of many ethical issues. They develop a capacity to make reasoned ethical judgements through the investigation of a range of issues drawn from social and community work contexts.

## **Intercultural Understanding**

In *Social and Community Work*, Intercultural Understanding involves students learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect. Intercultural understanding is an essential part of living with others in the diverse world of the twenty-first century. It assists young people to become responsible local and global citizens, equipped through their education for living and working together in an interconnected world. Intercultural understanding combines personal, interpersonal, and social knowledge and skills. It involves students learning to value and view critically their own cultural perspectives and practices and those of others through their interactions with people, texts and contexts on matters related to social and community work.

## **Cross-Curriculum Priorities**

### **Aboriginal and Torres Strait Islander Histories and Cultures**

This priority will provide opportunities for all students to appreciate the challenges faced by one of the world's oldest continuous living cultures. Students will gain a deeper understanding of the significance and impact First Nations Australians histories and dynamic cultures continue to have on our world. This priority provides important and engaging contexts for exploring personal, community and group identities. In doing this, it builds understanding about differences and commonalities in systems of knowledge and beliefs.

*Social and Community Work* encourages all students to engage with and appreciate the lived experiences of First Nations Australian peoples. It explores First Nations Australians cultural heritage and further develops student knowledge of key concepts of country/place, peoples, and cultures. The experience of community life is a critical contemporary issue for First Nations Australians.

Students learn about the richness of First Nations Australians modes of communication and ways of living and develop appreciation and understanding of uniquely Australian connections to place, people and ways of being. They explore the importance of family and kinship structures for maintaining and promoting health, safety and wellbeing within their community and the wider community.

### **Asia and Australia's Engagement with Asia**

*Social and Community Work* enables students to appreciate and engage with diverse cultures, traditions, and belief systems of the Asia region through the development of communication and interpersonal skills that reflect cultural understanding, empathy, and respect. Students examine the meaning of childhood across the cultures of the Asia region. These include perspectives on childhood and the nature of early childhood settings, traditional and contemporary. Students recognise the influence within Australian culture of migrant communities on social and community work settings.

### **Sustainability**

In *Social and Community Work*, students explore how people connect and interact with natural, managed and built environments, and with people in different social groups within their social networks and wider communities. They consider how these connections and interactions within systems play an important role in promoting, supporting, and sustaining the education and wellbeing of individuals, the community, and the environment as a whole, now and into the future.

Students develop an understanding of their potential to contribute to sustainable patterns of living. They will develop their world view by exploring concepts of diversity and social justice as these relate to *Social and Community Work*. Students are provided with opportunities to develop an appreciation of the interdependence of people and their environments.

# Social and Community

## A / T / M / V

### Rationale

In *Social and Community Work*, students explore the ways in which individuals and communities are shaped and operate, and the interventions that can be made to empower individuals and groups. They investigate the nature of wellbeing, social cohesion, and community life. Students examine theories, concepts and ideas from the social sciences and social work and draw upon them to understand how individuals relate to their environment.

*Social and Community Work* is designed to equip students with the knowledge, understanding, skills and applications to participate in social and community work. They develop a capacity to contribute to the field of social and community work and community volunteering in a contemporary society characterised by rapid change. Students develop an understanding of how individuals and groups might be enabled and empowered, through strength-based, human rights and advocacy approaches. They evaluate and reflect on their current understandings and clarify their perceptions and thinking with an evidence-based approach.

In developing understanding and empathy about society and the lived experiences of different members of a society, students gain a better understanding of their world. The insights provided enable students to engage in community life as well-informed and discerning citizens able to comment on politics and policy from a position of authority.

The skills, knowledge and understanding developed in *Social and Community Work* provide a strong foundation for further study in social and community work at CIT, TAFE, or university. Undertaking the VET pathway to achieve a Certificate II in Community Services and a Certificate II in Active Volunteering through this course will provide a nationally recognised qualification to work or further study. This supports student access to meaningful and fulfilling employment in a range of growing sectors, such as social work, aged care, and community development. This course will be of interest to students who enjoy working with people and who aspire to work in organisations that empower others.

### Goals

This course should enable students to:

- compare and contrast theories, concepts, and principles
- critically analyse concepts, principles, ideas, and change
- synthesise different interpretations, representations, and perspectives
- evaluate significance of information, processes, and concepts
- apply critical and creative thinking skills
- reflect on own thinking and learning
- communicate creatively and critically in a range of modes for a variety of purposes.

## Unit Titles

- Community Organisations
- Societies and Communities
- Children and Young People
- Contemporary Ageing
- Independent Study

## Organisation of Content

### Community Organisations

Students examine theories that explain the development and work of community-based organisations in contemporary communities and societies. They investigate how organisations address the needs of the person in their environment. They critically analyse the discourses, ideas and experiences that underlie the organisations developed to meet these needs. They develop practical skills that will assist them in working in the community services sector.

### Societies and Communities

Students examine theories that explain the opportunities and challenges faced by contemporary diverse communities and societies, including Australian First Nations Peoples. They critically analyse the lived experience of people, and they identify the discourses that inform policy responses from government and non-government stakeholders, including those with disabilities and culturally and linguistically diverse communities. Students develop practical skills that will assist them in working in the community sector.

### Children and Young People

Students examine theories that explain the opportunities and challenges faced by children and young people in contemporary communities and societies. They critically analyse the lived experience of children and young people, and they identify the discourses that inform policy responses to their issues from government and non-government stakeholders. Students develop practical skills that will assist them in working in the children and youth support sector.

### Contemporary Ageing

Students examine theories that explain the opportunities and challenges faced by older people in contemporary and diverse communities and societies. They critically analyse the lived experience of older people, and they identify the discourses that inform policy responses from government and non-government stakeholders. Students develop practical skills that will assist them in working in the aged care sector.

### Independent Study

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third 1.0 unit in this course of study.

## Assessment

The identification of criteria within the achievement standards and assessment task types and weightings provides 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 these criteria to assess students' performance but are not required to use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

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

**Rubrics** are constructed for individual tasks, informing the assessment criteria relevant for a particular task and can be used to assess a continuum that indicates levels of student performance against each criterion.

### Assessment Criteria

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

- knowledge and understanding
- skills.

## Assessment Task Types

### Suggested tasks:

- interview based report
- commentary
- annotated bibliography
- in-class essay
- debate
- portfolio
- field work
- lab research
- viva voce
- document/source analysis
- report
- workplace simulation/ role play
- research and design report
- test/exam
- oral (seminar)
- empathetic response
- writing task
- response to stimulus
- exposition
- extended response
- essay
- website
- multimodal
- creative response
- interview/ simulated work task
- discussion forum
- practical project
- workshop

### Weightings in A/T/M 1.0 and 0.5 Units:

No task to be weighted more than 60% for a standard 1.0 unit and half-standard 0.5 unit.

## Additional Assessment Information

- For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five.
- For a half standard unit (0.5), students must complete a minimum of two and a maximum of three assessment tasks.
- Assessment tasks for a standard (1.0) or half-standard (0.5) unit must be informed by the Achievement Standards.
- Students must experience a variety of task types and different modes of communication to demonstrate the Achievement Standards.

## **Achievement Standards**

Years 11 and 12 Achievement Standards are written for A/T courses. A single achievement standard is written for M courses.

A Year 12 student in any unit is assessed using the Year 12 achievement standards. A Year 11 student in any unit is assessed using the Year 11 achievement standards. Year 12 achievement standards reflect higher expectations of student achievement compared to the Year 11 achievement standards. Years 11 and 12 achievement standards are differentiated by cognitive demand, the number of dimensions and the depth of inquiry.

An achievement standard cannot be used as a rubric for an individual assessment task. Assessment is the responsibility of the college. Student tasks may be assessed using rubrics or marking schemes devised by the college. A teacher may use the achievement standards to inform development of rubrics. The verbs used in achievement standards may be reflected in the rubric. In the context of combined Years 11 and 12 classes, it is best practice to have a distinct rubric for Years 11 and 12. These rubrics should be available for students prior to completion of an assessment task so that success criteria are clear.



**Achievement Standards Humanities and Social Sciences A Course - Year 11**

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>analyses histories, environments, systems, data, and cultures</li> <li>analyses the significance of issues/events</li> <li>analyses the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture</li> <li>analyses concepts in personal, cultural, social and/or historical contexts</li> </ul>	<ul style="list-style-type: none"> <li>explains histories, environments, systems, data, and cultures</li> <li>explains the significance of issues/events</li> <li>explains the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture</li> <li>explains concepts and principles in personal, cultural, social and/or historical contexts</li> </ul>	<ul style="list-style-type: none"> <li>describes histories, environments, systems, data, and cultures</li> <li>describes the significance of issues/events</li> <li>describes the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture</li> <li>describes concepts and principles in personal, cultural, social and/or historical contexts</li> </ul>	<ul style="list-style-type: none"> <li>describes some histories, environments, systems, data, and cultures</li> <li>identifies issues/events and their significance</li> <li>describes some aspects of the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture</li> <li>describes some concepts and principles in personal, cultural, social and/or historical contexts</li> </ul>	<ul style="list-style-type: none"> <li>identifies histories, environments, systems, data, and cultures</li> <li>identifies issues/events with little to no reference to their significance</li> <li>recognises nil or minimal different interpretations, representations and perspectives related to individuals/institutions/society/culture</li> <li>identifies concepts and principles in personal, cultural, social and/or historical contexts</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>undertakes an inquiry, self-managing elements of the process, selecting and using relevant evidence based on evaluation of credible sources</li> <li>applies critical and/or creative thinking skills and appropriate methodologies to investigate a need, problem, or challenge</li> <li>analyse different disciplines' theories, concepts and or principles to inform decision making to solve a problem</li> <li>communicates complex ideas and coherent arguments using relevant evidence, appropriate language, and accurate referencing</li> <li>reflects with insight on own thinking and learning with insight and the significance of the Humanities and Social Sciences in shaping values and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>undertakes an inquiry, self-managing elements of the process, selecting and using relevant evidence based on analysis of credible sources</li> <li>applies critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge</li> <li>explains different disciplines' theories, concepts and or principles to inform decision making to solve a problem</li> <li>communicates ideas and coherent arguments using relevant evidence, appropriate language, and accurate referencing</li> <li>reflects with some insight on own thinking and learning and the significance of the Humanities and Social Sciences in shaping values and attitudes</li> </ul>	<ul style="list-style-type: none"> <li>undertakes an inquiry, self-managing elements of the process, selecting and using relevant evidence based on credible sources</li> <li>applies some critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge</li> <li>describes different disciplines' theories, concepts and or principles to inform decision making to solve a problem</li> <li>communicates ideas and arguments appropriately using relevant evidence, appropriate language, and accurate referencing</li> <li>reflects on own thinking and learning and the significance of the Humanities and Social Sciences</li> </ul>	<ul style="list-style-type: none"> <li>undertakes an inquiry, with some self-managing of elements of the process, selecting and using relevant evidence based on credible sources</li> <li>applies few critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge</li> <li>uses different disciplines' theories, concepts and or principles to inform decision making to solve a problem</li> <li>communicates ideas and arguments using some evidence, appropriate language and referencing</li> <li>reflects on own learning with some reference to the significance of the Humanities and Social Sciences</li> </ul>	<ul style="list-style-type: none"> <li>undertakes an inquiry, demonstrating little to no self-management of the process, using minimal evidence and sources</li> <li>applies minimal or no critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge</li> <li>identifies minimal different disciplines' theories, concepts, and principles to inform decision making to solve a problem</li> <li>communicates basic ideas and arguments using minimal evidence, language and referencing</li> <li>reflects on own learning with little or no reference to the significance of Humanities and Social Sciences</li> </ul>

