



# UC H Course Politics and Democracy



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<https://www.canberra.edu.au/about-uc/media/newsroom/2019/june/university-of-canberra-rises-to-worlds-top-40-young-universities>

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## H Courses

H classification is given to a year 11 and 12 course which is designed and accredited by the Board of Senior Secondary Studies (BSSS) and an Australian university, and where successful completion of the course will be recognised both towards the ACT Senior Secondary Certificate and an undergraduate degree with that university.

The BSSS considers H courses as complementary to studies in the home college. These extension courses allow students to pursue depth of study in an area of interest, while also gaining experience in a tertiary context to prepare for future studies.

## 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.

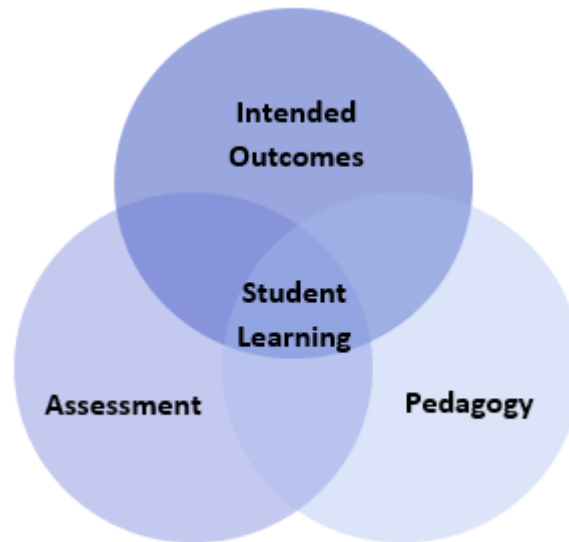
Each course of study:

- 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

In *Politics and Democracy*, students become literate as they develop the knowledge, skills, and dispositions to interpret and use language confidently for listening, engaging in collaborate practice, and expressing their research and conclusions about a range of issues in politics and democracy, and consider how that aids their effectively participation in society and politics. Literacy in *Politics and Democracy* 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. Through studies at the University of Canberra, students enhance literacy skills necessary to succeed in university level courses.

### Numeracy

In *Politics and Democracy*, students become numerate as they develop the knowledge and skills to use numeracy confidently to create and interpret data as they research and communicate their findings on a range of issues in politics and democracy. They become aware of the contingency and malleability of data produced using mathematical methods. Numeracy in *Politics and Democracy* encompasses the knowledge, skills, behaviours, and dispositions that students need to use Mathematics in a wide range of situations. It involves students recognising and understanding the role of numeracy in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully. Through studies at the University of Canberra, students enhance numeracy skills necessary to succeed in university level social science courses.



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

In *Politics and Democracy*, students develop Information and Communication Technology (ICT) capability as, in examining issues, they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems, and work collaboratively. They consider the role and culpability of ICT in creating and in addressing a range of challenges and opportunities in politics and democracy. ICT capability involves students learning to make the most of the digital technologies available to them, adapting to new ways of studying and being, as technologies evolve and understanding the risks to themselves and others in a digital environment. Through studies at the University of Canberra, students enhance ICT skills necessary to succeed in university level courses.

## **Critical and Creative Thinking**

In *Politics and Democracy*, 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 in relation to political issues. They engage in thinking critically about issues and the ways different theories highlight and obscure political actors, processes, and forms. They think creatively about solutions to challenges in democratic communities. Critical and creative thinking involves students thinking broadly and deeply using skills, behaviours, and dispositions such as reason, logic, resourcefulness, imagination, and innovation.

## **Personal and Social Capability**

In *Politics and Democracy*, students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively by examining and accounting for political issues and the needs and political practices of communities and individuals. They develop the skills to engage in respectful and thoughtful discussion and investigation of significant and controversial issues. As they investigate political issues, they build personal and social capability through 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. These will be further developed by gaining knowledge about, and empathy with, the many communities that make up democratic system.

## **Ethical Understanding**

In *Politics and Democracy*, students develop ethical understanding, as they identify and investigate the nature of ethical concepts and values and understand how reasoning can assist ethical judgement. Further, they problematise ethical knowledge by examining and accounting for different ethical frameworks that influence politics and democracy. 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 through the exploration of their personal and political engagement in political issues.

