



# Connected Learning

A / M

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:

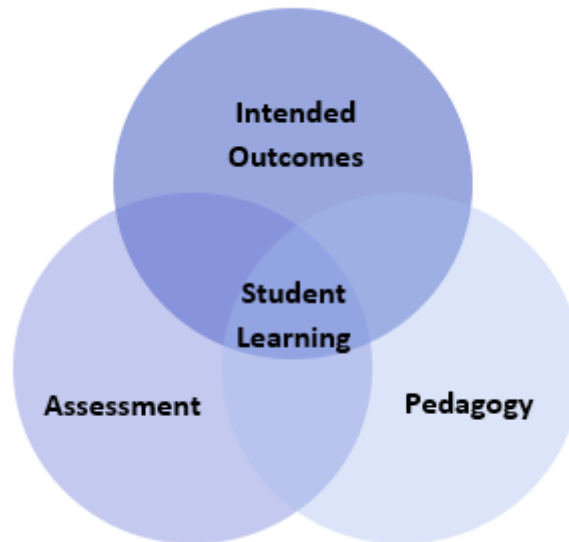
- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in 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.

## 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

Literacy in *Connected Learning* encompasses the knowledge and skills students need to access, understand, analyse, and evaluate information, make meaning, express thoughts and emotions, present ideas, and opinions, interact with others and participate in activities at school and in their lives beyond school. Students will become literate in the language and ideas related to managing day to day life and being. They will gain familiarity with the literacy required to administer one's life.

### Numeracy

In *Connected Learning*, students become numerate as they develop the knowledge and skills to use mathematics to understand data and information about living their lives more broadly. Numeracy encompasses the knowledge, skills, behaviours, and dispositions that students need to use mathematics in a wide range of life situations. It involves students recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.

### Information and Communication Technology (ICT) Capability

In *Connected Learning*, students develop Information and Communication Technology (ICT) capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in accessing good information about living 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. Students will understand the impact online and digital activities have on health, well-being' and the sense of self.



## **Critical and Creative Thinking**

In *Connected Learning*, students develop capability in critical and creative thinking as 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 assessing and using information about their lives in and beyond school. Dispositions such as inquisitiveness, reasonableness, intellectual flexibility, open- and fair-mindedness, a readiness to try new ways of doing things and consider alternatives, and persistence promote and are enhanced by critical and creative thinking.

## **Personal and Social Capability**

In *Connected Learning*, 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. When students develop their skills in any one of these elements, it leads to greater overall personal and social capability, and also enhances their skills in the other elements. In particular, the more students learn about their own emotions, values, strengths, and capacities, the more they are able to manage their own emotions and behaviours, and to understand others and establish and maintain positive relationships.

## **Ethical Understanding**

In *Connected Learning*, 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 honesty, resilience, empathy and respect for others, and the capacity to act with ethical integrity. As students engage with the elements of Ethical Understanding in an integrated way, 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 questions drawn from varied life contexts.

## **Intercultural Understanding**

In *Connected Learning*, 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. Intercultural understanding stimulates students' interest in the lives of others. It cultivates values and dispositions such as curiosity, care, empathy, reciprocity, respect and responsibility, open-mindedness, and critical awareness, and supports new and positive intercultural behaviours.

## **Cross-Curriculum Priorities**

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

The Aboriginal and Torres Strait Islander histories and cultures priority within *Connected Learning* provides the opportunity for all young Australians studying Connected Learning 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 *Connected Learning* students' understanding of indigenous selfhood, Reconciliation, and ways of living, and to participate positively in the ongoing development of Australia.

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

The Asia and Australia's engagement with Asia priority within *Connected Learning* provides the opportunity for students to celebrate the relationships that connect Australia with Asia. This priority will ensure that students learn about and recognise the ethical and lifestyle diversity within and between the countries of the Asia region. They will develop knowledge and understanding of Asian societies, cultures, and beliefs related to health, giving, meaning, independence and balance. 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. Students in *Connected Learning* learn to appreciate their relationship to the world, the ethical responsibilities that flow from that relationship, and the well-being and health that flows from sustainable modes of life.

# Connected Learning

## A/M

### Rationale

Connected Learning will be particularly valuable to students for their future life, study, and work. It offers the opportunity for students to learn about how to be, grow and flourish in an increasingly complex and interconnected world. The course builds critical reading and analysis skills that are vital to future study.

This course provides students with opportunities to explore arguments and evidence about balanced and meaningful living, the value of giving to self and others, building positive relationships, and living an independent life. Students will explore and develop dispositions, understandings, communication, collaboration, and project management skills that will enable them to build positive relationships, personally and professionally.