**Achievement Standards Humanities and Social Sciences T Course - Year 11**

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>evaluates histories, environments, systems, data, and cultures to understand individual and collective behaviour</li> <li>evaluates the significance of issues/events with the use of evidence</li> <li>critically analyses the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture</li> <li>critically analyses processes of change to understand our world and our place in the world</li> <li>critically analyses concepts and principles, ideas, movements, and developments and evaluates their significance in personal, cultural, social and/or historical context</li> </ul>	<ul style="list-style-type: none"> <li>analyses histories, environments, systems, data, and cultures to understand individual and collective behaviour</li> <li>analyses the significance of issues/events with the use of evidence</li> <li>analyses the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture</li> <li>analyses processes of change to understand our world and our place in the world</li> <li>analyses concepts and principles, ideas, movements, and developments, and explains their significance in personal, cultural, social and/or historical context</li> </ul>	<ul style="list-style-type: none"> <li>explains histories, environments, systems, data, and cultures to understand individual and collective behaviour</li> <li>explains the significance of issues/events with the use of evidence</li> <li>explains the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture</li> <li>explains processes of change to understand our world and our place in the world</li> <li>explains concepts and principles, ideas, movements, and developments, and explains their significance in personal, cultural, social and/or historical context</li> </ul>	<ul style="list-style-type: none"> <li>describes histories, environments, systems, data, and cultures demonstrating some understanding individual and collective behaviour</li> <li>describes issues/events and identifies its significance with some use of evidence</li> <li>describes the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture</li> <li>describes processes of change to understand our world and our place in the world</li> <li>describes concepts and principles, ideas, movements, and developments with some reference to their significance in personal, cultural, social and/or historical context</li> </ul>	<ul style="list-style-type: none"> <li>describes histories, environments, systems, data, and cultures with little to no reference to the individual and collective behaviour</li> <li>identifies issues/events with little to no reference to its significance and minimal use of evidence</li> <li>identifies different interpretations, representations and perspectives related to individuals/institutions/society/culture</li> <li>identifies processes of change with little to no reference our world and our place in the world</li> <li>identifies concepts and principles, ideas, movement, and developments with little to no reference to their significance in personal, cultural, social and/or historical context</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>undertakes an inquiry, self-managing the process, selecting, and using relevant evidence based on evaluation of credible sources</li> <li>applies critical and creative thinking skills and appropriate methodologies to investigate a complex need, problem, or challenge</li> <li>selects, constructs, and uses appropriate representations to analyse patterns, trends, interconnections, and relationships such as cause and effect</li> <li>synthesises theories, concepts, and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</li> <li>communicates complex ideas and coherent and sustained arguments using relevant evidence, appropriate language, and accurate referencing</li> <li>reflects with insight on own thinking and learning in HASS, evaluating the potential for HASS to generate knowledge in the public good</li> </ul>	<ul style="list-style-type: none"> <li>undertakes an inquiry, self-managing the process, selecting, and using relevant evidence based on analysis of credible sources</li> <li>applies critical thinking skills and appropriate methodologies to investigate a complex need, problem, or challenge</li> <li>selects, constructs, and uses appropriate representations to explain patterns, trends, interconnections, and relationships such as cause and effect</li> <li>analyses theories, concepts, and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</li> <li>communicates ideas and coherent arguments using relevant evidence, appropriate language, and accurate referencing</li> <li>reflects thoughtfully on own thinking and learning in Humanities and Social Sciences, analysing the potential for HASS to generate knowledge in the public good</li> </ul>	<ul style="list-style-type: none"> <li>undertakes an inquiry, self-managing the process, selecting, and using relevant evidence based on an explanation of credible sources</li> <li>applies critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge</li> <li>selects, constructs, and uses appropriate representations to describe patterns, trends, interconnections, and relationships such as cause and effect</li> <li>explains theories, concepts, and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</li> <li>communicates ideas and arguments applicably using relevant evidence, appropriate language, and accurate referencing</li> <li>reflects with some thought on own thinking and learning in Humanities and Social Sciences, explaining the potential for HASS to generate knowledge in the public good</li> </ul>	<ul style="list-style-type: none"> <li>undertakes an inquiry, with some self-managing of the process, selecting and using relevant evidence based on some analysis of sources</li> <li>applies some critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge</li> <li>selects, constructs, and uses appropriate representations and identifies some patterns, trends, interconnections, and relationships such as cause and effect</li> <li>describes theories, concepts, and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</li> <li>communicates ideas and arguments using some evidence, appropriate language, and accurate referencing</li> <li>reflects with minimal thought on own thinking and learning in Humanities and Social Sciences and describes the potential to generate knowledge in the public good</li> </ul>	<ul style="list-style-type: none"> <li>undertakes an inquiry, demonstrating with little to no self-management of the process, using minimal evidence</li> <li>applies few or no critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge</li> <li>selects, constructs, and uses appropriate representations and identifies little or no patterns, trends, interconnections, and relationships such as cause and effect</li> <li>identifies some theories, concepts, and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</li> <li>communicates basic ideas and arguments using minimal evidence, language, and accurate referencing</li> <li>reflects on own thinking and learning in Humanities and Social Sciences with little or no reference to the potential to generate knowledge in the public good</li> </ul>

**Achievement Standards Humanities and Social Sciences A Course Year 12**

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>analyses histories, environments, systems, data, and cultures to understand individual and collective behaviour</li> <li>analyses the significance of issues/events with the use of evidence and analyses impacts to predict possible futures</li> <li>analyses the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and their relationship to a fair, secure, resilient society</li> <li>analyses concepts and principles and evaluates the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts</li> <li>analyses and evaluates processes of change to understand our world and our place in the world</li> </ul>	<ul style="list-style-type: none"> <li>explains histories, environments, systems, data, and cultures to understand individual and collective behaviour</li> <li>explains the significance of issues/events with the use of evidence and explains impacts to predict possible futures</li> <li>explains the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and explains the relationship to a fair, secure, resilient society</li> <li>explains concepts and principles and the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts</li> <li>analyses processes of change to understand our world and our place in the world</li> </ul>	<ul style="list-style-type: none"> <li>describes histories, environments, systems, data, and cultures to understand individual and collective behaviour</li> <li>describes the significance of issues/events with the use of evidence and describes impacts to predict possible futures</li> <li>describes the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and describes the relationship to a fair, secure, resilient society</li> <li>describes concepts and principles and the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts</li> <li>explains processes of change to understand our world and our place in the world</li> </ul>	<ul style="list-style-type: none"> <li>describes histories, environments, systems, data, and cultures demonstrating some understanding of individual and collective behaviour</li> <li>describes issues/events and identifies their significance and impacts with some use of evidence</li> <li>identifies the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture with some reference to its relationship with a fair, secure, resilient society</li> <li>describes concepts and principles with some reference to the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts</li> <li>describes processes of change to understand our world and our place in the world</li> </ul>	<ul style="list-style-type: none"> <li>describes histories, environments, systems, data, and cultures with little to no reference to the individual and collective behaviour</li> <li>identifies issues/events with little to no reference to their significance and impact with minimal use of evidence</li> <li>identifies different interpretations, representations and perspectives related to individuals/institutions/society/culture with little to no reference to their relationship with a fair, secure, resilient society</li> <li>identifies concepts and principles with little to no reference to the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts</li> <li>identifies processes of change with little to no reference to our world and our place in the world</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>undertakes an inquiry, self-managing the process, selecting, and using relevant evidence based on evaluation of credible sources</li> <li>applies critical and creative thinking skills and appropriate methodologies to coherently investigate a need, problem, or challenge</li> <li>selects, constructs, and uses appropriate representations to analyse patterns, trends, interconnections, and relationships such as cause and effect</li> <li>reflects insight on own thinking and learning and the significance of the Humanities and Social Sciences</li> <li>analyses different disciplines' theories, concepts and or principles to propose plausible solutions to problems and inform decision making</li> <li>communicates complex ideas and coherent and sustained arguments in a variety of modes using relevant evidence, appropriate language, and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>undertakes an inquiry, self-managing the process, selecting, and using relevant evidence based on analysis of credible sources</li> <li>applies critical and creative thinking skills and appropriate methodologies to investigate a need, problem, or challenge</li> <li>selects, constructs, and uses appropriate representations to explain patterns, trends, interconnections, and relationships such as cause and effect</li> <li>reflects thoughtfully on own thinking and learning with some insight into the significance of the Humanities and Social Sciences</li> <li>explains different disciplines' theories, concepts and or principles to propose plausible solutions to problems and inform decision making</li> <li>communicates ideas and coherent arguments in a range of modes using relevant evidence, appropriate language, and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>undertakes an inquiry, self-managing the process, selecting, and using relevant evidence based on credible sources</li> <li>applies critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge</li> <li>selects, constructs, and uses appropriate representations to describe patterns, trends, interconnections, and relationships such as cause and effect</li> <li>reflects on own thinking and learning with some thought into the significance of the Humanities and Social Sciences</li> <li>describes different disciplines' theories, concepts and or principles to propose plausible solutions to problems and inform decision making</li> <li>communicates applicable ideas and arguments in modes using relevant evidence, appropriate language, and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>undertakes an inquiry, with some self-managing of the process, selecting and using relevant evidence based on some credible sources</li> <li>applies some critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge</li> <li>selects, constructs, and uses appropriate representations and identifies some patterns, trends, interconnections, and relationships such as cause and effect</li> <li>reflects on own learning with minimal thought into the significance of the Humanities and Social Sciences</li> <li>uses different disciplines' theories, concepts and or principles to propose solutions to problems and inform decision making</li> <li>communicates ideas and arguments in modes using some evidence, appropriate language and referencing</li> </ul>	<ul style="list-style-type: none"> <li>undertakes an inquiry, demonstrating little to no self-management of the process, using minimal evidence</li> <li>applies minimal critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge</li> <li>selects, constructs, and uses appropriate representations and identifies few or no patterns, trends, interconnections, and relationships such as cause and effect</li> <li>reflects with little or no thought on own learning or the significance of Humanities and Social Sciences</li> <li>identifies minimal or no different disciplines' theories, concepts and or principles to propose solutions to problems and inform decision making</li> <li>communicates basic ideas and arguments in modes using minimal evidence, language or referencing</li> </ul>

