



Draft Bridging Literacy

A/M

Front Cover Art provided by Canberra College student Aidan Giddings

Table of Contents

The ACT Senior Secondary System	1
ACT Senior Secondary Certificate	2
Learning Principles	3
General Capabilities	4
Cross-Curriculum Priorities	5
Rationale	7
Goals	7
Unit Titles	7
Organisation of Content	8
Assessment	9
Achievement Standards	10
Communicating with Purpose	Value: 1.0 14
Reading and Researching	Value: 1.0 17
Reporting Research	Value: 1.0 20
Transferring Literacy to Life	Value: 1.0 23
Appendix A – Implementation Guidelines	26
Appendix B – Course Developers	29
Appendix C – Common Curriculum Elements	30
Appendix D – Glossary of Verbs	31
Appendix E – Glossary for ACT Senior Secondary Curriculum	32
Appendix F – Course Adoption	33

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:

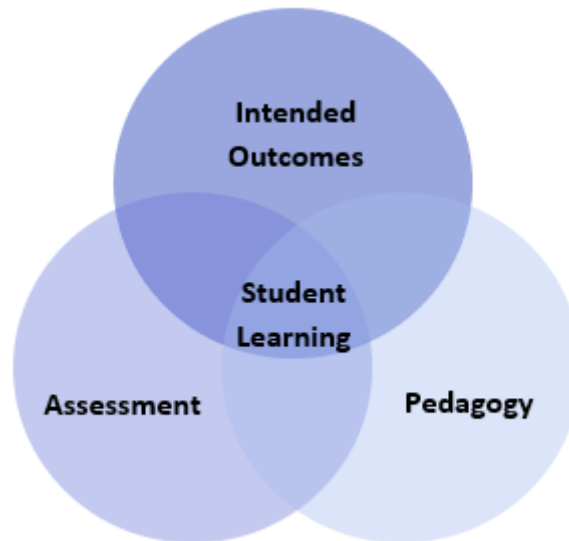
- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in 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, establishes a rich learning environment, and generates relevant connections between learning and life experiences
- provides formal assessment and certification of students' achievements.

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.

Literacy

Students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts. This course aims to raise student literacy levels to the ACSF 3 level of literacy.

Numeracy

Students have opportunities to transfer their mathematical knowledge and skills to contexts outside the mathematics classroom. These opportunities help students recognise the interconnected nature of mathematical knowledge, other learning areas and the wider world, and encourage them to use their mathematical skills broadly. When engaging with disciplinary texts and research, students will consider and use numerical data as evidence. They will consider the impact of numerical concepts and data in comprehending and creating texts, such as in stating and supporting opinions.

Information and Communication Technology (ICT) Capability

Students learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school and in their lives beyond school. ICT capability involves students learning to make the most of the digital technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment. To participate in a knowledge-based economy and to be empowered within a technologically sophisticated society now and into the future, students need the knowledge, skills and confidence to make ICT work for them at school, at home, at work and in their communities. Information and communication technologies are fast and automated, interactive and multimodal, and they support the rapid communication and representation of knowledge to many audiences and its adaptation in different

contexts. They transform the ways that students think and learn and give them greater control over how, where and when they learn.

Critical and Creative Thinking

Students develop the literacy to read and create texts that express their capability in critical and creative thinking. They learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Critical and creative thinking involves students thinking broadly and deeply using skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas at school and in their lives beyond school.

Personal and Social Capability

Students develop personal and social capability as they 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.

Ethical Understanding

Students develop ethical understanding as they identify and investigate the nature of ethical concepts, values and character traits, and understand how reasoning can assist ethical judgement. Ethical understanding involves students building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others. It does this through fostering the development of 'personal values and attributes such as honesty, resilience, empathy and respect for others', and the capacity to act with ethical integrity.

Intercultural Understanding

Students develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others. They come to understand how personal, group and national identities are shaped, and the variable and changing nature of culture. 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.

Cross-Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures

The Aboriginal and Torres Strait Islander histories and cultures priority provides the opportunity for all young Australians to gain a deeper understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures, deep knowledge traditions and holistic world views. This knowledge and understanding will enrich all learners' ability to participate positively in the ongoing development of Australia through a deepening knowledge and connection with the world's oldest continuous living cultures.

Asia and Australia's Engagement with Asia

The Asia and Australia's engagement with Asia priority provides the opportunity for students to celebrate the social, cultural, political, and economic links that connect Australia with Asia. This priority will ensure that students learn about and recognise the diversity within and between the countries of the Asia region. They will develop knowledge and understanding of Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia, Australia, and the rest of the world. Asia literacy provides students with the skills to communicate and engage with the peoples of Asia so they can effectively live, work and learn in the region.

Sustainability

The Sustainability priority provides the opportunity for students to develop an appreciation of the necessity of acting for a more sustainable future and so address the ongoing capacity of Earth to maintain all life and meet the needs of the present without compromising the needs of future generations.