Students in this course learn how to find, critically analyse, and use reliable information to understand themselves and others, to set goals for their life, and to adopt frames of mind and behaviours that contribute positively to their lives, personally and professionally. They learn how to be adults in charge of their own health and well-being, and how to influence the well-being of their communities as active citizens. Most of all, students engage in the ongoing debate about what it means to live a 'good life' and a 'meaningful life' for themselves and others. In doing so, students develop the life skills, resilience, and self-knowledge necessary to weather the complexity of our changing world.

The course builds practical skills in communication, planning, information literacy, and building and maintaining relationships that will be useful for any pathway or in any workplace students may wish to pursue in the present and future.

### Goals

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

- synthesise, analyse, and evaluate ideas, methodologies, concepts, issues, and knowledge
- apply ethical frameworks that underpin relevant disciplines
- plan and develop research projects
- reflect on the learning process
- demonstrate interpersonal and communication skills
- build on and connect, concepts and skills from diverse disciplines
- use inquiry and research methods from diverse disciplines to identify problems and to research solutions
- use critical and creative thinking skills to synthesise methodologies and insights from a variety of disciplines
- demonstrate collaboration and build mentoring relationships within the community
- apply creative and innovative solutions to real life contexts.

## Unit Titles

- Finding Balance
- Giving and Meaning
- Relationships and Communication
- An Independent Life
- Independent Study

## Organisation of Content

### Finding Balance

Students analyse the principles of good health and a balanced life in several domains. They examine and reflect on their own and others' lives and approaches to good health and balanced living across cultural, psychological, and socio-economic contexts. They formulate plans for developing healthy and effective habits for living their life. Students analyse effective ways of approaching their studies for life-long learning and assess its significance in their lives.

### Giving and Meaning

Students analyse and assess different ethical systems that drive the institutions and community life in which they operate. They consider ethical and sustainable practices and ways to improve their life and contribution to society. Students examine the connections between giving, meaning and happiness, including the impact of context on those connections.

Students examine and employ a project management system to plan a project for bettering their community. They study and employ effective means of communicating their ethical intentions.

### Relationships and Communication

Students assess arguments and theories about respectful relationships. They examine the legal regulation of personal, social, economic, and ecological relationships, including how reform in these areas has changed people's lives in the past and present. They examine strategies for effective communication within different types of relationships and contexts. Students examine examples of relationships and consider communication strategies that would educate people about respectful relationships and thus enhance and improve relationships. Students use their learning to reflect on their intra and interpersonal relationships.

### An Independent Life

Students analyse different ideas about an independent life. They consider their own situation and 'quality of life' metrics. Students undertake life and work planning. Students analyse the costs and benefits of different ways of managing personal finances. They research and analyse the costs and benefits of their choices and possibilities, considering and assessing metrics such as consumerism, happiness, and sustainability.

They analyse ideas and information about household management and learn how to accomplish basic household skills and communicate their learning to others.

## 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

Weightings	Knowledge and understanding	Skills
	<p>Students synthesise their key findings (knowledge, skills, and ideas) to produce an outcome.</p> <p>Suggested tasks include:</p> <ul style="list-style-type: none"> <li>written results, conclusions, recommendations, or question (e.g. an essay, a report, a booklet, or an article)</li> <li>a product (e.g. an artefact, a manufactured article, or a work of art or literature)</li> <li>a display or exhibition</li> <li>a multimedia presentation or podcast</li> </ul>	<p>Students demonstrate their skills in a variety of ways.</p> <p>Suggested tasks include:</p> <ul style="list-style-type: none"> <li>viva voce</li> <li>field work</li> <li>event management</li> <li>social intelligence (teamwork, collaboration, leadership)</li> <li>reflection on the research process</li> <li>decision making</li> <li>project management (including time management/organisation)</li> <li>journal (reflecting on the process of learning)</li> </ul>
<b>Weightings for A 1.0 Units</b>	10 - 60%	10 - 60%
<b>Weightings for A 0.5 Units</b>	10 - 60%	10 - 60%
<b>Weightings for M 1.0 and 0.5 Units</b>	10 - 90%	10 - 90%