**Achievement Standards Humanities and Social Sciences T Course - Year 12**

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>evaluates histories, environments, systems, data, and cultures to understand individual and collective behaviour</li> <li>evaluates the significance of issues/events with the use of evidence and analyses impacts to predict possible futures</li> <li>critically analyses the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and evaluates their relationships to a fair, secure, resilient society</li> <li>critically analyses processes of change to understand our world and our place in the world and evaluates the role of influences such as technologies and innovation</li> <li>critically analyses concepts and principles, ideas, movements, and developments and evaluates their significance in personal, cultural, social and/or historical contexts</li> </ul>	<ul style="list-style-type: none"> <li>analyses histories, environments, systems, data, and cultures to understand individual and collective behaviour</li> <li>analyses the significance of issues/events with the use of evidence and explains impacts to predict possible futures</li> <li>analyses the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and explains their relationships to a fair, secure, resilient society</li> <li>analyses processes of change to understand our world and our place in the world and explains the role of influences such as technologies and innovation</li> <li>analyses concepts and principles, ideas, movements, and developments, and explains their significance in personal, cultural, social and/or historical contexts</li> </ul>	<ul style="list-style-type: none"> <li>explains histories, environments, systems, data, and cultures to understand individual and collective behaviour</li> <li>explains the significance of issues/events with the use of evidence and describes impacts to predict possible futures</li> <li>explains the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture and describes their relationships to a fair, secure, resilient society</li> <li>explains processes of change to understand our world and our place in the world and describes the role of influences such as technologies and innovation</li> <li>explains concepts and principles, ideas, movements, and developments, and explains their significance in personal, cultural, social and/or historical contexts</li> </ul>	<ul style="list-style-type: none"> <li>describes histories, environments, systems, data, and cultures demonstrating some understanding of individual and collective behaviour</li> <li>describes issues/events and identifies their significance and impact with some use of evidence</li> <li>describes the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture with some reference to their relationships with a fair, secure, resilient society</li> <li>describes processes of change to understand our world and our place in the world with some reference to the role of influences such as technologies and innovation</li> <li>describes concepts and principles, ideas, movements, and developments with some reference to their significance in personal, cultural, social and or historical contexts</li> </ul>	<ul style="list-style-type: none"> <li>describes histories, environments, systems, data, and cultures with little to no reference to the individual and collective behaviour</li> <li>identifies issues/events with little to no reference to their significance and impact with minimal use of evidence</li> <li>identifies different interpretations, representations and perspectives related to individuals/institutions/society/culture with little to no reference to their relationships with a fair, secure, resilient society</li> <li>identifies processes of change with little to no reference to our world, our place in the world and influences such as the role of technologies and innovation</li> <li>identifies concepts and principles, ideas, movement, and developments with little to no reference to their significance in personal, cultural, social and or historical contexts</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>applies critical and creative thinking skills and appropriate methodologies to investigate a complex need, problem, or challenge</li> <li>undertakes an inquiry, self-managing the process, selecting, and using relevant evidence based on evaluation of credible sources</li> <li>selects, constructs, and uses appropriate representations to analyse patterns, trends, interconnections, and relationships such as cause and effect</li> <li>reflects with insight on own thinking and learning in Humanities and Social Sciences, evaluating the impact on values and attitudes, and the potential for Humanities and Social Sciences to generate knowledge in the public good</li> <li>synthesises theories, concepts, and principles from a range of disciplines to propose plausible and creative solutions to problems and inform decision making</li> <li>communicates complex ideas and coherent and sustained arguments in a range of modes using relevant evidence, appropriate language, and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>applies critical thinking skills and appropriate methodologies to investigate a complex need, problem, or challenge</li> <li>undertakes an inquiry, self-managing the process, selecting, and using relevant evidence based on analysis of credible sources</li> <li>selects, constructs, and uses appropriate representations to explain patterns, trends, interconnections, and relationships such as cause and effect</li> <li>reflects on own thinking and learning in Humanities and Social Sciences, analysing the impact on values and attitudes, and the potential for Humanities and Social Sciences to generate knowledge in the public good</li> <li>analyses theories, concepts, and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</li> <li>communicates ideas and coherent arguments in a variety of modes using relevant evidence, appropriate language, and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>applies critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge</li> <li>undertakes an inquiry, self-managing the process, selecting, and using relevant evidence based on an explanation of credible sources</li> <li>selects, constructs, and uses appropriate representations to describe patterns, trends, interconnections, and relationships such as cause and effect</li> <li>reflects on own thinking and learning in Humanities and Social Sciences, explaining the impact on values and attitudes, and the potential for Humanities and Social Sciences to generate knowledge in the public good</li> <li>explains theories, concepts, and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</li> <li>communicates ideas and arguments appropriately in modes using relevant evidence, appropriate language, and accurate referencing</li> </ul>	<ul style="list-style-type: none"> <li>applies some critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge</li> <li>undertakes an inquiry, with some self-managing of the process, selecting and using relevant evidence based on some credible sources</li> <li>selects, constructs, and uses appropriate representations to identify some patterns, trends, interconnections, and relationships such as cause and effect</li> <li>reflects on own thinking and learning in Humanities and Social Sciences and describes impact on values and attitudes, and potential to generate knowledge in the public good</li> <li>describes theories, concepts, and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</li> <li>communicates ideas in modes and arguments using some evidence, appropriate language and referencing</li> </ul>	<ul style="list-style-type: none"> <li>applies few or no critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge</li> <li>undertakes an inquiry, demonstrating little to no self-management of the process, using minimal evidence</li> <li>selects, constructs, and uses appropriate representations to identify few or no patterns, trends, interconnections, and relationships such as cause and effect</li> <li>reflects on own thinking and learning in Humanities and Social Sciences with little or no reference to the impact on values and attitudes, and potential to generate knowledge in the public good</li> <li>identifies some theories, concepts, and principles from a range of disciplines to propose plausible solutions to problems and inform decision making</li> <li>communicates basic ideas in modes and arguments using minimal evidence, language and referencing</li> </ul>

**Achievement Standards Humanities and Social Sciences M Course – Years 11 and 12**

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>describes a significant issue/event with independence</li> <li>describes different perspectives and interpretations of an issue/event with independence</li> </ul>	<ul style="list-style-type: none"> <li>describes a significant issue/event with some independence</li> <li>describes different perspectives and interpretations of an issue/event with some independence</li> </ul>	<ul style="list-style-type: none"> <li>describes a significant issue/event with assistance</li> <li>describes different perspectives and interpretations of an issue/event with assistance</li> </ul>	<ul style="list-style-type: none"> <li>describes a significant issue/event with repeated cueing</li> <li>describes different perspectives and interpretations of an issue/event with repeated cueing</li> </ul>	<ul style="list-style-type: none"> <li>describes a significant issue/event with direct instruction</li> <li>describes different perspectives and interpretations of an issue/event with direct instruction</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>undertakes an inquiry, self-managing the process with independence</li> <li>applies appropriate methodology to investigate a need, problem, or challenge with independence</li> <li>describes relationships such as cause and effect with independence</li> <li>draws ideas from different disciplines to propose a solution to a problem with independence</li> <li>communicates ideas using appropriate language with independence</li> </ul>	<ul style="list-style-type: none"> <li>undertakes an inquiry, self-managing the process with some independence</li> <li>applies appropriate methodology to investigate a need, problem, or challenge with some independence</li> <li>describes relationships such as cause and effect with some independence</li> <li>draws ideas from different disciplines to propose a solution to a problem with some independence</li> <li>communicates ideas using appropriate language with some independence</li> </ul>	<ul style="list-style-type: none"> <li>undertakes an inquiry, self-managing the process with assistance</li> <li>applies appropriate methodology to investigate a need, problem, or challenge with assistance</li> <li>describes relationships such as cause and effect with assistance</li> <li>draws ideas from different disciplines to propose a solution to a problem with assistance</li> <li>communicates ideas using appropriate language with assistance</li> </ul>	<ul style="list-style-type: none"> <li>undertakes an inquiry, self-managing the process with repeated cueing</li> <li>applies appropriate methodology to investigate a need, problem, or challenge with repeated cueing</li> <li>describes relationships such as cause and effect with repeated cueing</li> <li>draws ideas from different disciplines to propose a solution to a problem with repeated cueing</li> <li>communicates ideas using appropriate language with repeated cueing</li> </ul>	<ul style="list-style-type: none"> <li>undertakes an inquiry with direct instruction</li> <li>applies appropriate methodology to investigate a need, problem, or challenge with direct instruction</li> <li>describes relationships such as cause and effect with direct instruction</li> <li>draws ideas from different disciplines to propose a solution to a problem with direct instruction</li> <li>communicates ideas using appropriate language with direct instruction</li> </ul>

## Community Organisations

**Value: 1.0**

**Community Organisations a**

**Value 0.5**

**Community Organisations b**

**Value 0.5**

### Unit Description

Students examine theories that explain the development and work of community-based organisations in contemporary communities and societies. They investigate how organisations address the needs of the person in their environment. Students critically analyse the discourses, ideas and experiences that underlie the organisations developed to meet these needs. They develop knowledge and skills that will assist them in working in the Community Services sector.

### Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>• analyse Social Work and Social Science theories about, social justice and human rights, community development, volunteering, and empowerment</li> <li>• assess a range of interventions used by Social and Community Workers in community organisations</li> <li>• assess regulatory and policy responses to communities from government and non-government stakeholders</li> <li>• develop skills, values, and efficacy to work and volunteer in community organisations</li> </ul>	<ul style="list-style-type: none"> <li>• critically analyse Social Work and Social Science theories about, social justice and human rights, community development, volunteering, and empowerment</li> <li>• evaluate a range of interventions used by Social and Community Workers in community organisations</li> <li>• evaluate regulatory and policy responses to communities from government and non-government stakeholders, and identify the discourses that inform them</li> <li>• develop skills, values, and efficacy to work and volunteer in community organisations</li> </ul>	<ul style="list-style-type: none"> <li>• describe examples of community organisations</li> <li>• identify rights and responsibilities of clients, volunteers, and community organisations</li> <li>• develop skills and attitudes appropriate to work in community organisations</li> </ul>

## Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
<b>Concepts and Ideas</b>		
<ul style="list-style-type: none"> <li>• analyse Social Work and Social Science theories about volunteering and community services, for example, empowerment, social justice, and human rights</li> <li>• analyse data and evidence that supports theories and conclusions about community services and volunteering in contemporary society</li> <li>• assess a range of interventions used by Social and Community Workers and volunteers in community organisations, for example, intervention approaches such as strength-based, empowerment, and advocacy</li> <li>• assess regulatory and policy responses to community needs from government and non-government stakeholders</li> <li>• analyse Volunteering Principles</li> </ul>	<ul style="list-style-type: none"> <li>• critically analyse Social Work and Social Science theories about volunteering and community services, for example, empowerment, social justice, and human rights</li> <li>• critically analyse data and evidence that supports theories and conclusions about community services and volunteering in contemporary society</li> <li>• evaluate a range of interventions used by Social and Community Workers and volunteers in community organisations, for example, intervention approaches such as strength-based, empowerment, and advocacy</li> <li>• evaluate regulatory and policy responses to community needs from government and non-government stakeholders and identify discourses that inform them</li> <li>• critically analyse Volunteering Principles</li> </ul>	<ul style="list-style-type: none"> <li>• describe examples of community organisations</li> <li>• identify rights and responsibilities of clients, volunteers, and community organisations</li> </ul>
<b>Contexts</b>		
<ul style="list-style-type: none"> <li>• analyse the impact of context on the values and ethics of community organisations, for example, cultural diversity</li> <li>• analyse the impact of context on community organisations, for example, cultural diversity, geographical</li> </ul>	<ul style="list-style-type: none"> <li>• critically analyse the impact of context on the values and ethics of community organisations, for example, cultural diversity</li> <li>• critically analyse the impact of context on community organisations, for example, cultural diversity, geographical</li> </ul>	

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>• apply skills, values, and efficacy to work and volunteer in community organisations, for example, interpersonal, intrapersonal, organisational communication</li> </ul>	<ul style="list-style-type: none"> <li>• apply skills, values, and efficacy to work and volunteer in community organisations, for example, interpersonal, intrapersonal, organisational communication</li> </ul>	<ul style="list-style-type: none"> <li>• develop skills and attitudes appropriate to work in community organisations</li> </ul>
<b>Communication</b>		
<ul style="list-style-type: none"> <li>• apply critical and creative thinking and communication skills to communicate complex ideas and coherent sustained arguments and solutions using metalanguage</li> <li>• assess a variety of relevant sources and perspectives in research to support arguments and draw evidence-based conclusions, using academic integrity</li> <li>• apply interpersonal and communication skills to work independently and collaboratively to solve problems and propose innovative solutions</li> <li>• demonstrate intercultural understanding and awareness of the needs of others when interacting with diverse people in a social and community work context</li> </ul>	<ul style="list-style-type: none"> <li>• synthesise critical and creative thinking and communication skills to communicate complex ideas and coherent sustained arguments and solutions using metalanguage</li> <li>• evaluate a variety of relevant sources and perspectives in research to support arguments and draw evidence-based conclusions, observing academic integrity</li> <li>• apply interpersonal and communication skills to work independently and collaboratively to solve problems and propose innovative solutions</li> <li>• demonstrate intercultural understanding and awareness of the needs of others when interacting with diverse people in a social and community work context</li> </ul>	<ul style="list-style-type: none"> <li>• communicate ideas using appropriate language</li> <li>• use evidence to support ideas</li> <li>• apply interpersonal and communication skills to work with others to solve problems</li> </ul>
<b>Reflection</b>		
<ul style="list-style-type: none"> <li>• reflection thinking and learning to evaluate planning, time management, and use of appropriate work strategies to improve future outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• reflection thinking and learning to evaluate planning, time management, and use of appropriate work strategies to improve future outcomes</li> </ul>	<ul style="list-style-type: none"> <li>• reflect on own learning to improve future outcomes</li> </ul>



A Course	T Course	M Course
<ul style="list-style-type: none"> <li>reflect with insight to evaluate the impact of their learning on their values and attitudes, for example, unconscious bias, Jahari Window</li> </ul>	<ul style="list-style-type: none"> <li>reflect with insight to evaluate the impact of their learning on their values and attitudes, for example, unconscious bias, Jahari Window</li> </ul>	<ul style="list-style-type: none"> <li>reflect on the impact of their learning on their attitudes</li> </ul>

## A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A-T content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills, and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A-T course without the VET qualification. In delivering the course teachers will write a program of learning aligned with students' needs and interests, meeting the A-T content descriptions.

## Units of Competency

Competence must be demonstrated over time and in the full range of **social and community work and volunteering** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **CHC22015 Certificate II in Community Services or CHC24015 Certificate II in Active Volunteering**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

Competencies are attached to units and must be delivered in those units. However, ongoing assessment of competencies can occur while the student is enrolled as an ACT Senior Secondary student.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient, and current evidence as indicated in the relevant Training Package.

### CHC22015 Certificate II in Community Services

The following **core competencies** must be delivered and assessed over the semester:

Code	Competency Title
CHCCOM001	Provide first point of contact
CHCCOM005	Communicate and work in health or community services
HLTWHS001	Participate in workplace health and safety

**Any elective competencies** selected to meet packaging rules may be delivered. The following example is provided as an option:

Code	Competency Title
CHCVOL001	Be an effective volunteer*

\* volunteered as part of a team with paid and/or unpaid staff for a period of at least 20 hours in an organisation with a structured volunteer program

### CHC24015 Certificate II in Active Volunteering

The following **core competencies** must be delivered and assessed over the semester:

Code	Competency Title
CHCVOL001	Be an effective volunteer*
HLTWHS001	Participate in workplace health and safety

\* volunteered as part of a team with paid and/or unpaid staff for a period of at least 20 hours in an organisation with a structured volunteer program

**Any elective competencies** selected to meet packaging rules may be delivered. The following examples are provided as options:

Code	Competency Title
CHCCOM001	Provide first point of contact
CHCCOM005	Communicate and work in health or community services

**All units of competency are optional for students undertaking an M course.**

It is essential to access [www.training.gov.au](http://www.training.gov.au) for detailed up to date information relating to the above competencies.

### Assessment

Refer to pages 10-12.

## Societies and Communities

**Value: 1.0**

**Societies and Communities a**

**Value 0.5**

**Societies and Communities b**

**Value 0.5**

### Unit Description

Students examine theories that explain the opportunities and challenges faced by contemporary diverse communities and societies, including Australian First Nations Peoples. They critically analyse the lived experience of people, and they identify the discourses that inform policy responses from government and non-government stakeholders, including those with disabilities and culturally and linguistically diverse communities. Students develop knowledge and skills that will assist them in working in the community sector.

### Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>• analyse Social Work and Social Science theories about diverse peoples and communities in society</li> <li>• assess a range of interventions used by Social and community Workers in societies and communities</li> <li>• analyse regulatory and policy responses on diverse communities from government and non-government stakeholders</li> <li>• develop skills, values, and efficacy to work with diverse people and communities</li> </ul>	<ul style="list-style-type: none"> <li>• critically analyse Social Work and Social Science theories about diverse peoples and communities in society</li> <li>• evaluate a range of interventions used by Social Workers in societies and communities</li> <li>• evaluate regulatory and policy responses on diverse communities from government and non-government stakeholders, and identify discourses that inform them</li> <li>• develop skills, values, and efficacy to work with diverse people and communities</li> </ul>	<ul style="list-style-type: none"> <li>• describe examples of the experiences of people in their context</li> <li>• describe interventions used in social and community settings</li> <li>• identify rights and responsibilities of people and providers in Social and Community settings</li> <li>• develop skills appropriate to work with diverse people and communities</li> </ul>

## Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
<b>Concepts and Ideas</b>		
<ul style="list-style-type: none"> <li>• analyse Social Work and Social Science theories about diverse peoples and communities in society, for example, Community Development Principles, marginalisation, cooperation and conflict in society, acculturation</li>   <li>• analyse data and evidence that supports theories about marginalisation, cooperation, and conflict in society</li>   <li>• assess a range of interventions used by Social Workers in diverse communities, for example, anti-racism programs, working with interpreters, cultural safety protocols, Advocacy Framework</li>   <li>• analyse regulatory and policy responses to diverse communities from government and non-government stakeholders, for example, racism, colonialism, ableism</li>   <li>• analyse case studies of people in their environment, for example, social systems, family, community, political, culture, disability</li> </ul>	<ul style="list-style-type: none"> <li>• critically analyse Social Work and Social Science theories about diverse peoples and communities in society, including Australian First Nations Peoples, for example, Community Development Principles marginalisation, acculturation, Critical Race Theory, Systems Theory</li>   <li>• critically analyse data and evidence that supports theories about diverse peoples and communities in society, for example, official statistics, autobiographies, academic research, AIHW studies</li>   <li>• evaluate a range of interventions used by Social Workers in diverse communities, for example, anti-racism programs, working with interpreters, cultural safety protocols, Advocacy Framework</li>   <li>• evaluate regulatory and policy responses to diverse communities from government and non-government stakeholders and identify discourses that inform them, for example, racism, colonialism, ableism</li>   <li>• critically analyse case studies of people in their environment, for example, social systems, family, community, political, culture, disability</li> </ul>	<ul style="list-style-type: none"> <li>• describe examples of the experiences of people in their context</li>               <li>• describe interventions used in social and community settings</li>         <li>• identify rights and responsibilities of people and providers in Social and Community settings</li> </ul>

A Course	T Course	M Course
<b>Context</b>		
<ul style="list-style-type: none"> <li>analyse the impact of context on the values and ethics of working with diverse people and communities</li> <li>analyse the impact of context on diverse people and communities, for example, educational, institutional, geographical, socio-economic, political</li> <li>apply skills, values, and efficacy for work with diverse people and communities, for example, interpersonal, intrapersonal, organisational, communication</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse the impact of context on the values and ethics of working with diverse people and communities</li> <li>critically analyse the impact of context on diverse people and communities, for example, educational, institutional, geographical, socio-economic, political</li> <li>apply skills, values, and efficacy for work with diverse people and communities, for example, interpersonal, intrapersonal, organisational, communication</li> </ul>	<ul style="list-style-type: none"> <li>describe values and attitudes for working with diverse people and communities</li> <li>develop skills appropriate to work with diverse people and communities</li> </ul>
<b>Communication</b>		
<ul style="list-style-type: none"> <li>apply critical and creative thinking and communication skills to communicate ideas and sustained arguments and solutions using metalanguage</li> <li>assess a variety of relevant sources and perspectives in research to support arguments and draw evidence-based conclusions, using academic integrity</li> <li>apply interpersonal and communication skills to work independently and collaboratively to solve problems and propose innovative solutions</li> </ul>	<ul style="list-style-type: none"> <li>synthesise critical and creative thinking and communication skills to communicate complex ideas and coherent sustained arguments and solutions using metalanguage</li> <li>evaluate a variety of relevant sources and perspectives in research to support arguments and draw evidence-based conclusions, observing academic integrity</li> <li>apply interpersonal and communication skills to work independently and collaboratively to solve problems and propose innovative solutions</li> </ul>	<ul style="list-style-type: none"> <li>communicate ideas using appropriate language</li> <li>use evidence to support ideas</li> <li>apply interpersonal and communication skills to work with others to solve problems</li> </ul>

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>demonstrate intercultural understanding and awareness of the needs of others when interacting with diverse people in a social and community work context</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate intercultural understanding and awareness of the needs of others when interacting with diverse people in a social and community work context</li> </ul>	<ul style="list-style-type: none"> <li>demonstrate awareness of the needs of others when interacting with diverse people and communities</li> </ul>
<b>Reflection</b>		
<ul style="list-style-type: none"> <li>reflect on thinking and learning to evaluate planning, time management, and use of appropriate work strategies to improve future outcomes</li> <li>reflect with insight to evaluate the impact of their learning on their values and attitudes, for example, unconscious bias, Jahari Window</li> </ul>	<ul style="list-style-type: none"> <li>reflect on thinking and learning to evaluate planning, time management, and use of appropriate work strategies to improve future outcomes</li> <li>reflect with insight to evaluate the impact of their learning on their values and attitudes, for example, unconscious bias, Jahari Window</li> </ul>	<ul style="list-style-type: none"> <li>reflect on own learning to improve future outcomes</li> <li>reflect on the impact of their learning on their attitudes</li> </ul>

### A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A-T content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills, and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A-T course without the VET qualification. In delivering the course teachers will write a program of learning aligned with students' needs and interests, meeting the A-T content descriptions.