Bridging Literacy

A / M

Rationale

Bridging Literacy A/M is designed to support senior secondary students in achieving the benchmark of the Australian Core Skills Framework (ACSF) Level 3. This course is grounded in disciplinary literacy and authentic experience, aiming to empower students to effectively engage with texts and tasks across diverse subjects and real-world contexts. Students develop fundamental skills in reading, writing, listening, and oral communication.

Students develop knowledge and understanding of English orthography and refine their reading and writing skills. Students relate their study of literacy to the other subjects in their academic packages, and to social, personal, and cultural texts. Students develop an understanding of the benefits of literacy as a social practice, and as a tool for continuing participation in society. Students interact with literacy events in technological and non-technological spheres; they develop skills to inform their understanding, ability to interact with others, and to solve problems, making use of appropriate communication and learning dispositions.

The need for a comprehensive literacy course arises from the increasing demands of academic and professional settings, where students are expected to demonstrate strong communication skills, critical thinking, and the ability to analyse and interpret complex texts. The development of these skills is essential for success in higher education, career advancement, and active participation in today's rapidly evolving society.

Goals

This course should enable students to:

- develop skills in reading, writing, speaking, listening and viewing
- understand and appreciate the use of language for effective communication
- critically analyse contexts, values, attitudes and ideas in texts
- understand the interrelationship between language, audience and purpose
- investigate and evaluate different interpretations, representations and perspectives
- communicate creatively and critically in a range of modes for a variety of purposes
- reflect on own thinking and learning.

Unit Titles

- Communicating with Purpose
- Reading and Researching
- Reporting Research
- Transferring Literacy to Life

Organisation of Content

Communicating with Purpose

Students will develop their ability to communicate meaning through text and writing. Students learn how to navigate and use the written communication principles and practices that underlie subjects undertaken in their academic package and in social, personal, and cultural texts. They develop an understanding of the practices, ideas, conventions, and principles of writing in direct relationship to texts that are important to students' study, vocation, and life goals. Students construct polished texts using appropriate rhetorical, orthographic, and linguistic features.

Reading and Researching

Students develop their ability to read increasingly complex, authentic texts for meaning. They learn how to navigate and use the texts that underlie subjects undertaken in their academic package. They read for meaning and use that reading to construct research supporting their work in these subjects. Students read texts of academic, vocational, social and/or cultural importance and explore the ways that grammar, vocabulary, and other authorial choices affect the reader's response to texts. Texts provided to students will be equivalent to those studied in their disciplinary subjects and appropriate in scope and reading level for young adult readers.

Reporting Research

Students develop their ability to understand increasingly complex, authentic texts for meaning with increasing independence, and to support and represent their own points of view, including through oral communication. Students learn how to navigate and use the texts that underlie subjects undertaken in their academic package. They research in supported and scaffolded ways, and evaluate, manipulate, and organise that research to construct and support their own point of view about issues and ideas in these subjects and issues of social, personal, or cultural importance using authentic texts appropriate in scope and reading level for young adult readers.

Transferring Literacy to Life

Students develop their ability to transfer skills from their academic or vocational study to texts with social, cultural, or personal significance. Students establish and navigate the literacy events that they encounter both in their academic packages and day-to-day lives. The process of transferring skills is modelled for students. Students develop skills in judge and understand nuance. Students learn how meaning can be implied or inferred, and the hidden rules of workplace and social texts – e.g., letters from government or business authorities, approaches to job seeking, implication in sales language. Students may engage with personal or cultural texts, and practice articulating how literacy events are framed by cultures or subcultures that they identify with.

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 or fourth 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

Criteria	Task Types
Responding	<ul style="list-style-type: none"> Respond to fiction, nonfiction and/or multimodal texts. Students may respond in spoken, written or analytical multimodal forms such as: <ul style="list-style-type: none"> short responses, essays, reports, reviews, articles, blogs, documentaries, seminars Students must complete an independent investigation task each semester. An investigative task requires students to plan, research into and draw conclusions about key unit concepts. Students may respond in forms such as: <ul style="list-style-type: none"> essays, reports, interviews, film making, oral presentation, writing for publication
Creating	<ul style="list-style-type: none"> Create imaginative, persuasive, interpretative or informative texts. Students may create in spoken, written, non-written or creative multimodal forms such as: <ul style="list-style-type: none"> short stories, letters, websites, character interviews, short films, theatrical scripts and poetry
<p>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.</p>	

Additional Assessment Information for A/T/M Courses

Requirements

- 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.
- Students are required to create a variety of texts in a range of modes and mediums (spoken, written and multimodal texts) in a course of study. Duration or length of student responses should be determined by the nature of the task and requirements of the Achievement Standards.
- At least one task in each of Year 11 and 12 must be delivered through speaking or speaking and listening tasks, such as: interviews, workshops, speeches, seminars, podcasts, debates, group discussion etc.
- Creative tasks must be supported by a critical explanation of creative choices, for example a rationale or a statement of aims.
- For tasks completed in unsupervised conditions, schools need to have mechanisms to uphold academic integrity, for example: student declaration, plagiarism software, oral defence, interview or other validation tasks.

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.