### 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 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.

**Unit Grade Descriptors for Integrated Learning 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 the purpose of research including the skills required for research</li> <li>analyses researchers, ideas, issues, and themes</li> <li>analyses knowledge, skills, and ideas to produce a resolution to the research question</li> </ul>	<ul style="list-style-type: none"> <li>explains the purpose of research including the skills required for research</li> <li>explains researchers, ideas, issues, and themes</li> <li>explains knowledge, skills, and ideas to produce a resolution to the research question</li> </ul>	<ul style="list-style-type: none"> <li>describes the purpose of research including the skills required for research</li> <li>describes researchers, ideas, issues, and themes</li> <li>describes knowledge, skills, and ideas to produce a resolution to the research question</li> </ul>	<ul style="list-style-type: none"> <li>identifies the purpose of research including the skills required for research</li> <li>identifies researchers, ideas, issues, and themes</li> <li>identifies information and ideas to produce a partial resolution to the research question</li> </ul>	<ul style="list-style-type: none"> <li>identifies some research skills required for research</li> <li>identifies some researchers, ideas, issues, and themes</li> <li>identifies ideas with little or no resolution to the research question</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>plans and undertakes independent inquiries and evaluates information for reliability and usefulness</li> <li>communicates effectively understanding, reasoned conclusions, and new ideas and insights about the learning interest with accurate referencing</li> <li>analyses the research process and own learning and progress in learning</li> <li>demonstrates effective communication, interpersonal and intrapersonal skills in a range of contexts within the community</li> </ul>	<ul style="list-style-type: none"> <li>plans and undertakes independent inquiries and analyses information for reliability and usefulness</li> <li>communicates cogently understanding, reasoned conclusions, and new ideas about the learning interest with accurate referencing</li> <li>explains the research process and own learning and progress in learning with considered reflection</li> <li>demonstrates constructive communication, interpersonal and intrapersonal skills in a range of contexts within the community</li> </ul>	<ul style="list-style-type: none"> <li>plans and undertakes independent inquiries with some analysis of information for reliability and usefulness</li> <li>communicates competently understanding, conclusions, and new ideas about the learning interest with referencing</li> <li>describes the research process and own learning and progress in learning with some reflection</li> <li>demonstrates highly developed communication, interpersonal and intrapersonal skills in familiar contexts within the community</li> </ul>	<ul style="list-style-type: none"> <li>plans and undertakes independent inquiries with minimal analysis of information for reliability and usefulness</li> <li>communicates basic information reflecting minimal understanding of the learning interest, with some referencing</li> <li>identifies the research process and own learning and progress in learning with minimal reflection</li> <li>demonstrates minimal communication, interpersonal and intrapersonal skills in familiar contexts within the community</li> </ul>	<ul style="list-style-type: none"> <li>plans and undertakes independent inquiries with little or no analysis of information for reliability and usefulness</li> <li>communicates basic information reflecting little or no understanding of the learning interest</li> <li>identifies key features of the research process with little or no reflection</li> <li>demonstrates little or no communication, interpersonal and intrapersonal skills in familiar contexts within the community</li> </ul>



**Unit Grade Descriptors for Integrated Learning 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 the purpose of inquiry including the skills required</li> <li>analyses researchers, ideas, models, issues, and themes</li> <li>analyses knowledge, skills, and ideas to produce a creative and innovative resolution to the focus of the inquiry</li> <li>analyses connections between people, places, and environments</li> </ul>	<ul style="list-style-type: none"> <li>explains the purpose of inquiry including the skills required for research</li> <li>explains researchers, ideas, models, issues, and themes</li> <li>explains knowledge, skills, and ideas to produce a resolution to the focus of the inquiry</li> <li>explains connections between people, places, and environments</li> </ul>	<ul style="list-style-type: none"> <li>describes the purpose of inquiry including the skills required for research</li> <li>describes researchers, ideas, models, issues, and themes</li> <li>describes knowledge, skills, and ideas to produce a resolution to focus of the inquiry</li> <li>describes connections between people, places, and environments</li> </ul>	<ul style="list-style-type: none"> <li>identifies the purpose of inquiry including the skills required for research</li> <li>identifies researchers, ideas, models, issues, and themes</li> <li>identifies information and ideas to produce a partial resolution to the focus of the inquiry</li> <li>identifies connections between people, places, and environments</li> </ul>	<ul style="list-style-type: none"> <li>identifies some research skills required for inquiry</li> <li>identifies some researchers, ideas, models, issues, and themes</li> <li>identifies ideas with little or no resolution to the research question to the focus of the inquiry</li> <li>identifies people, places, and environments</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>plans and undertakes independent inquiries and evaluates information for reliability and usefulness</li> <li>communicates effectively understanding, reasoned conclusions, and new ideas and insights about the learning interest with accurate referencing</li> <li>analyses the research process and own learning and progress in learning</li> <li>demonstrates effective communication, interpersonal and intrapersonal skills in a range of contexts within the community</li> </ul>	<ul style="list-style-type: none"> <li>plans and undertakes independent inquiries and analyses information for reliability and usefulness</li> <li>communicates cogently understanding, reasoned conclusions, and new ideas about the learning interest with accurate referencing</li> <li>explains the research process and own learning and progress in learning with considered reflection</li> <li>demonstrates constructive communication, interpersonal and intrapersonal skills in a range of contexts within the community</li> </ul>	<ul style="list-style-type: none"> <li>plans and undertakes independent inquiries with some analysis of information for reliability and usefulness</li> <li>communicates competently understanding, conclusions, and new ideas about the learning interest with referencing</li> <li>describes the research process and own learning and progress in learning with some reflection</li> <li>demonstrates highly developed communication, interpersonal and intrapersonal skills in familiar contexts within the community</li> </ul>	<ul style="list-style-type: none"> <li>plans and undertakes independent inquiries with minimal analysis of information for reliability and usefulness</li> <li>communicates basic information reflecting minimal understanding of the learning interest, with some referencing</li> <li>identifies the research process and own learning and progress in learning with minimal reflection</li> <li>demonstrates minimal communication, interpersonal and intrapersonal skills in familiar contexts within the community</li> </ul>	<ul style="list-style-type: none"> <li>plans and undertakes independent inquiries with little or no analysis of information for reliability and usefulness</li> <li>communicates basic information reflecting little or no understanding of the learning interest</li> <li>identifies key features of the research process with little or no reflection</li> <li>demonstrates little or no communication, interpersonal and intrapersonal skills in familiar contexts within the community</li> </ul>

