



Pacific Studies

A/T/M



Front Cover Art provided by St Edmund's College staff member Peter Fatupaito

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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:

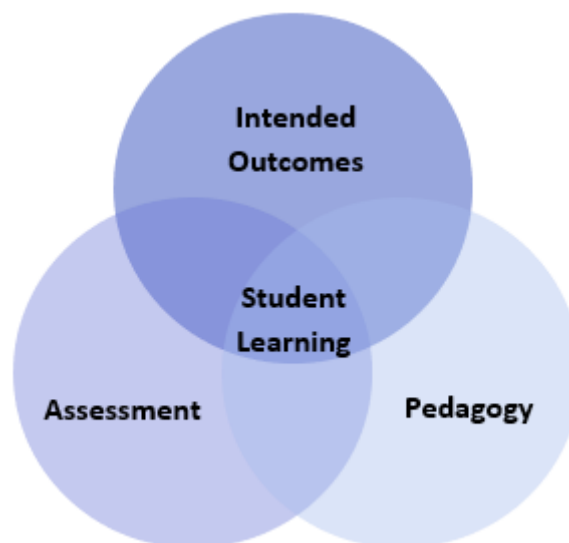
- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in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

Underpinning Beliefs

- All students are able to learn.
- Learning is a partnership between students and teachers.
- Teachers are responsible for advancing student learning.



Learning Principles

1. Learning builds on existing knowledge, understandings and skills.
(Prior knowledge)
2. When learning is organised around major concepts, principles and significant real world issues, within and across disciplines, it helps students make connections and build knowledge structures.
(Deep knowledge and connectedness)
3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.
(Metacognition)
4. Learners' sense of self and motivation to learn affects learning.
(Self-concept)
5. Learning needs to take place in a context of high expectations.
(High expectations)
6. Learners learn in different ways and at different rates.
(Individual differences)
7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.
(Socio-cultural effects)
8. Learning is a social and collaborative function as well as an individual one.
(Collaborative learning)
9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.
(Explicit expectations and feedback)

General Capabilities

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

The capabilities include:

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

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

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

Elaboration of these General Capabilities and priorities is available on the ACARA website at www.australiancurriculum.edu.au.

Literacy

In Pacific Studies, students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts. Students will engage with different Pacific idioms, vocabulary and languages and develop or extend literacy in those languages. Students will increase their information literacy in evaluating and analysing a wide range of texts for validity and reliability.

Numeracy

Pacific Studies provides opportunities for students to engage with numeracy in real world contexts. Numeracy encompasses the knowledge, skills, behaviours and dispositions that students need to use mathematics when interpreting data about the Pacific, interpreting symbolic representation and encountering mathematical practices of various cultures. 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 in quantitative analysis, evaluating arguments and proposals, making and creating.

Digital Literacy

Digital literacy in Pacific Studies encompasses the knowledge and skills students need to create, manage, communicate and investigate data, information and ideas, and solve problems. It assists students to work collaboratively at school and in their lives beyond school. They evaluate the reliability of online material about the Pacific and reflect on the use of digital technology by the peoples of the Pacific.

Digital literacy involves students critically identifying and appropriately selecting and using digital devices or systems, and learning to make the most of the technologies available to them in understanding the Pacific and expressing their own views. Students adapt to new ways of doing things as technologies evolve, and protect the safety of themselves and others in digital environments.

Critical and Creative Thinking

In Pacific Studies, 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 all learning areas at school and in their lives beyond school.

Creative thinking in Pacific Studies involves students learning to generate and apply new ideas in specific contexts, seeing existing situations in a new way, identifying alternative explanations, and seeing or making new links that generate a positive outcome. Drawing on Pacific ways of knowing and expression, this includes combining parts to form something original, sifting and refining ideas to discover possibilities, constructing theories and objects, and acting on intuition. The products of creative endeavour can involve complex representations and images, investigations and performances, digital and computer-generated output, or occur as virtual reality

Personal and Social Capability

In Pacific Studies, Pacific Islander and non-Pacific Islander students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. Pasifika students are invited to investigate and reflect on their own identity selfhood and heritage to better understand themselves. Personal and social capability involves students in a range of practices including recognising and regulating emotions, valuing inclusivity, developing empathy for others and understanding relationships, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills.

Ethical Understanding

In Pacific Studies, students engage with the elements of Ethical Understanding in an integrated way, they learn to recognise the complexity of many ethical issues. Students will identify their own positionality in exploring ethical issues and as a critical tool for engaging with studies of the Pacific. Students learn to develop ethical understanding as they explore ethical issues and interactions with others, discuss ideas and learn to be accountable as members of a democratic community. As cultural, social, environmental and technological changes transform the world, the demands placed on learners and education systems are changing. Technologies bring local and distant communities into classrooms, exposing students to knowledge and global concerns as never before. Students interrogate concepts through authentic cases such as global warming, sustainable living and socioeconomic disparity which can involve group and independent inquiry, critical and creative thinking, and cooperative teamwork, and can contribute to personal and social learning.