	A	B	C	D	E
Responding	Identifies precise and explicit <i>who/what/when/why/how</i> questions to be answered by reading fiction or non-fiction texts with some specialisation in familiar and unfamiliar contexts	Identifies some explicit <i>who/what/when/why/how</i> questions to be answered by reading fiction or non-fiction texts with some specialisation in familiar contexts	Identifies some explicit <i>who/what/when/why/how</i> questions to be answered by reading fiction or non-fiction texts in familiar contexts	Identifies generic, relevant <i>who/what/when</i> questions to be answered by reading fiction or non-fiction texts in some familiar contexts	Identifies generic <i>who/what</i> questions to be answered by reading fiction or non-fiction texts
	Integrates previously known and new information and draws some inferences, including through figurative language, to identify the main message of routine fiction or non-fiction texts with some unfamiliar elements	Integrates previously known and new information and draws some inferences to identify the main message of routine fiction or non-fiction texts	Integrates previously known and new information to identify the main message of routine fiction or non-fiction texts	uses new information to identify a message of routine fiction or non-fiction texts	uses new information to identify partial meaning of routine fiction or non-fiction texts
	Understands texts on familiar and unfamiliar subjects that incorporates some abstract language, some complex and compound sentences and dependent clauses and use of the passive voice, including some specialised vocabulary	Understands texts on familiar subjects that incorporate some abstract language, some complex and compound sentences and dependent clauses and use of the passive voice, including some specialised vocabulary	Understands texts on familiar subjects that incorporate some abstract language, some complex and compound sentences and dependent clauses and use of the passive voice	Understands texts on some familiar subjects with concrete language, a few complex and compound sentences and dependent clauses	Understands texts on some familiar subjects that incorporates concrete language with multiple clauses
	Identifies fact and opinion in the text by using grammar, language choice, structure, tone, and validity of the text by using origin and purpose in tasks involving multiple steps	Identifies fact, opinion in the text by using grammar, language choice, structure, tone, and validity of the text by using origin and purpose in tasks involving multiple steps	Identifies fact, opinion in the text by using grammar, language choice, and structure, and validity of the text by using origin in simple tasks	Identifies fact, opinion in the text by using grammar, language choice, and structure, and validity of the text	Identifies fact, opinion in the text by using grammar, language choice, and structure,
	Selects strategies and self-monitors to find meaning while reading unknown words and phrases in familiar and unfamiliar contexts, including some specialisation in familiar contexts	Selects strategies and self-monitors to find meaning while reading unknown words and phrases in familiar and unfamiliar contexts	Selects strategies and self-monitors to find meaning while reading unknown words and phrases in familiar contexts	uses simple strategies to find meaning while reading unknown words and phrases in familiar contexts	uses a limited range of simple strategies to find literal meaning while reading unknown words and phrases in familiar contexts
	comprehends common idioms, slang, acronyms and some specialised terminology and dialect in routine texts in a range of familiar contexts and some less familiar contexts	comprehends common idioms, slang, acronyms and some specialised terminology and dialect in routine texts in a range of familiar contexts	comprehends some common idioms, slang, acronyms and some specialised terminology and dialect in routine texts in a range of familiar contexts	comprehends some common idioms, slang and dialect in routine texts	comprehends a limited range of common idioms, slang, and dialect in routine texts
Creating	Creates texts that cohesively integrate relevant information using structural elements of text types for both familiar and less familiar contexts and audiences	Creates cohesive texts using structural elements of text types for both familiar and less familiar contexts and audiences	Creates texts using structural elements of text types for familiar contexts and audiences	Creates texts using some structural elements of text types for familiar contexts and audiences	Creates texts using some structural elements of text types for familiar contexts
	Chooses appropriate text type to explain relevant information and/or ideas, effectively using the features of the text type in familiar and less familiar contexts	Chooses appropriate text type to explain relevant information and/or ideas, effectively using the features of the text type in familiar contexts	Chooses appropriate text type to describe relevant information, using the features of the text type in familiar contexts	Uses appropriate text type to describe relevant information, using some features of the text type in familiar contexts	uses some features of a text type to describe relevant information
	Uses formal and informal registers appropriately and accurately in familiar and less familiar contexts	Uses formal and informal registers appropriately in familiar and less familiar contexts	Uses formal and informal registers appropriately in familiar contexts	Uses formal and informal registers in familiar contexts	Uses some features of formal or informal registers in familiar contexts
	Uses scaffolds and editing processes to self-correct own work and spelling with accuracy, including dictionaries and digital editing tools, including some specialised vocabulary	Uses scaffolds and editing processes to self-correct own work and spelling, including dictionaries and digital editing tools, including some specialised vocabulary	Uses scaffolds and editing processes to self-correct own work and spelling, including dictionaries and digital editing tools	Uses scaffolds and simple editing processes and teacher feedback to correct own work and spelling, including digital editing tools	Uses scaffolds and teacher feedback to correct own work and spelling, including digital editing tools
	Uses vocabulary, grammar and punctuation accurately to express precise meaning, including some specialised vocabulary and abstract language	Uses vocabulary, grammar and punctuation to express meaning clearly, including some specialised vocabulary	Uses vocabulary grammar and punctuation to express comprehensible meaning to others	Uses simple vocabulary, grammar and punctuation to express partially comprehensible meaning	Uses simple vocabulary, grammar and punctuation
	reflect on specific aspects of the learning processes, learning habits and personal choices	reflect on aspects of the learning process, learning habits and personal choices	Reflects on learning processes and learning habits generally	Reflects on learning habits generally	Reflects on some learning habits generally
	Identifies specific improvements to be made and proposes concrete and specific actions	Identifies improvements to be made and proposes concrete actions	Identifies some improvements to be made and proposes generic actions	Proposes generic actions for improvement	Proposes some generic actions for improvement