**Unit Grade Descriptors for Integrated Learning 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 researchers, processes, issues, or themes with independence</li> <li>describes knowledge and ideas with independence</li> </ul>	<ul style="list-style-type: none"> <li>describes researchers, processes, issues, or themes with some assistance</li> <li>describes knowledge and ideas with some assistance</li> </ul>	<ul style="list-style-type: none"> <li>recounts researchers, processes, issues, or themes with occasional assistance</li> <li>recounts knowledge and ideas with occasional assistance</li> </ul>	<ul style="list-style-type: none"> <li>identifies researchers, processes, issues, or themes with continuous guidance</li> <li>identifies information and ideas with continuous guidance</li> </ul>	<ul style="list-style-type: none"> <li>identifies some researchers, processes, issues, or themes with direct instruction</li> <li>identifies information with direct instruction</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>plans and undertakes independent inquiries</li> <li>demonstrates communication, interpersonal and intrapersonal skills in a range of contexts</li> <li>communicates ideas using appropriate language, with independence</li> </ul>	<ul style="list-style-type: none"> <li>plans and undertakes independent inquiries with some assistance</li> <li>demonstrates communication, interpersonal and intrapersonal skills in familiar contexts</li> <li>communicates ideas using appropriate language with some assistance</li> </ul>	<ul style="list-style-type: none"> <li>plans and undertakes independent inquiries with occasional assistance</li> <li>demonstrates some communication, interpersonal and intrapersonal skills in familiar contexts</li> <li>communicates ideas with occasional assistance, with some lapses of appropriate language use</li> </ul>	<ul style="list-style-type: none"> <li>plans and undertakes independent inquiries with continuous guidance</li> <li>demonstrates with assistance, communication, interpersonal and intrapersonal skills in familiar contexts</li> <li>communicates ideas with continuous guidance, with lapses of appropriate language use</li> </ul>	<ul style="list-style-type: none"> <li>plans and undertakes independent inquiries with direct instruction</li> <li>demonstrates with direction, communication, interpersonal and intrapersonal skills in familiar contexts</li> <li>communicates ideas with direct instruction, with lapses of appropriate language use</li> </ul>

## Finding Balance

**Value: 1.0**

**Finding Balance a**

**Value 0.5**

**Finding Balance b**

**Value 0.5**

### Unit Description

Students analyse the principles of good health and a balanced life in several domains. They examine and reflect on their own and others' lives and approaches to good health and balanced living across cultural, psychological, and socio-economic contexts. They formulate plans for developing healthy and effective habits for living their life. Students analyse effective ways of approaching their studies for life-long learning and assess its significance in their lives.

### Specific Unit Goals

This unit should enable students to:

A Course	M Course
<ul style="list-style-type: none"> <li>develop skills in analysing and understanding principles about a balanced life and good health</li> <li>reflect on personal behaviours and choices, and formulate plans for living a healthy life</li> <li>develop effective ways of approaching their studies for life-long learning</li> </ul>	<ul style="list-style-type: none"> <li>describe principles about a balanced life and good health</li> <li>develop skills for life-long learning</li> <li>reflect on personal behaviours and choices, and formulate plans for living a healthy life</li> </ul>