Intercultural Understanding

In Pacific Studies, 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. Students learning about and engaging with diverse cultures in ways that recognise commonalities and differences, creating connections with others, and cultivating mutual respect, develops intercultural understanding. That development combines personal, interpersonal and social knowledge and skills. It involves students learning to value and view critically their own cultural perspectives and practices and those of others through their interactions with people, texts and contexts across the curriculum.

Cross-Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures

Students examine the nature of trade and cultural networks that linked First Nations Australian into the broader networks of the Pacific, for example with the Torres Strait Islanders' close connections to the islands to the north. They will appreciate the similar ways of knowing, practices and relationship to land of Pacific and First Nations Australian people.

Students will reflect on the shared experiences of colonisation and ongoing colonisation, resistance and adaptation between Pacific peoples and First Nations Australians. They consider their similar reactions to and use of Civil Rights practices and protests, land right campaigns and campaigns for restitution and truth telling.

Asia and Australia's Engagement with Asia

The Asia and Australia's engagement with Asia priority provides the opportunity for students to celebrate the social, cultural, political, and economic links that connect the Pacific, Australia and Asia from the earliest period to the present.

This priority will ensure that students learn about and recognise the diversity within and between the countries of the Asia-Pacific region. They will develop knowledge and understanding of Asian societies, Asian migration to, and trade with, the Pacific, and the connections between the peoples of the Pacific, Asia, Australia, and the rest of the world. Asia-Pacific literacy provides students with the skills to communicate and engage with the peoples of the Asia-Pacific 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. They appreciate Pacific ways of knowing, being and kinship that support sustainable development. Students draw on Pacific concepts and knowledge to develop ideas for addressing the ongoing capacity of Earth to maintain all life and meet the needs of the present without compromising the needs of future generations. They examine the impact of climate change and degraded global systems on the people and lands of the Pacific and, rejecting fatalism, consider actions for improving the future.

Pacific Studies

A/T/M

Rationale

Pacific Studies is a course that provides students with the opportunity to explore and understand the diversity of Pacific peoples, places and experiences. It provides Pacific Islander students an opportunity to engage with their learning through the close study of their heritage, and non-Pacific Islander students an opportunity to learn more about the vast sea of islands covering one third of the globe.

Students engage with indigenous Pacific ways of knowing, thinking, being, doing and valuing. They develop a culturally appropriate research skills to explore a range of topics and issues related to Pacific Islander peoples, places and cultures. Students appreciate their own culture and other cultures and will develop intercultural skills in moving between cultures and cultural understanding by learning about other ways of life.

Students have the opportunity to engage with a range of sources and perspectives to critically analyse the history, environment, geography, literature, communities, linguistics traditions, arts and popular culture of the region. They reflect on their own identity and relationships to communities in the Pacific. Students learn to use key terms in languages that reveal important concepts and ways of knowing, thinking, being, doing and valuing.

Students will be supported to become lifelong learners and knowledgeable citizens in relation to the Pacific. They will become culturally aware and competent to learn through communicating and interacting respectfully. Students use this learning as they engage with Pacific Islander peoples and cultures in Australia and internationally.

Goals

This course 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

- Places and Origins
- The Modern Pacific
- Pacific Peoples and Communities
- Pacific Popular Culture
- Independent Study

Organisation of Content

Places and Origins

Students will consider the scope, extent and nature of place and origin of the Pacific Islands and Pacific Ocean from the ancient period to 19th Century. They investigate methodologies for learning about and expressing understanding of Pacific places and origins. Students consider a range of perspectives on the place and origins of Pacific Islander peoples drawing on a range of culturally appropriate and scholarly resources.

The Modern Pacific

Students consider the significance of ancestral land to Pacific Islander cultures from the mid-19th Century to the present, including the threat of climate change. They investigate methodologies for learning about and expressing understanding of the Pacific from the beginning of colonisation, migration, diaspora and ongoing colonisation, decolonisation and neocolonialism, and globalisation. Drawing on multiple perspectives, students will also explore how the cultures of the Pacific have evolved, including resistance, adaptation, transformation and cultural synthesis.

Pacific Peoples and Communities

Students consider Pacific peoples and communities. They investigate methodologies for learning about and understanding and expressing knowledge of Pacific peoples and communities. They analyse the ways of knowing, thinking, being, doing and valuing of the Pacific. Students examine how people and communities live and relate to one another, in the Pacific and recognise their own place in those networks and relationships.