	<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>
Responding	<ul style="list-style-type: none"> • responds to a variety of texts for differing purposes and audiences, with independence • explains ideas, attitudes and points of views in texts, with independence • reflects with insight on their thinking and learning, with independence 	<ul style="list-style-type: none"> • responds to a variety of texts for differing purposes and audiences, with some independence • explains ideas, attitudes and points of view in texts, with some independence • reflects with insight on their thinking and learning, with some independence 	<ul style="list-style-type: none"> • responds to texts for differing purposes and audiences, with assistance • explains ideas and points of view in texts, with assistance • reflects on their thinking and learning, with assistance 	<ul style="list-style-type: none"> • responds to texts for differing purposes, with repeated cueing • explains ideas in texts, with repeated cueing • reflects on their thinking and learning, with repeated cueing 	<ul style="list-style-type: none"> • responds to texts, with direct instruction • identifies ideas in texts, with direct instruction • reflects in a limited way on their thinking and learning, with direct instruction
Creating	<ul style="list-style-type: none"> • applies literacy skills in a variety of contexts, with independence • creates a variety of texts in different modes for different purposes, with independence 	<ul style="list-style-type: none"> • applies literacy skills in a variety of contexts, with some independence • creates a variety of texts in different modes for different purposes, with some independence 	<ul style="list-style-type: none"> • applies literacy skills in different contexts, with assistance • creates in different modes for different purposes, with assistance 	<ul style="list-style-type: none"> • applies literacy skills in some contexts, with repeated cueing • creates texts for different purposes, with repeated cueing 	<ul style="list-style-type: none"> • applies literacy skills in limited contexts, with direct instruction • creates different texts, with direct instruction

Communicating with Purpose

Value: 1.0

Communicating with Purpose a

Value 0.5

Communicating with Purpose b

Value 0.5

Unit Description

Students will develop their ability to communicate meaning through text and writing. Students learn how to navigate and use the written communication principles and practices that underlie subjects undertaken in their academic package and in social, personal, and cultural texts. They develop an understanding of the practices, ideas, conventions, and principles of writing in direct relationship to texts that are important to students' study, vocation, and life goals. Students construct polished texts using appropriate drafting and editing techniques to present meaning and relevant textual features clearly.

Specific Unit Goals

This unit should enable students to:

A Course	M Course
<ul style="list-style-type: none"> explain meaning through text and writing identify the written communication principles and practices that underlie subjects undertaken and in social, personal, and cultural texts use practices, ideas, conventions, and principles of writing in direct relationship to texts that are important to students' study, vocation, and life goals create polished texts using appropriate drafting and editing techniques to present meaning and relevant textual features clearly. 	<ul style="list-style-type: none"> explain meaning through text and writing identify practices in social and personal texts use practices of writing in direct relationship to texts that are important to students' study, vocation, and life goals Create texts using drafts to present meaning

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
Responding	
<ul style="list-style-type: none"> identify the ways in which written communication can be used to impart information; form questions and use strategies to elicit the information sought from relevant social, personal and cultural texts. For example, current events articles or social media, short stories integrate new information with known information to explain the meaning in a new genre of expression relevant to the chosen subject, project plan, design brief, process journal, training plan explain meaning of familiar subject relevant texts which include some unfamiliar information including abstract language, complex and compound sentences, dependent clauses, active and passive voice, and specialised vocabulary for the subject area 	<ul style="list-style-type: none"> identify practices in social, personal and fiction texts use information in work related text explain meaning through text and writing