## **Intercultural Understanding**

In *Politics and Democracy*, 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 experience of indigenous people in contemporary politics and democracy system is a key theme in *Politics and Democracy*. The Australian First Nations histories and cultures priority provides the opportunities for all young Australians to gain a deeper understanding and appreciation of First Nations histories and cultures, deep knowledge traditions and holistic world views. This knowledge and understanding provided in *Politics and Democracy* 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**

*Politics and Democracy* critically analyses political systems, including in Asia. Australia's engagement with Asia provides the opportunity for students to assess the social, cultural, political, and economic links that connect Australia with Asia. This priority in *Politics and Democracy* 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**

*Politics and Democracy* provides many insights into the challenges and opportunities for political actors, ideologies, and systems around 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. It provides opportunities for considering the capacity of democracy for dealing with the ecological crises facing the globe.

# UC H Course

## Politics and Democracy

### Rationale

Politics and Democracy provides a comprehensive overview of the study of democratic theory and its translation into political practice from Plato and Aristotle to the twenty first century international context. Students will analyse and advocate solutions to political and democratic problems in historical and contemporary international context; identify and investigate different political systems and forms of government; the nature and distribution of power in them; the social, economic and cultural contexts within which they operate; and the relationships between them; appraise and assess the nature of democratic government and consider why democracy has historically been regarded as the worst form of government to the contemporary elevation of democracy as the best form of government; comprehend and articulate how politics and democracy are mediated to stimulate and negotiate different interpretations of democratic issues and events; and gather, organise and deploy evidence to construct reasoned argument, synthesise relevant information and exercise critical judgement using data, research and information from a variety of primary and secondary sources.

### Goals

This course should enable students to:

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

### Unit Titles

- Theorising Power and Politics
- Conflict and Crises in Democracy

## Organisation of Content

### Theorising Power and Politics

*Politics and Democracy* provides a comprehensive overview of the study of political and democratic theory and its translation into political practice from Plato and Aristotle to Francis Fukuyama and the twenty first century critiques of political systems. Students will critically analyse seminal texts in politics and democracy. They develop and advocate for solutions to political and democratic problems in historical context and consider why democracy has historically been regarded as the worst form of government to the contemporary elevation of democracy as the best form of government. Students identify and investigate different political systems and forms of government and draw links to their theoretical foundations.

### Conflict and Crises in Democracy

Students consider contemporary examples of democratic politics and investigate the nature and distribution of power in them. They critically analyse the social, economic, and cultural contexts within which they operate and the relationships between actors and systems. Students evaluate the nature of contemporary democratic government and investigate how politics and democracy are mediated to stimulate and negotiate different interpretations of democratic issues and events. They gather, organise, and deploy evidence to construct reasoned argument, synthesise relevant information and exercise critical judgement using data, research, and information from a variety of primary and secondary sources.

## Assessment

The identification of criteria within the achievement standards and assessment tasks types and weightings, provide 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

<b>Suggested tasks:</b>	
<ul style="list-style-type: none"> <li>• interview based report</li> <li>• commentary</li> <li>• annotated bibliography</li> <li>• in-class essay</li> <li>• debate</li> <li>• portfolio</li> <li>• field work</li> <li>• viva voce</li> <li>• document/source analysis</li> <li>• report</li> <li>• role play</li> <li>• research and design report</li> <li>• test/exam</li> <li>• oral (seminar)</li> </ul>	<ul style="list-style-type: none"> <li>• empathetic response</li> <li>• writing task</li> <li>• response to stimulus</li> <li>• exposition</li> <li>• extended response</li> <li>• essay</li> <li>• website</li> <li>• multimodal presentation</li> <li>• creative response</li> <li>• interview</li> <li>• discussion forum</li> <li>• practical project</li> <li>• workshop</li> </ul>
<b>Weightings in T 1.0 unit:</b> No task to be weighted more than 60% for a standard 1.0 unit.	