Pacific Popular Culture

Students consider Pacific popular cultures. They investigate methodologies for learning about and expressing understanding of Pacific popular cultures. They investigate contemporary social life and activities in the Pacific. Students read contemporary texts and access the extensive use of social media by Pacific Islanders with which they share their ideas, artistic and cultural practices.

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"> written results, conclusions, recommendations, or question (e.g. an essay, a report, a booklet, an article) a product (e.g. a performance, an artwork, an artefact, a manufactured article, literature) and commentary/ rationale/ statement a display or exhibition and justification/ curatorial statement a multimedia presentation or podcast 	<p>Students demonstrate their skills in a variety of ways.</p> <p>Suggested tasks include:</p> <ul style="list-style-type: none"> viva voce artwork/ performance and commentary event management group work or team simulation (teamwork, collaboration, leadership) use of and reflection on a Pacific research process project management (including time management /organisation) journal (reflecting on the process of learning).
Weightings for A/T 1.0	10 - 60%	10 - 60%
Weightings for A/T 0.5	10 - 60%	10 - 60%
Weightings for M 1.0 and 0.5 Units	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 should experience a variety of task types and different modes of communication to demonstrate the Achievement Standards.
- For tasks completed in unsupervised contexts, schools must have procedure and processes to maintain academic integrity of tasks.

Achievement Standards

Years 11 and 12 Achievement Standards are written for A-T courses. A single Achievement Standard is written for M courses.

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

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

Integrated Learning Achievement Standards for T Course Year 12

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> critically analyses the purpose and types of inquiry including the skills, attitudes and ethical considerations required for research critically analyses theories, models, researchers, ideas, issues, arguments and themes including the role and structure of information synthesis of knowledge, skills, and ideas to produce a creative and innovative resolution to the focus of the inquiry evaluates information and analyses for similarities, differences, contradictions, connections and interconnections to inform decisions critically analyses different perspectives of various disciplines on the same topic 	<ul style="list-style-type: none"> analyses the purpose and types of inquiry including the skills, attitudes and ethical considerations required for research analyses theories, models, researchers, ideas, issues, arguments and themes including the role and structure of information analyses knowledge, skills, and ideas to produce a creative resolution to research question the focus of the inquiry analyses information and explains similarities, differences, contradictions, connections and interconnections to inform decisions analyses different perspectives of various disciplines on the same topic 	<ul style="list-style-type: none"> explains the purpose and types of inquiry including the skills, attitudes and ethical considerations required for research explains theories, models, researchers, ideas, issues, arguments and themes including the role and structure of information explains knowledge, skills, and ideas to produce a resolution to the focus of the inquiry explains information and describes similarities, differences, contradictions, connections and interconnections to inform decisions explains perspectives of various disciplines on the same topic 	<ul style="list-style-type: none"> describes the purpose and types of inquiry including with some consideration of skills, attitudes and ethical considerations required for research describes theories, models, researchers, ideas, issues, arguments and themes including the role and structure of information describes information and ideas to produce a partial resolution to the focus of the inquiry describes information and identifies similarities, differences to inform decisions describes perspectives of disciplines on the same topic 	<ul style="list-style-type: none"> identifies the purpose and types of inquiry with little or no consideration of skills, attitudes and ethical considerations required for research identifies theories, models, researchers, ideas, issues, arguments and themes including the role and structure of information identifies ideas to produce a limited resolution to the focus of the inquiry identifies similarities, differences in information with little or no link to decision making identifies limited or no perspectives on a topic
Skills	<ul style="list-style-type: none"> plans and undertakes independent inquiries incorporating specific discipline knowledge and skills and evaluates information for reliability and usefulness communicates effectively understanding, reasoned conclusions, and new ideas and insights about the learning interest with accurate referencing evaluates, reflects on and responds to the inquiry process, own learning and progress in learning with insight demonstrates effective communication, interpersonal and intrapersonal skills in a range of contexts within the community 	<ul style="list-style-type: none"> plans and undertakes independent inquiries incorporating specific discipline knowledge and skills and analyses information for reliability and usefulness communicates cogently understanding, reasoned conclusions, and new ideas about the learning interest with accurate referencing analyses, reflects on and responds to the inquiry process and own learning and progress in learning with insight demonstrates constructive communication, interpersonal and intrapersonal skills in a range of contexts within the community 	<ul style="list-style-type: none"> plans and undertakes independent inquiries incorporating discipline knowledge and skills with some analysis of information for reliability and usefulness communicates competently understanding, conclusions, and new ideas about the learning interest with referencing explains the inquiry process and own learning and progress in learning with considered reflection demonstrates highly developed communication, interpersonal and intrapersonal skills in familiar contexts within the community 	<ul style="list-style-type: none"> plans and undertakes independent inquiries incorporating some discipline knowledge and skills with minimal analysis of information for reliability and usefulness communicates basic information reflecting minimal understanding of the learning interest, with some referencing describes the inquiry process and own learning and progress in learning with minimal reflection demonstrates minimal communication, interpersonal and intrapersonal skills in familiar contexts within the community 	<ul style="list-style-type: none"> plans and undertakes independent inquiries incorporating minimal discipline knowledge and skills with little or no analysis of information for reliability and usefulness communicates basic information reflecting little or no understanding of the learning interest identifies key features of the inquiry process with little or no reflection demonstrates little or no communication, interpersonal and intrapersonal skills in familiar contexts within the community