A Course	M Course
<ul style="list-style-type: none"> • identify facts and opinions in subject relevant texts and explaining the validity of the opinions and facts provided, for example, reviews, media literacy, political communications, public debates • explain implicit meanings and implications in subject relevant texts, including interpreting some basic figurative language, for example, poetry, social media • use a range of strategies to facilitate comprehension and self-monitors reading for sense and accuracy, for example, margin notes, diagrams, morphemic awareness, choral reading and choral responses, audiobooks • explain meaning of relevant common idioms, slang, acronyms and some specialised terminology and investigate the meaning and origin of unfamiliar examples relevant to the subject area 	<ul style="list-style-type: none"> • identifies facts and opinions in subject relevant texts and identifies reliable sources of information • explain implicit meanings in texts • Use a range of strategies to facilitate comprehension • explain meaning of relevant common idioms, slang, acronyms and some specialised terminology
Creating	
<ul style="list-style-type: none"> • create texts that cohesively integrate relevant information using structural elements of text types for both familiar and less familiar contexts and audiences, for example, subject vocabulary, handwriting or font choice, paragraphing, headings and sub-headings • use practices, ideas, conventions, and principles of writing relevant to familiar and unfamiliar texts that are important to students’ study, vocation, and life goals to explain subject-based information, for example, personal reflection, publicity texts, applications • use formal and informal registers appropriate to chosen familiar and less familiar text types for the chosen subject area, for example, formal and informal emails, letters of claim, celebration speech • use scaffolds and editing process to self-correct own work and spell with accuracy, including dictionaries and digital editing tools, including some specialised vocabulary for the chosen text type and subject area, for example, digital tools, checklists, peer review • use punctuation to express precise meaning in familiar and unfamiliar text types relevant to the area of study, for example, dialogue markings, listing, capitalisation, scare quotes • use vocabulary of the subject area precisely to give instructions, give explanations, ask questions and express viewpoints, including some specialised vocabulary and abstraction, for example, aesthetic terms in design, anatomy terms, technical specifications 	<ul style="list-style-type: none"> • create texts that use information • use practices, ideas, and conventions of writing relevant to familiar and unfamiliar texts • use formal and informal registers appropriate to chosen familiar and less familiar text types • use scaffolds and editing process to self-correct own work • use punctuation to express meaning in familiar and unfamiliar text types • use vocabulary of the subject area to give instructions, give explanations, ask questions and express viewpoints, including some specialised vocabulary

A Course	M Course
Reflection	
<ul style="list-style-type: none"> • demonstrate personal resilience in the face of difficulties, beginning to recognise that risk taking and making mistakes are essential aspects of learning • reflects on actions and outcomes in familiar contexts, recognising and correcting some errors in performance 	<ul style="list-style-type: none"> • demonstrate personal resilience in the face of difficulties, beginning to recognise that risk taking and making mistakes are essential aspects of learning • reflects on actions and outcomes in familiar contexts, recognising and correcting some errors in performance

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 emphasise 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.

Assessment

Refer to pages 8-9.

Reading and Researching

Value: 1.0

Reading and Researching a

Value 0.5

Reading and Researching b

Value 0.5

Unit Description

Students develop their ability to read increasingly complex, authentic texts for meaning. They learn how to navigate and use the texts that underlie subjects undertaken in their academic package. Students read for meaning and use that research to construct texts related to these subjects. They read texts of academic, vocational, social and/or cultural importance and explore the ways that grammar, vocabulary, and other authorial choices affect the reader's response to texts. Texts provided to students will be aligned to those studied in their disciplinary subjects and appropriate in scope and reading level for young adult readers.

Specific Unit Goals

This unit should enable students to:

A Course	M Course
<ul style="list-style-type: none"> explain meaning in increasingly complex, authentic texts as a part of a research process and completing tasks use the texts that underlie subjects undertaken in their academic package to conduct research supporting their work in these subjects identify how texts of academic, vocational, social and/or cultural importance use grammar, vocabulary, and other authorial choices affect the reader's response to texts create polished texts in response to disciplinary research and in response to authentic texts 	<ul style="list-style-type: none"> explain meaning in authentic texts as a part of a research process and completing tasks use the texts that underlie subjects undertaken in their academic package to conduct research supporting their work in these subjects identify how texts of academic, vocational, social and/or cultural importance use grammar, vocabulary, and other authorial choices affect the reader's response to texts create polished texts in response to disciplinary research and in response to authentic texts

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
Responding	
<ul style="list-style-type: none"> identify the ways in which research and writing is used in relevant social, personal, and cultural contexts, for example, annotated bibliography, buying a car, holiday planning, formal preparations, short stories integrate new information from research into tasks for the chosen subject with known information to answer research questions in a new genre of expression relevant to the target subject, for example, mood board and design concept, process diary, short answer questions, event proposal, business plan 	<ul style="list-style-type: none"> identifies the ways in which research and writing is used in relevant social, personal, and cultural contexts use information from research in tasks for the chosen subject to answer research questions in a new genre of expression relevant to the target subject