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
<b>Concepts and Ideas</b>	
<ul style="list-style-type: none"> <li>analyse principles about good health and a balanced life, e.g., physical, ethical, digital, psychological health, philosophical arguments</li> <li>analyse notions of self, well-being and flourishing, e.g. narrative self, stoicism, self-care, individualist/collective, resilience</li> <li>analyse effective ways of approaching study for life-long learning, e.g. planning versus cramming, sleep and concentration, self-motivation, action learning</li> </ul>	<ul style="list-style-type: none"> <li>describe principles about good health and a balanced life</li> <li>describe characteristics of themselves and the different emotions people experience</li> <li>develop an understanding of life-long learning</li> </ul>
<b>Contexts, Methods and Theories</b>	
<ul style="list-style-type: none"> <li>examine a range of models that offer principles for good health and a balanced life in local, national and/or global contexts</li> </ul>	<ul style="list-style-type: none"> <li>describe good health and how it can be achieved</li> </ul>

A Course	M Course
<ul style="list-style-type: none"> <li>• appraise methods for determining the accuracy and plausibility of arguments and ideas and apply to research on good health and a balanced life</li> <li>• investigate the role of context to understand personal beliefs, habits, advice, and arguments, e.g. cultural, social, economic</li> </ul>	<ul style="list-style-type: none"> <li>• identify the characteristics of sources of accurate information</li> <li>• describe other people’s beliefs and situations and respond respectfully</li> </ul>
<b>Skills</b>	
<ul style="list-style-type: none"> <li>• analyse theories, concepts, and principles to propose plausible and creative solutions to obstacles to a balanced life</li> <li>• analyse effective goal setting skills and apply to personal goals, e.g. open-mindedness, learning to learn</li> <li>• apply individual and collaborative work skills to a range of situations</li> </ul>	<ul style="list-style-type: none"> <li>• describe solutions and obstacles to a balanced life</li> <li>• set personal goals</li> <li>• develop work skills and collaborate with others to complete tasks</li> </ul>
<b>Communication</b>	
<ul style="list-style-type: none"> <li>• communicate ideas and coherent arguments in a range of modes for different audiences, using accurate terminology and academic integrity</li> <li>• engage in dialogue to acknowledge diverse world views, common understandings, and points of difference</li> </ul>	<ul style="list-style-type: none"> <li>• communicate ideas</li> <li>• engage with others respectfully</li> </ul>
<b>Reflection</b>	
<ul style="list-style-type: none"> <li>• reflect on the influence that their beliefs, values, attitudes, and behaviour have on themselves and others</li> <li>• reflect on learning and refine habits, practices, and processes in pursuit of their goals</li> </ul>	<ul style="list-style-type: none"> <li>• reflect on how their choices affect others</li> <li>• reflect on learning habits to enable life-long learning</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.

## Assessment

Refer to pages 9-11.

## Giving and Meaning

**Value: 1.0**

**Giving and Meaning a**

**Value 0.5**

**Giving and Meaning b**

**Value 0.5**

### Unit Description

Students analyse and assess different ethical systems that drive the institutions and community life in which they operate. They consider ethical and sustainable practices and ways to improve their life and contribution to society. Students examine the connections between giving, meaning and happiness, including the impact of context on those connections.

Students examine and employ a project management system to plan a project for bettering their community. They study and employ effective means of communicating their ethical intentions.

### Specific Unit Goals

This unit should enable students to:

A Course	M Course
<ul style="list-style-type: none"> <li>develop skills in analysing information and arguments about giving, meaning and happiness</li> <li>apply ethical judgements to personal projects to contribute to society</li> <li>reflect on personal habits and ethical responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>describe information about giving and happiness</li> <li>participate in projects to contribute to society</li> <li>reflect on personal habits and responsibilities to others</li> </ul>

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
<b>Concepts and Ideas</b>	
<ul style="list-style-type: none"> <li>analyse arguments about ethics, giving and meaning, and happiness</li> <li>analyse the ways institutions and groups apply ethics to giving, meaning and happiness, e.g. RUOK, Habitat for Humanity, Unilever, Sea Shepherd</li> <li>analyse the ethics of projects and movements, e.g. Black Lives Matter, Youth Climate Activism, farm invasions</li> </ul>	<ul style="list-style-type: none"> <li>describe arguments about ethics, giving and meaning</li> <li>describe how institutions and groups make contributions to society</li> </ul>
<b>Contexts, Methods and Theories</b>	
<ul style="list-style-type: none"> <li>analyse project management and community organisation models, theories, and contexts, e.g. Winnunga Ninnityjah Aboriginal Health Service, St Vincent de Paul, Kulture Break, Anglicare, Koomarri, Companion House</li> </ul>	<ul style="list-style-type: none"> <li>describe how community projects work</li> </ul>