## Units of Competency

Competence must be demonstrated over time and in the full range of **Social and Community Work and volunteering** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **CHC22015 - Certificate II in Community Services** or **CHC24015 - Certificate II in Active Volunteering**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

Competencies are attached to units and must be delivered in those units. However, ongoing assessment of competencies can occur while the student is enrolled as an ACT Senior Secondary student.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient, and current evidence as indicated in the relevant Training Package.

### CHC22015 - Certificate II in Community Services

The following **core competency** must be delivered and assessed over the semester:

Code	Competency Title
CHCDIV001	Work with diverse people

**Any elective competencies** selected to meet packaging rules from the list below may also be delivered. The following examples are provided as options:

Code	Competency Title
CHCCDE003	Work within a community development framework
FSKOCM007	Interact effectively with others at work

### CHC24015 - Certificate II in Active Volunteering

The following **core competency** must be delivered and assessed over the semester:

Code	Competency Title
CHCDIV001	Work with diverse people

**Any elective competencies** selected to meet packaging rules from the list below may also be delivered. The following example is provided as an option:

Code	Competency Title
FSKOCM007	Interact effectively with others at work

**All units of competency are optional for students undertaking an M course.**

It is essential to access [www.training.gov.au](http://www.training.gov.au) for detailed up to date information relating to the above competencies.

## Assessment

Refer to pages 10-12.

## Children and Young People

**Value: 1.0**

**Children and Young People a**

**Value 0.5**

**Children and Young People b**

**Value 0.5**

### Unit Description

Students examine theories that explain the opportunities and challenges faced by children and young people in contemporary communities and societies. They critically analyse the rights and lived experience of children and young people, and they identify the discourses that inform policy responses to their issues from government and non-government stakeholders. Students develop knowledge and skills that will assist them in working in the children and youth support sector.

### Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>• analyse Social Work and Social Science theories about children and young people in society, including psychological theories</li> <li>• assess a range of interventions used by Social and Community Workers in work with children and young people</li> <li>• assess regulatory and policy responses on children and young people from government and non-government stakeholders</li> <li>• develop skills, values, and efficacy for work with children and young people</li> </ul>	<ul style="list-style-type: none"> <li>• critically analyse Social Work and Social Science theories about children and young people in society, including psychological theories</li> <li>• evaluate a range of interventions used by Social and Community Workers in work with children and young people</li> <li>• evaluate regulatory and policy responses on children and young people from government and non-government stakeholders, and identify the discourses that inform them</li> <li>• develop skills, values, and efficacy for work with children and young people</li> </ul>	<ul style="list-style-type: none"> <li>• describe examples of the experiences of children and young people in their context</li> <li>• describe interventions used in social and community settings for children and young people</li> <li>• identify rights of children and young people and the responsibilities of providers of care and programs</li> <li>• develop skills and attitudes appropriate to work with children and young people</li> </ul>



## Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
<b>Concepts and ideas</b>		
<ul style="list-style-type: none"> <li>• analyse Social Work and Social Science theories about children and young people, such as social justice, human rights, strength-based approaches, trauma informed approaches, giving voice to children, participation</li> <li>• analyse data and evidence that supports theories about children and young people in contemporary society, for example, incarceration rates, school participation rates, quality of life metrics</li> <li>• assess a range of interventions used by Social Workers in work with children and young people, for example, Youth Coalition, Koori Youth Council, PCYC</li> <li>• analyse psychological theories about children and young people’s development and relationship with society, for example, wellbeing, health, belonging and attachment, identity, growth mindset, impact of trauma</li> <li>• assess regulatory and policy responses to children and young people from government and non-government stakeholders and identify discourses that inform them, for example, Values and Ethics of Youth Work in Australia, UN Declaration of the Rights of the Child, Children and Young People at Risk</li> </ul>	<ul style="list-style-type: none"> <li>• critically analyse Social Work and Social Science theories about children and young people, such as social justice, human rights, strength-based approaches, trauma informed approaches, giving voice to children, participation</li> <li>• critically analyse data and evidence that supports theories about children and young people in contemporary society, for example, incarceration rates, school participation rates, quality of life metrics</li> <li>• evaluate a range of interventions used by Social Workers in work with children and young people, for example, Youth Coalition, Koori Youth Council, PCYC</li> <li>• critically analyse psychological theories about children and young people’s development and relationship with society, for example, wellbeing, health, belonging and attachment, identity, growth mindset, impact of trauma</li> <li>• evaluate regulatory and policy responses to children and young people from government and non-government stakeholders and identify discourses that inform them, for example, Values and Ethics of Youth Work in Australia, UN Declaration of the Rights of the Child, Children and Young People at Risk</li> </ul>	<ul style="list-style-type: none"> <li>• describe examples of the experiences of children and young people in their context</li> <li>• describe interventions used in social and community settings for children and young people</li> <li>• identify rights of children and young people and the responsibilities of providers of care and programs</li> </ul>

A Course	T Course	M Course
<b>Context</b>		
<ul style="list-style-type: none"> <li>• analyse the impact of context on the values and ethics of working with children and young people</li> <li>• analyse the impact of context on children and young people, for example, social media, socio-economic, geographical, cultural</li> <li>• apply skills, values, and efficacy for work with children and young people, for example, interpersonal, intrapersonal, organisational, communication</li> </ul>	<ul style="list-style-type: none"> <li>• critically analyse the impact of context on the values and ethics of working with children and young people</li> <li>• critically analyse the impact of context on children and young people, for example, social media, socio-economic, geographical, cultural</li> <li>• apply skills, values, and efficacy for work with children and young people, for example, interpersonal, intrapersonal, organisational, communication</li> </ul>	<ul style="list-style-type: none"> <li>• develop skills and attitudes appropriate to work with children and young people</li> </ul>
<b>Communication</b>		
<ul style="list-style-type: none"> <li>• apply critical and creative thinking and communication skills to communicate complex ideas and coherent sustained arguments and solutions using metalanguage</li> <li>• assess a variety of relevant sources and perspectives in research to support arguments and draw evidence-based conclusions, using academic integrity</li> <li>• apply interpersonal and communication skills to work independently and collaboratively to solve problems and propose innovative solutions</li> <li>• demonstrate intercultural understanding and awareness of the needs of others when interacting with diverse people in a social and community work context</li> </ul>	<ul style="list-style-type: none"> <li>• synthesise critical and creative thinking and communication skills to communicate complex ideas and coherent sustained arguments and solutions using metalanguage</li> <li>• evaluate a variety of relevant sources and perspectives in research to support arguments and draw evidence-based conclusions, observing academic integrity</li> <li>• apply interpersonal and communication skills to work independently and collaboratively to solve problems and propose innovative solutions</li> <li>• demonstrate intercultural understanding and awareness of the needs of others when interacting with diverse people in a social and community work context</li> </ul>	<ul style="list-style-type: none"> <li>• communicate ideas using appropriate language</li> <li>• use evidence to support ideas</li> <li>• apply interpersonal and communication skills to work with others to solve problems</li> </ul>

A Course	T Course	M Course
<b>Reflection</b>		
<ul style="list-style-type: none"> <li>• reflection thinking and learning to evaluate planning, time management, and use of appropriate work strategies to improve future outcomes</li> <li>• reflect with insight to evaluate the impact of their learning on their values and attitudes, for example, unconscious bias, Jahari Window</li> </ul>	<ul style="list-style-type: none"> <li>• reflection thinking and learning to evaluate planning, time management, and use of appropriate work strategies to improve future outcomes</li> <li>• reflect with insight to evaluate the impact of their learning on their values and attitudes, for example, unconscious bias, Jahari Window</li> </ul>	<ul style="list-style-type: none"> <li>• reflect on own learning to improve future outcomes</li> <li>• reflect on the impact of their learning on their attitudes</li> </ul>

### A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A-T content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills, and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A-T course without the VET qualification. In delivering the course teachers will write a program of learning aligned with students' needs and interests, meeting the A-T content descriptions.

## Units of Competency

Competence must be demonstrated over time and in the full range of **Social and Community Work and volunteering** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **CHC22015 - Certificate II in Community Services** or **CHC24015 - Certificate II in Active Volunteering**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

Competencies are attached to units and must be delivered in those units. However, ongoing assessment of competencies can occur while the student is enrolled as an ACT Senior Secondary student.

In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient, and current evidence as indicated in the relevant Training Package.

### CHC22015 - Certificate II in Community Services

The following **core competency** must be delivered and assessed over the semester:

Code	Competency Title
BSBWOR202	Organise and complete daily work activities

**Any elective competencies** selected to meet packaging rules from the list below may also be delivered. The following examples are provided as options:

Code	Competency Title
BSBPEF201	Support personal wellbeing in the workplace
CHCPRT001	Identify and respond to children and young people at risk
CHCYTH001	Engage respectfully with young people

### CHC24015 - Certificate II in Active Volunteering

**Any ONE or more elective competencies** selected to meet packaging rules may also be delivered. The following examples are provided as options:

Code	Competency Title
CHCYTH001	Engage respectfully with young people
FSKWTG09	Write routine workplace texts
HLTAID011	Provide first aid*

\*note the licensing/regulatory rules particular to this competency

**All units of competency are optional for students undertaking an M course.**

It is essential to access [www.training.gov.au](http://www.training.gov.au) for detailed up to date information relating to the above competencies.