A Course	M Course
<ul style="list-style-type: none"> • explain meaning of familiar subject relevant texts, which includes some unfamiliar information from guided research, abstract language, complex and compound sentences, dependent clauses, active and passive voice, and specialised vocabulary for the subject area • identify facts and opinions in subject relevant texts and explains the validity of the opinions and facts provided in completing research projects for the relevant subject areas or an area of personal interest, for example, internet texts, identifying useful and valid information for research questions • explain implicit meanings and implications in subject relevant texts encountered in research tasks for the subject areas, including interpreting some basic figurative language, for example, persuasive writing, photo essays, reviews • use a range of strategies to facilitate comprehension and self-monitors reading for sense and accuracy, for example, paraphrasing, note taking, transforming texts, graphic organisers • explain meaning of relevant common idioms, slang, acronyms and some specialised terminology and investigate the meaning and origin of unfamiliar examples during research tasks relevant to the subject area 	<ul style="list-style-type: none"> • explains meaning of familiar subject relevant texts, which includes some unfamiliar information from guided research • identify facts and opinions in subject relevant texts • explain implicit meanings in subject relevant texts • use a range of strategies to facilitate comprehension • explain meaning of relevant common idioms, slang, acronyms and some specialised terminology
Creating	
<ul style="list-style-type: none"> • create texts that cohesively integrate relevant information from research using structural elements of text types for both familiar and less familiar contexts and audiences, for example, report sections, appropriate use of images and examples • use practices, ideas, conventions, and principles of writing in research texts to explain subject-based information after research for example, brochure, annotated bibliography, poster presentation, career plan • use formal and informal registers appropriate to the research process and communicating research including familiar and less familiar text types for the chosen subject area, for example, a pitch, interview, review, social media post • use scaffolds and editing process to self-correct own research work and spell with accuracy, including dictionaries and digital editing tools, including some specialised vocabulary for the chosen text type and research area, for example, digital tools, checklists, peer review, rehearsal 	<ul style="list-style-type: none"> • creates texts that integrate relevant information from research and use structural elements of text types for familiar contexts and audiences • use practices, ideas, conventions, and principles of writing in research texts to explain subject-based information after research • use formal and informal registers appropriate to writing up research • use scaffolds and editing process in own research work

A Course	M Course
<ul style="list-style-type: none"> • use punctuation to express precise meaning in familiar and unfamiliar text types relevant to the area of study researched, for example, quotations, paraphrases, • use vocabulary for researching and writing in the subject area precisely to give instructions, give explanations, ask questions and express viewpoints, including some specialised vocabulary and abstraction in communicating research, for example, how-to guide, infographic, glossary, recipe, • use grammar forms including complex and compound sentences accurately including dependent clauses and a range of tenses, including some unfamiliar subject relevant elements, embedded information and abstraction when communicating research 	<ul style="list-style-type: none"> • use punctuation to express meaning in familiar text types relevant to the area of study researched • use vocabulary for researching and writing in the subject area to give instructions, give explanations, ask questions and express viewpoints, including some specialised vocabulary • use grammar forms including complex and compound sentences accurately including dependent clauses and a range of tenses
Reflection	
<ul style="list-style-type: none"> • demonstrates personal resilience in the face of difficulties, beginning to recognise that risk taking and making mistakes are essential aspects of learning • recognises some strengths and limitations of preferred approaches to learning and begins to expand own repertoire 	<ul style="list-style-type: none"> • demonstrates personal resilience in the face of difficulties, beginning to recognise that risk taking and making mistakes are essential aspects of learning • recognises some strengths and limitations of preferred approaches to learning and begins to expand own repertoire

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 emphasise 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.

Assessment

Refer to pages 8-9.

Reporting Research

Value: 1.0

Reporting Research a

Value 0.5

Reporting Research b

Value 0.5

Unit Description

Students develop their ability to understand increasingly complex, authentic texts for meaning with increasing independence, and to support and represent their own points of view, including through oral communication. Students learn how to navigate and use the texts that underlie subjects undertaken in their academic package. They research in supported and scaffolded ways, and evaluate, manipulate, and organise that research to construct and support their own point of view about issues and ideas in these subjects and issues of social, personal, or cultural importance using authentic texts appropriate in scope and reading level for young adult readers.

Specific Unit Goals

This unit should enable students to:

A Course	M Course
<ul style="list-style-type: none"> • explain meaning of increasingly complex, authentic texts with increasing independence, and to support and represent their own points of view, including through oral communication • use the texts that underlie subjects undertaken in their academic package • conduct research in supported and scaffolded ways, and evaluate, manipulate, and organise that research to construct and support their own point of view about issues and ideas in these subjects and issues of social, personal, or cultural importance • create polished texts that express points of view in response to texts and research 	<ul style="list-style-type: none"> • explain meaning of authentic texts for to represent their own points of view, including through oral communication • use the texts that underlie subjects undertaken in their academic package • conduct research in supported and scaffolded ways to express their own point of view about issues and ideas in these subjects and issues of social, personal, or cultural importance • create texts that express points of view in response to texts and research

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
Responding	
<ul style="list-style-type: none"> • identify the ways in which written communication and research are used in the subjects undertaken and in relevant social, personal, and cultural texts, for example, investigating conspiracy theories, research essay • integrate new information from research with known information in reporting on research in a new genre of expression relevant to the target subject, including for argument and persuasion, for example, post-game press conference, multimedia presentation, podcast, fiction writing, futurist speculation 	<ul style="list-style-type: none"> • identifies the ways in which written communication and research are used in the subjects undertaken and in relevant social, personal, and cultural texts • uses new information from research with known information in reporting on research in a new genre of expression relevant to the target subject