A Course	M Course
<ul style="list-style-type: none"> <li>investigate methods for determining the accuracy and plausibility of arguments and ideas and apply to research on giving, meaning and happiness</li> <li>consider the implications of context for the personal project to contribute to society</li> </ul>	<ul style="list-style-type: none"> <li>identify the characteristics of sources of accurate information</li> <li>consider the context for the personal project</li> </ul>
<b>Skills</b>	
<ul style="list-style-type: none"> <li>analyse theories, concepts, and principles to propose plausible and creative solutions to ethical problems</li> <li>apply effective project management skills to the personal project to contribute to society</li> <li>apply individual and collaborative work skills to a range of situations in which students can contribute to society</li> </ul>	<ul style="list-style-type: none"> <li>describe solutions to ethical problems</li> <li>participate in a project that helps others</li> <li>develop work skills and collaborate with others to complete tasks</li> </ul>
<b>Communication</b>	
<ul style="list-style-type: none"> <li>communicate ideas and coherent arguments in a range of modes for different audiences, using accurate terminology and academic integrity</li> <li>engage in dialogue to acknowledge diverse world views, common understandings, and points of difference</li> </ul>	<ul style="list-style-type: none"> <li>communicate ideas</li> <li>engage with others respectfully</li> </ul>
<b>Reflection</b>	
<ul style="list-style-type: none"> <li>reflect on the influence that their beliefs, values, attitudes, and behaviour have on themselves and others</li> <li>reflect on learning and refine habits, practices, and processes in pursuit of their goals</li> </ul>	<ul style="list-style-type: none"> <li>reflect on how their choices affect others</li> <li>reflect on learning habits to enable life-long learning</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.

## Assessment

Refer to pages 9-11.

## Relationships and Communication

**Value: 1.0**

**Relationships and Communication a**

**Value 0.5**

**Relationship and Communication b**

**Value 0.5**

### Unit Description

Students assess arguments and theories about respectful relationships. They examine the legal regulation of personal, social, economic, and ecological relationships, including how reform in these areas has changed people’s lives in the past and present. They examine strategies for effective communication within different types of relationships and contexts. Students examine examples of relationships and consider communication strategies that would educate people about respectful relationships and thus enhance and improve relationships. Students use their learning to reflect on their intra and interpersonal relationships.

### Specific Unit Goals

This unit should enable students to:

A Course	M Course
<ul style="list-style-type: none"> <li>• develop skills in analysing information and arguments about different types of relationships and their regulation</li> <li>• investigate examples of attitudes, behaviours, and communication techniques to understand the characteristics of respectful relationships</li> <li>• reflect on personal habits and responsibilities within relationships</li> </ul>	<ul style="list-style-type: none"> <li>• describe different types of relationships</li> <li>• describe the characteristics of respectful relationships</li> <li>• reflect on personal habits and relationships</li> </ul>

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
<b>Concepts and Ideas</b>	
<ul style="list-style-type: none"> <li>• analyse information and arguments about respectful relationships, e.g. family law, criminal law, sexual harassment, anti-discrimination</li> <li>• analyse effective strategies for the promotion of attitudes, behaviours, and communication for different types of respectful relationships, e.g. Social Media, Difficult Conversations, Conflict Resolution, Restorative Practice, Reconciliation</li> <li>• analyse the regulation of different types of relationships, e.g. Industrial Relations, torts, relationship with nature</li> </ul>	<ul style="list-style-type: none"> <li>• describe information about respectful relationships</li> <li>• describe appropriate behaviour and communication in respectful relationships</li> <li>• understand rights and responsibilities, and regulations in relationships</li> </ul>

A Course	M Course
<b>Contexts, Methods and Theories</b>	
<ul style="list-style-type: none"> <li>• analyse strategies for understanding and negotiating inter-cultural relationships and political differences</li> <li>• investigate methods for determining the accuracy and plausibility of arguments and ideas and apply to research on respectful relationships</li> <li>• investigate the role of context to understand attitudes, behaviours, and communication styles</li> </ul>	<ul style="list-style-type: none"> <li>• describe intercultural relationships and political differences</li> <li>• identify the characteristics of sources of accurate information about respectful relationships</li> <li>• identify culturally appropriate communication styles and when to use them</li> </ul>
<b>Skills</b>	
<ul style="list-style-type: none"> <li>• analyse theories, concepts, and principles to propose plausible and creative solutions to problems in establishing respectful relationships</li> <li>• analyse effective communication skills and respectful relationships and apply them to produce a resolution to the focus of an inquiry</li> <li>• apply respectful relationships skills when completing individual and collaborative work in a range of situations</li> </ul>	<ul style="list-style-type: none"> <li>• describe solutions to difficult relationships</li> <li>• describe effective communication skills to resolve an inquiry</li> <li>• develop work skills and collaborate with others to complete tasks</li> </ul>
<b>Communication</b>	
<ul style="list-style-type: none"> <li>• communicate ideas and coherent arguments in a range of modes for different audiences, using accurate terminology and academic integrity</li> <li>• engage in dialogue to acknowledge diverse world views, common understandings, and points of difference</li> </ul>	<ul style="list-style-type: none"> <li>• communicate ideas</li> <li>• engage with others respectfully</li> </ul>
<b>Reflection</b>	
<ul style="list-style-type: none"> <li>• reflect on the influence that their beliefs, values, attitudes, and behaviour have on themselves and others</li> <li>• reflect on learning and refine habits, practices, and processes in pursuit of their goals</li> </ul>	<ul style="list-style-type: none"> <li>• reflect on how their choices affect others</li> <li>• reflect on learning habits to enable lifelong learning</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.