## Assessment

Refer to pages 10-12.

## Contemporary Ageing

**Value: 1.0**

Contemporary Ageing a

**Value 0.5**

Contemporary Ageing b

**Value 0.5**

### Unit Description

Students examine theories that explain the opportunities and challenges faced by older people in contemporary and diverse communities and societies. They critically analyse the rights and lived experience of older people and identify the discourses that inform policy responses from government and non-government stakeholders. Students develop knowledge and skills that will assist them in working in the aged care sector.

### Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>analyse Social Work and Social Science theories about ageing in society, including psychological theories</li> <li>assess a range of interventions and principles used by Social and Community Workers in aged care sector</li> <li>assess regulatory and policy responses on aged care from government and non-government stakeholders in Aged Care</li> <li>develop skills, values, and efficacy for work in the aged care sector</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse Social Work and Social Science theories about ageing in society, including psychological theories</li> <li>evaluate a range of interventions and principles used by Social and Community Workers in aged care sector</li> <li>evaluate regulatory and policy responses on aged care from government and non-government stakeholders in Aged Care, and identify discourses that inform them</li> <li>develop skills, values, and efficacy for work in the aged care sector</li> </ul>	<ul style="list-style-type: none"> <li>describe examples of the experiences of older people in their context</li> <li>describe interventions used in social and community settings for older people</li> <li>identify rights of older people and the responsibilities of providers in aged care settings</li> <li>develop skills and attitudes appropriate to work with older people</li> </ul>

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
<b>Concepts and Ideas</b>		
<ul style="list-style-type: none"> <li>analyse Social Work and Social Science theories about ageing in society, for examples, human rights, empowerment, enablement, ageism</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse Social Work and Social Science theories about ageing in society, for examples, human rights, empowerment, enablement, ageism</li> </ul>	<ul style="list-style-type: none"> <li>describe examples of the experiences of older people in their context</li> </ul>

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>• analyse data and evidence that supports theories about ageing in contemporary society</li> <li>• assess a range of interventions used by Social Workers in the aged care sector, for example, positive ageing, empowerment, person centred care</li> <li>• analyse psychological theories about the aging individual's relationship with society, for example, isolation, cognition, dementia</li> <li>• assess regulatory and policy responses to ageing people from government and non-government stakeholders, for example, ageism</li> </ul>	<ul style="list-style-type: none"> <li>• critically analyse data and evidence that supports theories about ageing in contemporary society</li> <li>• evaluate a range of interventions used by Social Workers in the aged care sector, for example, positive ageing, empowerment, person centred care</li> <li>• critically analyse psychological theories about the aging individual's relationship with society, for example, isolation, cognition, dementia</li> <li>• evaluate regulatory and policy responses to ageing people from government and non-government stakeholders and identify discourses that inform them, for example, ageism</li> </ul>	<ul style="list-style-type: none"> <li>• describe interventions used in social and community settings for older people</li> <li>• identify rights of older people and the responsibilities of providers in aged care settings</li> </ul>
<b>Context</b>		
<ul style="list-style-type: none"> <li>• analyse the impact of context on the values and ethics of working with ageing people</li> <li>• analyse the impact of context on ageing people, for example, institutional, geographical, socio-economic, political, cultural</li> <li>• apply skills, values, and efficacy for work in the aged care sector, for example, interpersonal, intrapersonal, organisational, communication</li> </ul>	<ul style="list-style-type: none"> <li>• critically analyse the impact of context on the values and ethics of working with ageing people</li> <li>• critically analyse the impact of context on ageing people, for example, institutional, geographical, socio-economic, political, cultural</li> <li>• apply skills, values, and efficacy for work in the aged care sector, for example, interpersonal, intrapersonal, organisational, communication</li> </ul>	<ul style="list-style-type: none"> <li>• describe attitudes appropriate to work with older people</li> <li>• develop skills and attitudes appropriate to work with older people</li> </ul>

A Course	T Course	M Course
<b>Communication</b>		
<ul style="list-style-type: none"> <li>• synthesise critical and creative thinking and communication skills to communicate complex ideas and coherent sustained arguments and solutions using metalanguage</li> <li>• evaluate a variety of relevant sources and perspectives in research to support arguments and draw evidence-based conclusions, using academic integrity</li> <li>• apply interpersonal and communication skills to work independently and collaboratively to solve problems and propose innovative solutions</li> <li>• demonstrate intercultural understanding and awareness of the needs of others when interacting with diverse people in a social and community work context</li> </ul>	<ul style="list-style-type: none"> <li>• synthesise critical and creative thinking and communication skills to communicate complex ideas and coherent sustained arguments and solutions using metalanguage</li> <li>• evaluate a variety of relevant sources and perspectives in research to support arguments and draw evidence-based conclusions, observing academic integrity</li> <li>• apply interpersonal and communication skills to work independently and collaboratively to solve problems and propose innovative solutions</li> <li>• demonstrate intercultural understanding and awareness of the needs of others when interacting with diverse people in a social and community work context</li> </ul>	<ul style="list-style-type: none"> <li>• communicate ideas using appropriate language</li> <li>• use evidence to support ideas</li> <li>• apply interpersonal and communication skills to work with others to solve problems</li> </ul>
<b>Reflection</b>		
<ul style="list-style-type: none"> <li>• reflection thinking and learning to evaluate planning, time management, and use of appropriate work strategies to improve future outcomes</li> <li>• reflect with insight to evaluate the impact of their learning on their values and attitudes, for example, unconscious bias, Jahari Window</li> </ul>	<ul style="list-style-type: none"> <li>• reflection thinking and learning to evaluate planning, time management, and use of appropriate work strategies to improve future outcomes</li> <li>• reflect with insight to evaluate the impact of their learning on their values and attitudes, for example, unconscious bias, Jahari Window</li> </ul>	<ul style="list-style-type: none"> <li>• reflect on own learning to improve future outcomes</li> <li>• reflect on the impact of their learning on their attitudes</li> </ul>

## A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A-T content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills, and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A-T course without the VET qualification. In delivering the course teachers will write a program of learning aligned with students' needs and interests, meeting the A-T content descriptions.

## Units of Competency

Competence must be demonstrated over time and in the full range of **Social and Community Work and volunteering** contexts. Teachers must use this unit document in conjunction with the Units of Competence from the **CHC22015 - Certificate II in Community Services or CHC24015 - Certificate II in Active Volunteering**, which provides performance criteria, range statements and assessment contexts.

Teachers must address **all content** related to the competencies embedded in this unit. Reasonable adjustment may be made only to the mode of delivery, context and support provided according to individual student needs.

Competencies are attached to units and must be delivered in those units. However, ongoing assessment of competencies can occur while the student is enrolled as an ACT Senior Secondary student. In order to be deemed competent to industry standard, assessment must provide authentic, valid, sufficient, and current evidence as indicated in the relevant Training Package.

### CHC22015 - Certificate II in Community Services

**Any ONE or more elective competencies** selected to meet packaging rules may also be delivered. The following example is provided as an option:

Code	Competency Title
CHCAGE001	Facilitate the empowerment of older people

### CHC24015 - Certificate II in Active Volunteering

The following **core competency** must be delivered and assessed over the semester:

Code	Competency Title
BSBCMM201	Communicate in the Workplace

**Any elective competencies** selected to meet packaging rules may also be delivered.

**All units of competency are optional for students undertaking an M course.**



It is essential to access [www.training.gov.au](http://www.training.gov.au) for detailed up to date information relating to the above competencies.

### **Assessment**

Refer to pages 10-12.

## Independent Study

**Value: 1.0**

**Independent Study a**

**Value 0.5**

**Independent Study b**

**Value 0.5**

### Prerequisites

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third 1.0 unit in this course of study.

### Unit Description

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

**NOTE:** There are **no VET competencies** attached to this unit. VET competencies may be assessed where relevant to the focus of the unit. The competencies selected will need to align with the requirements of the CHC Training Package and to the competencies already completed during the course if students are to achieve the relevant qualifications.

### Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>analyse Social Work and Social Science theories about the chosen topic of study</li> <li>analyse a range of interventions used by Social and Community Workers in the chosen area of study</li> <li>analyse regulatory and policy responses to the chosen area of study from government and non-government stakeholders, and identify the discourses that inform them</li> <li>develop skills, values, and efficacy to work and volunteer in community organisations</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse Social Work and Social Science theories about the chosen topic of study</li> <li>evaluate a range of interventions used by Social and Community Workers in the chosen area of study</li> <li>evaluate regulatory and policy responses to the chosen area of study from government and non-government stakeholders, and identify the discourses that inform them</li> <li>develop skills, values, and efficacy to work and volunteer in community organisations</li> </ul>	<ul style="list-style-type: none"> <li>describe examples and case studies from the chosen area of study</li> <li>describe social and community work programs in the chosen area of study</li> <li>develop skills and attitudes appropriate to work and/or volunteer in community organisations</li> </ul>

## Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
<b>Concepts and Ideas</b>		
<ul style="list-style-type: none"> <li>• analyse Social Work and Social Science theories about the chosen area of study</li> <li>• analyse data and evidence that supports theories about the chosen area of study</li> <li>• analyse a range of interventions used by Social Workers in in the chosen area of study</li> <li>• assess regulatory and policy responses in the chosen area of study from government and non-government stakeholders and identify discourses that inform them</li> </ul>	<ul style="list-style-type: none"> <li>• critically analyse Social Work and Social Science theories about the chosen area of study</li> <li>• critically analyse data and evidence that supports theories about the chosen area of study</li> <li>• evaluate a range of interventions used by Social Workers in in the chosen area of study</li> <li>• evaluate regulatory and policy responses in the chosen area of study from government and non-government stakeholders and identify discourses that inform them</li> </ul>	<ul style="list-style-type: none"> <li>• describe examples and case studies from the chosen area of study</li> <li>• describe social and community work programs in the chosen area of study</li> </ul>
<b>Contexts</b>		
<ul style="list-style-type: none"> <li>• analyse the impact of context on the values and ethics of the chosen area of study</li> <li>• analyse the impact of context on the chosen area of study, for example, cultural diversity, geographical</li> <li>• apply skills, values, and efficacy to work and volunteer in community organisations, for example, interpersonal, intrapersonal, organisational communication</li> </ul>	<ul style="list-style-type: none"> <li>• critically analyse the impact of context on the values and ethics of the chosen area of study</li> <li>• critically analyse the impact of context on the chosen area of study, for example, cultural diversity, geographical</li> <li>• apply skills, values, and efficacy to work and volunteer in community organisations, for example, interpersonal, intrapersonal, organisational communication</li> </ul>	<ul style="list-style-type: none"> <li>• describe the context of the chosen area of study</li> <li>• develop skills and attitudes appropriate to work and/or volunteer in community organisations</li> </ul>