A Course	M Course
<ul style="list-style-type: none"> • explain research results in subject relevant texts which includes some unfamiliar information from research, including some abstract language, complex and compound sentences, dependent clauses, active and passive voice, and including specialised vocabulary for the subject area • identify facts and opinions when reporting on research in subject relevant texts and explains the validity of the opinions and facts provided, for example, marketing material, debating, sports commentary, game or performance analysis, argumentative texts • explain implicit meanings and implications in reporting on research in the subject areas, including from interpreting basic figurative language • use a range of strategies to facilitate clarity and self-monitors reading for sense and accuracy, for example, peer review, planning scaffold, digital tools for sub-editing, editorial conferencing • explain meaning of relevant common idioms, slang, acronyms and some specialised terminology and investigate the meaning and origin of unfamiliar examples when reporting on research 	<ul style="list-style-type: none"> • explains research results in subject relevant texts • identifies facts and opinions when reporting on research in subject relevant texts, and identifies reliable sources of information • explain implicit meanings in reporting on research in the subject areas • use a range of strategies to self-monitor for sense and accuracy • explain meaning of relevant common idioms, slang, acronyms and some specialised terminology
Creating	
<ul style="list-style-type: none"> • create texts that cohesively integrate relevant information from research using structural elements of text types for both familiar and less familiar contexts and audiences, for example, essays, websites, portfolios • use practices, ideas, conventions, and principles of writing in research texts to convey viewpoints, for example, essay, speech, investigative report, product proposal • use formal and informal registers appropriate to communicating viewpoints on research, including familiar and less familiar text types for the chosen subject area, for example, simulated panel show, conversation, panel presentations, interview, journaling, yarning circle • use scaffolds and editing process to self-correct own research reports and spell with accuracy, including dictionaries and digital editing tools, including some specialised vocabulary for the chosen text type and research area, for example, planning, concept testing, explicit scaffold, editorial conversation, digital organisation tools 	<ul style="list-style-type: none"> • creates texts that use relevant information from research, using structural elements of relevant text types • use writing practices and ideas from research texts to convey viewpoints • use formal and informal registers appropriate to communicating viewpoints on research • use scaffolds and editing process to self-correct own research reports

A Course	M Course
<ul style="list-style-type: none"> • use punctuation accurately to express precise meaning when expressing own point of view • use vocabulary for reporting on the research to ask questions and express viewpoints, including some specialised vocabulary and abstraction, for example, modal verbs, moral language, rhetorical devices • use grammar forms including complex and compound sentences accurately including dependent clauses and a range of tenses, including some unfamiliar subject relevant elements, embedded information and abstraction when communicating research 	<ul style="list-style-type: none"> • use punctuation to express meaning when expressing own point of view • use vocabulary for reporting on the research to ask questions and express viewpoints, including some specialised vocabulary • use grammar forms including complex and compound sentences accurately including dependent clauses and a range of tenses
Reflection	
<ul style="list-style-type: none"> • reflect on actions and outcomes in familiar contexts, recognising and correcting some errors in performance • recognise some strengths and limitations of preferred approaches to learning and begins to expand own repertoire • accepts some learning challenges that involve moving outside personal comfort zone 	<ul style="list-style-type: none"> • reflect on actions and outcomes in familiar contexts, recognising and correcting some errors in performance • recognise some strengths and limitations of preferred approaches to learning and begins to expand own repertoire • accepts some learning challenges that involve moving outside personal comfort zone

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 emphasise 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.

Assessment

Refer to pages 8-9.

Transferring Literacy to Life

Value: 1.0

Transferring Literacy to Life a

Value 0.5

Transferring Literacy to Life b

Value 0.5

Unit Description

Students develop their ability to transfer skills from their academic or vocational study to texts with social, cultural, or personal significance. Students establish and navigate the literacy events that they encounter both in their academic packages and day-to-day lives. The process of transferring skills is modelled for students. Students develop skills to judge and understand nuance. Students learn how meaning can be implied or inferred, and the hidden rules of workplace and social texts – e.g., letters from government or business authorities, approaches to job seeking, implication in sales language. Students may engage with personal or cultural texts, and practice articulating how literacy events are framed by cultures or subcultures with which they identify.

Specific Unit Goals

This unit should enable students to:

A Course	M Course
<ul style="list-style-type: none"> • transfer skills from their academic or vocational study to texts with social, cultural, or personal significance • use literacy skills in events that they encounter both in their academic packages and day-to-day lives • use literacy skills to judge and understand nuance, and that meaning can be implied or inferred, and the hidden rules of workplace and social texts • create polished texts that respond to personal or cultural texts, and literacy events framed by cultures or subcultures with which they identify 	<ul style="list-style-type: none"> • use skills from their academic or vocational studies in texts with social, cultural, or personal significance • use literacy skills in events that they encounter both in their academic packages and day-to-day lives • use literacy skills explain implied meaning and the hidden rules of workplace and social texts • create texts that respond to personal or cultural texts, and literacy events framed by cultures or subcultures with which they identify