### **Assessment**

Refer to pages 9-11.

## An Independent Life

**Value: 1.0**

**An Independent Life a**

**Value 0.5**

**An Independent Life b**

**Value 0.5**

### Unit Description

Students analyse different ideas about an independent life. They consider their own situation and lives. Students undertake life and work planning. Students analyse the costs and benefits of different ways of managing personal finances. They research and analyse the costs and benefits of their choices and possibilities, considering and assessing metrics such as consumerism, happiness, and sustainability.

They analyse ideas and information about household management and learn how to accomplish basic household skills and communicate their learning to others.

### Specific Unit Goals

This unit should enable students to:

<b>A Course</b>	<b>M Course</b>
<ul style="list-style-type: none"> <li>• understand information and arguments about an independent life, 'quality of life' metrics, and work</li> <li>• investigate costs and benefits of financial ideas, practices, risks, and opportunities for an independent life</li> <li>• develop household management skills and reflect on risks, opportunities, responsibilities, and personal habits</li> </ul>	<ul style="list-style-type: none"> <li>• describe an independent life, 'quality of life' metrics, and work</li> <li>• describe responsible financial practices for an independent life</li> <li>• develop household management skills, and reflect on habits, for an independent life</li> </ul>

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

<b>A Course</b>	<b>M Course</b>
<b>Concepts and Ideas</b>	
<ul style="list-style-type: none"> <li>• analyse information and arguments about an independent life, 'quality of life' metrics, and work, e.g. work-life balance, live to work/work to live, vocation, happiness indexes, well-being programs, online privacy, and relationships</li> <li>• analyse costs and benefits of financial ideas, practices, risks, and opportunities, e.g. superannuation, insurance, phone contracts, loan contracts, leases, employment contracts</li> <li>• analyse household management and assess ways of managing a home within relationships using gender theory</li> </ul>	<ul style="list-style-type: none"> <li>• describe information about an independent life, 'quality of life' metrics, and work</li> <li>• describe costs and benefits of financial decisions</li> <li>• describe household skills and how to share responsibilities fairly</li> </ul>

A Course	M Course
<b>Contexts, Methods and Theories</b>	
<ul style="list-style-type: none"> <li>• analyse financial, household, gender and communication methods and theories, e.g. sustainability</li> <li>• investigate methods for determining the accuracy and plausibility of arguments and ideas about an independent life, household management, personal finance, and the changing nature of work</li> <li>• investigate the role of context to understand household management, independent living and 'quality of life' metrics, e.g. culture and gender</li> </ul>	<ul style="list-style-type: none"> <li>• describe rights and responsibilities within a household</li> <li>• identify the characteristics of sources of accurate information about an independent life, household management, personal finance, and the changing nature of work</li> <li>• identify culturally appropriate solutions to fair household management</li> </ul>
<b>Skills</b>	
<ul style="list-style-type: none"> <li>• apply theories, concepts, and principles to propose plausible and creative solutions to problems, e.g. financial planning, division of household labour, sustainability, work life</li> <li>• analyse and apply effective communication and life skills to produce a resolution to the focus of an inquiry</li> <li>• apply individual and collaborative practices to a range of household skills, e.g. basic sewing repairs, food preserving, basic car and home maintenance, gardening, cleaning, laundry, parenting, electoral processes</li> </ul>	<ul style="list-style-type: none"> <li>• describe solutions to household problems</li> <li>• describe effective communication skills to resolve an inquiry</li> <li>• develop work skills and collaborate with others to complete tasks</li> </ul>
<b>Communication</b>	
<ul style="list-style-type: none"> <li>• communicate ideas and coherent arguments in a range of modes for different audiences, using accurate terminology and academic integrity</li> <li>• engage in dialogue to acknowledge diverse world views, common understandings, and points of difference</li> </ul>	<ul style="list-style-type: none"> <li>• communicate ideas</li> <li>• engage with others respectfully</li> </ul>
<b>Reflection</b>	
<ul style="list-style-type: none"> <li>• reflect on the influence that their beliefs, values, attitudes, and behaviour have on themselves and others</li> <li>• reflect on learning and refine habits, practices, and processes in pursuit of their goals</li> </ul>	<ul style="list-style-type: none"> <li>• reflect on how their choices affect others</li> <li>• reflect on learning habits to enable lifelong learning</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.