A Course	T Course	M Course
<b>Communication</b>		
<ul style="list-style-type: none"> <li>• apply critical and creative thinking and communication skills to communicate complex ideas and coherent sustained arguments and solutions using metalanguage</li> <li>• assess a variety of relevant sources and perspectives in research to support arguments and draw evidence-based conclusions, using academic integrity</li> <li>• apply interpersonal and communication skills to work independently and collaboratively to solve problems and propose innovative solutions</li> <li>• demonstrate intercultural understanding and awareness of the needs of others when interacting with diverse people in a social and community work context</li> </ul>	<ul style="list-style-type: none"> <li>• synthesise critical and creative thinking and communication skills to communicate complex ideas and coherent sustained arguments and solutions using metalanguage</li> <li>• evaluate a variety of relevant sources and perspectives in research to support arguments and draw evidence-based conclusions, using academic integrity</li> <li>• apply interpersonal and communication skills to work independently and collaboratively to solve problems and propose innovative solutions</li> <li>• demonstrate intercultural understanding and awareness of the needs of others when interacting with diverse people in a social and community work context</li> </ul>	<ul style="list-style-type: none"> <li>• communicate ideas using appropriate language</li> <li>• use evidence to support ideas</li> <li>• apply interpersonal and communication skills to work with others to solve problems</li> </ul>
<b>Reflection</b>		
<ul style="list-style-type: none"> <li>• reflection thinking and learning to evaluate planning, time management, and use of appropriate work strategies to improve future outcomes</li> <li>• reflect with insight to evaluate the impact of their learning on their values and attitudes, for example, unconscious bias, Jahari Window</li> </ul>	<ul style="list-style-type: none"> <li>• reflection thinking and learning to evaluate planning, time management, and use of appropriate work strategies to improve future outcomes</li> <li>• reflect with insight to evaluate the impact of their learning on their values and attitudes, for example, unconscious bias, Jahari Window</li> </ul>	<ul style="list-style-type: none"> <li>• reflect on own learning to improve future outcomes</li> <li>• reflect on the impact of their learning on their attitudes</li> </ul>

## **A guide to reading and implementing content descriptions**

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

For colleges wishing to deliver the VET qualification, there is flexibility for a teacher (provided the RTO has scope) to develop a program of learning aligned with the elements of the VET competencies and A-T content descriptions. The knowledge, skills and understandings within the competencies reflect the knowledge, skills, and understandings of the BSSS course unit content descriptions.

Alternatively, a college may choose the A-T course without the VET qualification. In delivering the course teachers will write a program of learning aligned with students' needs and interests, meeting the A-T content descriptions.

### **Assessment**

Refer to pages 10-12.

## Appendix A – Implementation Guidelines

### Available course patterns

A standard 1.0 value unit is delivered over at least 55 hours. To be awarded a course, students must complete at least the minimum units over the whole minor, major, major/minor, or double major course.

Course	Number of standard units to meet course requirements
Minor	Minimum of 2 units
Major	Minimum of 3.5 units

Units in this course can be delivered in any order.

### Prerequisites for the course or units within the course

Students must have studied at least three standard 1.0 units from this course in order to access the Independent Study unit. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third 1.0 unit in this course of study.

### Arrangements for students continuing study in this course

Students who studied the previous course may undertake any units in this course provided there is no duplication of content.

### Duplication of Content Rules

Students cannot be given credit towards the requirements for a Senior Secondary Certificate for a unit that significantly duplicates content in a unit studied in another course. The responsibility for preventing undesirable overlap of content studied by students rests with the principal and the teacher delivering the course. While it is acceptable for a student to be given the opportunity to demonstrate competence in VET qualifications over more than one semester, substantial overlap of content is not permitted. Students will only be given credit for covering the content once.

### Relationship to other courses

This course shares common competencies with other BSSS accredited courses:

- Business Services

### New and/or updated Training Package

Training Packages are regularly updated through the mandatory continuous improvement cycle. This may result in updating of qualifications and a change in the composition of competencies within a qualification. Where qualifications from the new Training Package have been deemed to be equivalent, students may continue their study without interruption. Students will be granted direct credit for those competencies already achieved.

Where there are new competencies or updated competencies with significant change and these are deemed not equivalent, students may apply for Recognition of Prior Learning (RPL) for all or part of competencies.

Granting of RPL for competencies does not equate to points towards the Senior Secondary Certificate.

## **Recognition of Prior Learning (RPL)**

RPL is an assessment process that assesses an individual's formal, non-formal and informal learning to determine the extent to which that individual has achieved the required learning outcomes, competence outcomes, or standards for entry to, and/or partial or total completion of, a VET qualification.

Recognition of competence through the RPL process should be granted to students through gathering supplementary evidence against elements, skills and knowledge from the Training Package as well as through established assessment criteria. RPL may be granted for individual Units of Competence where the evidence is sufficient to do so.

A student having been granted RPL for one or more Units of Competence will still be required to fulfill the time-based component of units that contributes to points and A to E grading for the Senior Secondary Certificate.

To cater for this requirement, curriculum designers should design the course to be flexible enough to accommodate students who have gained some competencies through RPL.

Students may demonstrate the achievement of learning outcomes through challenge testing, interview, or other means that the teacher deems reasonable. Full records of the RPL process and results must be stored by the college for perusal by the National VET Regulator upon request and should confirmation be required for VET certification. The college must be informed of the application of RPL before the start of the unit that includes the competency. For RPL to be awarded, the Units of Competency must be demonstrated in the Industry context.

## **Guidelines for Delivery**

### **Program of Learning**

A program of learning is what a school provides to implement the course for a subject. This meets the requirements for context, scope and sequence set out in the Board endorsed course. Students follow programs of learning in a college as part of their senior secondary studies. The detail, design, and layout of a program of learning are a college decision.

The program of learning must be documented to show the planned learning activities and experiences that meet the needs of particular groups of students, taking into account their interests, prior knowledge, abilities and backgrounds. The program of learning is a record of the learning experiences that enable students to achieve the knowledge, understanding and skills of the content descriptions. There is no requirement to submit a program of learning to the OBSSS for approval. The Principal will need to sign off at the end of Year 12 that courses have been delivered as accredited.

### **Content Descriptions**

Are all content descriptions of equal importance? No. It depends on the focus of study. Teachers can customise their program of learning to meet their own students' needs, adding additional content descriptions if desired or emphasising some over others. A teacher must balance student needs with their responsibility to teach all content descriptions. It is mandatory that teachers address all content descriptions and that students engage with all content descriptions.

### **Half standard 0.5 units**

Half standard units appear on the course adoption form but are not explicitly documented in courses. It is at the discretion of the college principal to split a standard 1.0 unit into two half standard 0.5 units. Colleges are required to adopt the half standard 0.5 units. However, colleges are not required to submit explicit documentation outlining their half standard 0.5 units to the BSSS. Colleges must assess students using the half standard 0.5 assessment task weightings outlined in the framework. It is the responsibility of the college principal to ensure that all content is delivered in units approved by the Board.

### **Reasonable Adjustment**

Units in this course are suitable for students requiring reasonable adjustment for delivery and assessment. However, standards of competency (outcomes) as dictated by National Training Packages **cannot be modified**. Students must demonstrate competence to the level required by industry in order to gain a Statement of Attainment or Vocational Certificate.

### **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 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 over two Moderation Days. In addition to Moderation Days, there is statistical moderation of course scores, including small group procedures, for T courses.

### **Moderation by Structured, Consensus-based Peer Review**

Consensus-based peer review involves the review of student work against system wide criteria and standards and the validation of Unit Grades. This is done by matching student performance with the criteria and standards outlined in the Achievement Standards, as stated in the Framework. Advice is then given to colleges to assist teachers with, or confirm, their judgments. In addition, feedback is given on the construction of assessment instruments.

### **Preparation for Structured, Consensus-based Peer Review**

Each year, teachers of Year 11 are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers of 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, T and M course/units offered by the school and is sent into 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, including marking schemes and rubrics for each assessment item
- 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 the *Requirements for Moderation Memoranda* and Information Papers.

### **Visual evidence for judgements made about practical performances**

It is a requirement that schools' judgements of standards to practical performances (A/T/M) be supported by visual evidence (still photos or video).

The photographic evidence submitted must be drawn from practical skills performed as part of the assessment process.

Teachers should consult the BSSS website for current information regarding all moderation requirements including subject specific and photographic evidence.

## Appendix B – Course Developers

<b>Name</b>	<b>College</b>
A/Professor Joanna Zubrzycki	Australian Catholic University
Candace Safi	Canberra Institute of Technology
Janelle Jolly	St Mary MacKillop College
Helen Witcombe	Erindale College/Lake Tuggeranong College
Leisa Williams	Trinity Christian School

## Appendix C – Common Curriculum Elements

Common curriculum elements assist in the development of high-quality assessment tasks by encouraging breadth and depth and discrimination in levels of achievement.

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

## Appendix D – 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
Critically analyse	Analysis that engages with criticism and existing debate on the issue
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	Planning, inquiry into and drawing conclusions about
Justify	Show how argument or conclusion is right or reasonable
Manipulate	Adapt or change
Plan	Strategize, 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

## Appendix E – Glossary for ACT Senior Secondary Curriculum

Courses will detail what teachers are expected to teach and students are expected to learn for year 11 and 12. They will describe the knowledge, understanding and skills that students will be expected to develop for each learning area across the years of schooling.

**Learning areas** are broad areas of the curriculum, including English, mathematics, science, the arts, languages, health, and physical education.

A **subject** is a discrete area of study that is part of a learning area. There may be one or more subjects in a single learning area.

**Frameworks** are system documents for Years 11 and 12 which provide the basis for the development and accreditation of any course within a designated learning area. In addition, frameworks provide a common basis for assessment, moderation and reporting of student outcomes in courses based on the framework.

The **course** sets out the requirements for the implementation of a subject. Key elements of a course include the rationale, goals, content descriptions, assessment, and achievement standards as designated by the framework.

BSSS courses will be organised into units. A unit is a distinct focus of study within a course. A standard 1.0 unit is delivered for a minimum of 55 hours generally over one semester.

An **Independent Study unit** is a pedagogical approach that empowers students to make decisions about their own learning. Independent Study units can be proposed by a student and negotiated with their teacher but must meet the specific unit goals and content descriptions as they appear in the course.

An **elective** is a lens for demonstrating the content descriptions within a standard 1.0 or half standard 0.5 unit.

A **lens** is a particular focus or viewpoint within a broader study.

**Content descriptions** refer to the subject-based knowledge, understanding and skills to be taught and learned.

A **program of learning** is what a college develops to implement the course for a subject and to ensure that the content descriptions are taught and learned.

**Achievement standards** provide an indication of typical performance at five different levels (corresponding to grades A to E) following completion of study of senior secondary course content for units in a subject.

ACT senior secondary system **curriculum** comprises all BSSS approved courses of study.