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
<ul style="list-style-type: none"> • identifies the ways in which written communication and research are used in literacy events significant to the student • integrates new information in literacy events significant to the student with known information in a new genre of expression relevant to the target subject, for example, texts related to pay and work conditions, investigating good lives, • explains meaning in literacy events significant to the student which includes some unfamiliar information, abstract language, complex and compound sentences, dependent clauses, active and passive voice, and specialised vocabulary for the subject area 	<ul style="list-style-type: none"> • identifies the ways in which written communication and research are used in literacy events significant to the student • uses information in literacy events significant to the student with known information in a new genre of expression relevant to the target subject • explains meaning in literacy events significant to the student which includes some unfamiliar information, abstract language, complex and compound sentences, dependent clauses, active and passive voice, and specialised vocabulary for the subject area

A Course	M Course
<ul style="list-style-type: none"> • identifies facts and opinions when engaging with subject relevant texts and explains the validity of the opinions and facts provided, for example, investigating true nature of occupations, purchasing decisions, credit and finance decisions, ethical dilemmas • explain implicit meanings and implications in understanding hidden workplace and social texts and processes in the subject areas, including interpreting basic figurative language • Use a range of strategies to facilitate transference and self-monitors understanding, for example, reflecting on previous strategies, making connections between classroom skills and other applications • explain meaning of relevant common idioms, slang, acronyms and some specialised terminology and investigate the meaning and origin of unfamiliar examples in literacy events significant to the student 	<ul style="list-style-type: none"> • identifies facts and opinions when engaging with subject relevant texts • explain implicit meanings in understanding hidden workplace and social texts and processes in the subject areas • use a range of strategies to self-monitors understanding • explain meaning of relevant common idioms, slang, acronyms and some specialised terminology
Creating	
<ul style="list-style-type: none"> • create texts that cohesively integrate relevant information from research using structural elements of text types for both familiar and less familiar contexts and audiences, for example, narratives, personal portfolios, • use practices, ideas, conventions, and principles of writing significant to the students’ study, vocation, and life goals to transfer learning to new contexts, for example, resume/CV, application cover letter, poetry or song lyrics • use formal and informal registers appropriate to for literacy events significant to the student, including familiar and less familiar text types for the chosen subject area, for example, social media presence branding, personal sales pitch, story dialogue • use scaffolds and editing process to self-correct own literacy events significant to the student and spell with accuracy, including dictionaries and digital editing tools, including some specialised vocabulary for the chosen text type and topic, for example, for example, planning, concept testing, explicit scaffold, editorial conversation, digital organisation tools • use punctuation accurately to express precise meaning in literacy events significant to the student • use vocabulary for literacy events significant to the student to complete forms, fulfill citizenship obligations, maintain family needs, including some specialised vocabulary and abstraction, for example, loans, taxes, family law, jury service, voting 	<ul style="list-style-type: none"> • create texts that integrate relevant information from research using structural elements of chosen text types • use practices, ideas, conventions, and principles of writing significant to the students’ study, vocation, and life goals • use formal and informal registers appropriate to for literacy events significant to the student • use scaffolds and editing process to self-correct own literacy events significant to the student • use punctuation accurately to express precise meaning in literacy events significant to the student • use vocabulary for literacy events significant to the student to complete forms, fulfill citizenship obligations, maintain family needs

A Course	M Course
<ul style="list-style-type: none"> • use grammar forms including complex and compound sentences accurately including dependent clauses and a range of tenses, including some unfamiliar subject relevant elements, embedded information and abstraction in literacy events significant to the student 	<ul style="list-style-type: none"> • use grammar forms including complex and compound sentences accurately including dependent clauses and a range of tenses
Reflection	
<ul style="list-style-type: none"> • accept some learning challenges that involve moving outside personal comfort zone • recognises some strengths and limitations of preferred approaches to learning and begins to expand own repertoire • identifies relevant strengths, weaknesses and needs as a learner and takes these into account in selecting learning options 	<ul style="list-style-type: none"> • accept some learning challenges that involve moving outside personal comfort zone • recognise some strengths and limitations of preferred approaches to learning and begins to expand own repertoire • identify relevant strengths, weaknesses and needs as a learner and takes these into account in selecting learning options

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 emphasise 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.

Assessment

Refer to pages 8-9.

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 or fourth 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 a student, rests with the principal and the teacher delivering the course. Students will only be given credit for covering the content once.

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.

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

Name	College

DRAFT

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
	select	main points, words, ideas in text
identify, summarise and plan	reproduce	information, data, words, images, graphics
	respond	data, visual images, arguments, points of view
	relate	events, processes, situations
	demonstrate	probabilities, choices/options
	describe	data, visual images, arguments, points of view
	plan	strategies, ideas in text, arguments
	classify	information, data, words, images
	identify	spatial relationships, patterns, interrelationships
	summarise	main points, words, ideas in text, review, draft and edit

Appendix 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.

Core units are foundational units that provide students with the breadth of the subject.

Additional units are avenues of learning that cannot be provided for within the four core 1.0 standard units by an adjustment to the program of learning.

An **Independent Study unit** is a pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit 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 – 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. 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.

College:	
Course Title:	
Classification/s:	A T M
Accredited from:	20xx
Framework:	

DRAFT