### Additional Assessment Information

- For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five.
- 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**

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

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

**Achievement Standards for Humanities and Social Science - Year 11**

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



**Achievement Standards for Humanities and Social Science - Year 12**

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

## Theorising Power and Politics

**Value: 1.0**

*Politics and Democracy* provides a comprehensive overview of the study of political and democratic theory and its translation into political practice from Plato and Aristotle to Francis Fukuyama and the twenty first century critiques of political systems. Students will critically analyse seminal texts in politics and democracy. They develop and advocate for solutions to political and democratic problems in historical context and consider why democracy has historically been regarded as the worst form of government to the contemporary elevation of democracy as the best form of government. Students identify and investigate different political systems and forms of government and draw links to their theoretical foundations.

### Specific Unit Goals

This unit should enable students to:

- critically analyse a range of political and democratic theories
- evaluate a range of historical political and democratic practices
- synthesise analyses to propose solutions to political problems
- apply university level research and communication skills

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

#### Concepts and Ideas

- critically analyse political and democratic theories, including historical and seminal texts
- evaluate a range of historical political and democratic practices
- synthesise analyses of theories and practices to propose solutions to political problems

#### Contexts

- critically analyse the context of political theorists and the impact on theory and practice
- evaluate the impact of context on the reception and translation of political theory by practitioners
- evaluate own context and perspective in investigating texts and case studies

#### Communication

- synthesise well-researched evidence, complex ideas, and communication skills to propose coherent and sustained arguments and solutions in a range of modes, incorporating metalanguage
- apply accurate referencing and conventions of academic integrity
- apply communication, collaboration, and ICT skills to engage in dialogue to acknowledge diverse world views, common understandings, and points of difference to enhance intercultural understanding

#### Reflection

- reflect on how studies in political theory and practice challenges their own ethics, thinking and perspective
- reflect on their citizenship and role in their political community, and the roles diverse groups
- reflect critically on their own learning habits and achievement of own goals

## **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 8 to 10.

## Conflict and Crises in Democracy

**Value: 1.0**

Students consider contemporary examples of democratic politics and investigate the nature and distribution of power in them. They critically analyse the social, economic, and cultural contexts within which they operate and the relationships between actors and systems. They evaluate the nature of contemporary democratic government and investigate how politics and democracy are mediated to stimulate and negotiate different interpretations of democratic issues and events. Students gather, organise, and deploy evidence to construct reasoned argument, synthesise relevant information and exercise critical judgement using data, research, and information from a variety of primary and secondary sources.

### Specific Unit Goals

This unit should enable students to:

- evaluate contemporary innovations in and interpretations of political and democratic theories
- evaluate contemporary democratic practice and systems
- synthesise theory and evidence to propose solutions to contemporary crises
- apply communication skills to engage in debate and discussion at a university level

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

#### Concepts and Ideas

- evaluate contemporary interpretations, critiques, and innovations in political and democratic theories
- evaluate contemporary democratic actors, practices, and systems
- synthesise theories, critiques, and contemporary practices to propose solutions to contemporary crises

#### Contexts

- evaluate the impact of particular contextual factors on politics and democracy
- evaluate the impact of own perspective and situation on own interpretations and arguments

#### Communication

- synthesise well-researched evidence, complex ideas, and communication skills to propose coherent and sustained arguments and solutions in a range of modes, incorporating metalanguage
- apply accurate referencing and conventions of academic integrity
- apply communication, collaboration, and ICT skills to engage in dialogue to acknowledge diverse world views, common understandings, and points of difference to enhance intercultural understanding

#### Reflection

- reflect on their citizenship and role in their democratic community, and the roles of diverse groups
- reflect on how studies in contemporary political and democratic practices challenges their own ethics, thinking and perspective
- reflect critically on their own learning habits and achievement of own goals

## **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 8 to 10.

## 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.

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

Units in this course can be delivered in any order.

### Co-requisites for the course or units within the course

Students must be studying a major in Modern History, Pre-Modern History, Ancient History, Australian and Global Politics, Global Studies, Legal Studies, Sociology, or World Religions in their home college to be eligible for this course.

### 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.

## **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 guidelines at:

[http://www.bsss.act.edu.au/grade\\_moderation/moderation\\_information\\_for\\_teachers](http://www.bsss.act.edu.au/grade_moderation/moderation_information_for_teachers)

for current information regarding all moderation requirements including subject specific and photographic evidence.

## Appendix B – Course Developers

Name	College
Thomas Greenwell	Hawker College
Associate Professor Mary Walsh	University of Canberra

## 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.

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.