## Appendix F – Implementation of VET Qualifications

### VET Qualifications

For **CHC22015 Certificate II in Community Services** the following packaging rules apply:

**Total number of units = 9**

**5 core units plus**

**4 elective units**

The elective units consisting of:

- at least 2 units from the electives listed below
- up to 2 units from the electives listed below, any endorsed Training Packages or accredited courses – these units must be relevant to the work outcome

This course, with listed competencies, meets these requirements at time of development.

Colleges are advised to check current training package requirements before delivery.

If the full requirements of a Certificate are not met, students will be awarded a Statement of Attainment listing Units of Competence achieved according to Standard 3 of the Standards for Registered Training Organisations (RTOs) 2015.

**Any elective competencies** selected to meet packaging rules from the list below may be delivered. The following examples are provided as options:

#### Competencies for Certificate II in Community Services

Code	Competency Title	Core/Elective
<b>BSBWOR202</b>	<b>Organise and complete daily work activities</b>	<b>Core</b>
<b>CHCCOM001</b>	<b>Provide first point of contact</b>	<b>Core</b>
<b>CHCCOM005</b>	<b>Communicate and work in health or community services</b>	<b>Core</b>
<b>CHCDIV001</b>	<b>Work with diverse people</b>	<b>Core</b>
<b>HLTWHS001</b>	<b>Participate in workplace health and safety</b>	<b>Core</b>
BSBPEF201	Support personal wellbeing in the workplace	Elective
CHCAGE001	Facilitate the empowerment of older people	Elective
CHCCDE003	Work within a community development framework	Elective
CHCPRT001	Identify and respond to children and young people at risk	Elective
CHCVOL001	Be an effective volunteer*	Elective
CHCYTH001	Engage respectfully with young people	Elective
FSKOCM007	Interact effectively with others at work	Elective

If the full requirements of a Certificate are not met, students will be awarded a Statement of Attainment listing Units of Competence achieved according to Standard 3 of the Standards for Registered Training Organisations (RTOs) 2015.

For **CHC24015 - Certificate II in Active Volunteering** the following packaging rules apply:

**Total number of units = 7**

**4 core units plus**

**3 elective units**

The elective units consisting of:

- up to 3 units from the electives listed below, any endorsed Training Packages or accredited course - these units must be relevant to the work outcome. All electives chosen must contribute to a valid industry supported vocational outcome.

This course, with listed competencies, meets these requirements at time of development.

Colleges are advised to check current training package requirements before delivery.

If the full requirements of a Certificate are not met, students will be awarded a Statement of Attainment listing Units of Competence achieved according to Standard 3 of the Standards for Registered Training Organisations (RTOs) 2015.

**Any elective competencies** selected to meet packaging rules from the list below may be delivered.

The following examples are provided as options:

#### **Competencies for Certificate II in Active Volunteering**

<b>Code</b>	<b>Competency Title</b>	<b>Core/Elective</b>
<b>BSBCMM201</b>	<b>Communicate in the workplace</b>	<b>Core</b>
<b>CHCDIV001</b>	<b>Work with diverse people</b>	<b>Core</b>
<b>CHCVOL001</b>	<b>Be an effective volunteer*</b>	<b>Core</b>
<b>HLTWHS001</b>	<b>Participate in workplace health and safety</b>	<b>Core</b>
BSBPEF201	Support personal wellbeing in the workplace	Elective
CHCCOM001	Provide first point of contact	Elective
CHCCOM005	Communicate and work in health or community services	Elective
CHCYTH001	Engage respectfully with young people	Elective
FSKOCM007	Interact effectively with others at work	Elective
FSKWGT09	Write routine workplace texts	Elective
HLTAID011	Provide first aid*	Elective

\*note the licensing/regulatory rules particular to this competency

## VET Competencies Mapped to Course Units

Grouping of competencies within units may not be changed by individual colleges.

Competencies designated at the Certificate III level can only be delivered by schools that have scope to do so. Colleges must apply to have additional competencies at a higher level listed on their scope of registration.

**Note:** When selecting units, colleges must ensure that they follow packaging rules and meet the requirements for the Certificate level. In the event that full Certificate requirements are not met a Statement of Attainment will be issued.

All core competencies must be delivered in the relevant unit. The elective competencies delivered are dependent on the elective units chosen.

## VET Implementation Summary

### CHC22015 - Certificate II in Community Services

BSSS Unit Title	Competencies	
Community Organisations	<b>Core Code</b>	<b>Core Title</b>
	CHCCOM001	Provide first point of contact
	CHCCOM005	Communicate and work in health or community services
	HLTWHS001	Participate in workplace health and safety
	<b>Electives</b>	<b>Elective Title</b>
	CHCVOL001	Be an effective volunteer*
Societies and Communities	<b>Core Code</b>	<b>Core Title</b>
	CHCDIV001	Work with diverse people
	<b>Electives</b>	<b>Elective Title</b>
	CHCCDE003	Work within a community development framework
	FSKOCM007	Interact effectively with others at work
Children and Young People	<b>Core Code</b>	<b>Core Title</b>
	BSBWOR202	Organise and complete daily work activities
	<b>Electives</b>	<b>Elective Title</b>
	BSBPEF201	Support personal wellbeing in the workplace
	CHCPRT001	Identify and respond to children and young people at risk
	CHCYTH001	Engage respectfully with young people
Contemporary Ageing	<b>Core Code</b>	<b>Core Title</b>
	NA	
	<b>Electives</b>	<b>Elective Title</b>
	CHCAGE001	Facilitate the empowerment of older people



**CHC24015 - Certificate II in Active Volunteering**

BSSS Unit Title	Competencies	
<b>Community Organisations</b>	<b>Core Code</b>	<b>Core Title</b>
	CHCVOL001	Be an effective volunteer <sup>1</sup>
	HLTWHS001	Participate in workplace health and safety
	<b>Electives</b>	<b>Elective Title</b>
	CHCCOM001 CHCCOM005	Provide first point of contact Communicate and work in health or community services
<b>Societies and Communities</b>	<b>Core Code</b>	<b>Core Title</b>
	CHCDIV001	Work with diverse people
	<b>Electives</b>	<b>Elective Title</b>
	FSKOCM007	Interact effectively with others at work
<b>Children and Young People</b>	<b>Core</b>	<b>Core Title</b>
	NA	
	<b>Electives</b>	<b>Elective Title</b>
	CHCYTH001 FSKWTG09 HLTAID011	Engage respectfully with young people Write routine workplace texts Provide first aid <sup>2</sup>
	<b>Contemporary Ageing</b>	<b>Core</b>
	BSBCMM201	Communicate in the workplace
	<b>Electives</b>	<b>Elective Title</b>
	NA	

**Competency Based Assessment**

The assessment of competence must focus on the competency standards and the associated elements as identified in the Training Package. Assessors must develop assessment strategies that enable them to obtain sufficient evidence to deem students competent. This evidence must be gathered over a number of assessment items. Competence to industry standard requires a student to be able to demonstrate the relevant skills and knowledge in a variety of industry contexts on repeated occasions. Assessment must be designed to collect evidence against the four dimensions of competency.

- **Task skills** – undertaking specific workplace task(s)
- **Task management skills** – managing a number of different tasks to complete a whole work activity

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<sup>1</sup> volunteered as part of a team with paid and/or unpaid staff for a period of at least 20 hours in an organisation with a structured volunteer program

<sup>2</sup> note the licensing/regulatory rules particular to this competency

- **Contingency management skills** – responding to problems and irregularities when undertaking a work activity, such as: breakdowns, changes in routine, unexpected or atypical results, difficult or dissatisfied clients
- **Job/role environment skills** – dealing with the responsibilities and expectations of the work environment when undertaking a work activity, such as: working with others, interacting with clients and suppliers, complying with standard operating procedures, or observing enterprise policy and procedures.

The most appropriate method of assessing workplace competence is on-the-job in an industry setting under normal working conditions. This includes using industry standard tools, equipment and job aids and working with trade colleagues. Where this is not available, a simulated workplace environment that mirrors the industry setting will be used. The following general principles and strategies apply:

- assessment is competency based
- assessment is criterion-referenced.

Quality outcomes can only be assured through the assessment process. The strategy for assessment is based on an integration of the workplace competencies for the learning modules into a holistic activity. The awarding of vocational qualifications is dependent on successful demonstration of the learning outcomes within the modules through the integrated competency assessment that meets the Training Package rules and requirements.

The integrated assessment activity will require the learner to:

- use the appropriate key competencies
- apply the skills and knowledge which underpin the process required to demonstrate competency in the workplace
- integrate the most critical aspects of the competencies for which workplace competency must be demonstrated
- provide evidence for grades and or scores for the Board course component of the assessment process.

## **Standards for Registered Training Organisations 2015**

These Standards form part of the VET Quality Framework, a system which ensures the integrity of nationally recognised qualifications.

RTOs are required to comply with these Standards and with the:

- National Vocational Education and Training Regulator Act 2011
- VET Quality Framework.

The purpose of these Standards is to:

- set out the requirements that an organisation must meet in order to be an RTO
- ensure that training products delivered by RTOs meet the requirements of training packages or VET accredited courses, and have integrity for employment and further study
- ensure RTOs operate ethically with due consideration of learners' and enterprises' needs.

To access the Standards, refer to:

<https://www.legislation.gov.au/Details/F2017C00663>

To access The Users' Guide to the Standards, refer to:

<https://www.asqa.gov.au/standards>

## **Guidelines for Colleges Seeking Scope**

Colleges must apply to have their scope of registration extended for each new qualification they seek to issue. There is no system-level process. Each college must demonstrate capacity to fulfil the requirements outlined in the Training Package. Applications for extension of scope are lodged through the Australian Skills Quality Authority (ASQA).

## **Assessment of Certificate III Units of Competence**

Colleges delivering any Units of Competence from Certificate III (apart from those competencies allowed in training package rules) will need to have them listed on their scope **or** negotiate a Third-Party Agreement with a scoped training partner. This document must be kept on record by the college as the RTO.

## Appendix G – Course Adoption

### Conditions of Adoption

The course and units of this course are consistent with the philosophy and goals of the college and the adopting college has the human and physical resources to implement the course.

### Adoption Process

Course adoption must be initiated electronically by an email from the principal or their nominated delegate to [bssscertification@ed.act.edu.au](mailto:bssscertification@ed.act.edu.au). A nominated delegate must CC the principal.

The email will include the **Conditions of Adoption** statement above, and the table below adding the **College** name, and circling the **Classification/s** required.

<b>College:</b>						
<b>Course Title:</b>	<b>Social and Community</b>					
<b>Classification/s:</b>	<b>A</b>	<b>T</b>	<b>M</b>	or	<b>A/V</b>	<b>T/V</b> <b>M/V</b>
<b>Accredited from:</b>	2022					
<b>Framework:</b>	Humanities and Social Sciences 2019					