### **Assessment**

Refer to pages 9-11.

## 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.

### Specific Unit Goals

This unit should enable students to:

A Course	M Course
<ul style="list-style-type: none"> <li>understand information and arguments about an aspect of living a connected life</li> <li>demonstrate skills to resolve an inquiry about an aspect of living a connected life</li> <li>reflect on own place and role in wider society in relation to living a connected life</li> </ul>	<ul style="list-style-type: none"> <li>describe information and arguments about living a connected life</li> <li>demonstrate skills to resolve an inquiry about an aspect of living a connected life</li> <li>reflect on own place and role in wider society in relation to living a connected life</li> </ul>

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	M Course
<b>Concepts and Ideas</b>	
<ul style="list-style-type: none"> <li>analyse information and arguments about an aspect of living a connected life, e.g. digital life, career planning, service projects</li> <li>apply skills to resolve an inquiry about an aspect of living a connected life e.g. leadership, marketing, digital platforms, project evaluation</li> <li>apply reflection and feedback cycles when learning about an aspect of living a connected life</li> </ul>	<ul style="list-style-type: none"> <li>describe information and arguments about an aspect of living a connected life, e.g. digital life, career planning, service projects</li> <li>apply skills to resolve an inquiry about an aspect of living a connected life e.g. leadership, marketing, digital platforms, project evaluation</li> <li>apply reflection and feedback cycles when learning about an aspect of living a connected life</li> </ul>

<b>Contexts, Methods and Theories</b>	
<ul style="list-style-type: none"> <li>• analyse or apply leadership methods or theories to projects about an aspect of living a connected life</li> <li>• investigate methods for determining the accuracy and plausibility of arguments and ideas about an aspect of living a connected life</li> <li>• investigate the role of context to understand beliefs, habits, advice, and arguments about an aspect of living a connected life</li> </ul>	<ul style="list-style-type: none"> <li>• describe and apply methods or theories to projects about an aspect of living a connected life</li> <li>• identify the characteristic of reliable sources of information</li> <li>• consider the context of beliefs, habits, advice, and arguments about an aspect of living a connected life</li> </ul>
<b>Skills</b>	
<ul style="list-style-type: none"> <li>• analyse theories, concepts, and principles to propose plausible and creative solutions to barriers to living a connected life</li> <li>• analyse and apply effective project management skills to produce a resolution to the focus of an inquiry related to an aspect of living a connected life</li> <li>• apply individual and collaborative work skills to a range of situations related to an aspect of living a connected life</li> </ul>	<ul style="list-style-type: none"> <li>• describe solutions to barriers to living a connected life</li> <li>• participate in an inquiry related to an aspect of living a connected life</li> <li>• apply individual and collaborative work skills to a range of situations related to an aspect of living a connected life</li> </ul>
<b>Communication</b>	
<ul style="list-style-type: none"> <li>• communicate ideas and coherent arguments in a range of modes for different audiences, using accurate terminology and academic integrity</li> <li>• engage in dialogue to acknowledge diverse world views, common understandings, and points of difference</li> </ul>	<ul style="list-style-type: none"> <li>• communicate ideas</li> <li>• engage in respectful dialogue</li> </ul>
<b>Reflection</b>	
<ul style="list-style-type: none"> <li>• reflect on the influence that their beliefs, values, attitudes, and behaviour have on themselves and others</li> <li>• reflect on learning and refine habits, practices, and processes in pursuit of their goals</li> </ul>	<ul style="list-style-type: none"> <li>• reflect on the influence that their values and behaviour have on themselves and others</li> <li>• reflect on learning and refine habits, practices, and processes in pursuit of their goals</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.

### **Assessment**

Refer to pages 9-11.

## 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 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

<b>Name</b>	<b>College</b>
Associate Professor Dr Thomas Nielsen	University of Canberra
Research Fellow Dr Jennifer Ma	University of Canberra
Bernadette Bradley	St Francis Xavier College
Rebecca Jarman	St Edmund's College
James Love	Canberra College
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## 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. 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 – 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>Connected Learning</b>
<b>Classification/s:</b>	<b>A          M</b>
<b>Accredited from:</b>	2021
<b>Framework:</b>	Integrated Learning 2017