Integrated Learning Achievement Standards for T Course Year 11

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> critically analyses the purpose and types of inquiry critically analyses theories, models, researchers, ideas, issues, arguments and themes synthesis of knowledge, skills, and ideas to produce a creative and innovative resolution to the focus of the inquiry question evaluates information and analyses for similarities, differences, contradictions, connections and interconnections to inform decisions 	<ul style="list-style-type: none"> analyses the purpose and types of inquiry analyses theories, models, researchers, ideas, issues, arguments and themes analyses knowledge, skills, and ideas to produce a creative resolution to the focus of the inquiry question analyses information and explains similarities, differences, contradictions, connections and interconnections to inform decisions 	<ul style="list-style-type: none"> explains the purpose and types of inquiry explains theories, models, researchers, ideas, issues, arguments and themes explains knowledge, skills, and ideas to produce a resolution to the focus of the inquiry question explains information and describes similarities, differences, contradictions, connections and interconnections to inform decisions 	<ul style="list-style-type: none"> describes the purpose and types of inquiry describes theories, models, researchers, ideas, issues, arguments and themes describes information and ideas to produce a partial resolution to the focus of the inquiry question describes information and identifies similarities, differences to inform decisions 	<ul style="list-style-type: none"> identifies the purpose and types of inquiry identifies theories, models, researchers, ideas, issues, arguments and themes identifies ideas to produce a limited resolution to the focus of the inquiry question identifies similarities, differences in information with little or no link to decision making
Skills	<ul style="list-style-type: none"> plans and undertakes independent inquiries incorporating specific discipline knowledge and skills and evaluates information for reliability and usefulness communicates effectively understanding, reasoned conclusions, and new ideas and insights about the learning interest with accurate referencing evaluates, reflects on and responds to the inquiry process, own learning and progress in learning with insight demonstrates effective communication, interpersonal and intrapersonal skills in a range of contexts within the community 	<ul style="list-style-type: none"> plans and undertakes independent inquiries incorporating specific discipline knowledge and skills and analyses information for reliability and usefulness communicates cogently understanding, reasoned conclusions, and new ideas about the learning interest with accurate referencing analyses, reflects on and responds to the inquiry process and own learning and progress in learning with insight demonstrates constructive communication, interpersonal and intrapersonal skills in a range of contexts within the community 	<ul style="list-style-type: none"> plans and undertakes independent inquiries incorporating discipline knowledge and skills with some analysis of information for reliability and usefulness communicates competently understanding, conclusions, and new ideas about the learning interest with referencing explains the inquiry process and own learning and progress in learning with considered reflection demonstrates highly developed communication, interpersonal and intrapersonal skills in familiar contexts within the community 	<ul style="list-style-type: none"> plans and undertakes independent inquiries incorporating some discipline knowledge and skills with minimal analysis of information for reliability and usefulness communicates basic information reflecting minimal understanding of the learning interest, with some referencing describes the inquiry process and own learning and progress in learning with minimal reflection demonstrates minimal communication, interpersonal and intrapersonal skills in familiar contexts within the community 	<ul style="list-style-type: none"> plans and undertakes independent inquiries incorporating minimal discipline knowledge and skills with little or no analysis of information for reliability and usefulness communicates basic information reflecting little or no understanding of the learning interest identifies key features of the inquiry process with little or no reflection demonstrates little or no communication, interpersonal and intrapersonal skills in familiar contexts within the community

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

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

Integrated Learning Achievement Standards for M Courses

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

Places and Origins

Value: 1.0

Places and Origins a

Value 0.5

Places and Origins b

Value 0.5

Unit Description

Students will consider the scope, extent and nature of place and origin of the Pacific Islands and Pacific Ocean from the ancient period to the 19th Century. They investigate methodologies for learning about and expressing understanding of Pacific places and origins. Students consider a range of perspectives on the place and origins of Pacific Islander peoples drawing on a range of culturally appropriate and scholarly resources.

(See the Implementation Guide for Program of Learning ideas)

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none">analyse the purpose and types of inquiry into Pacific places and origins, including Pacific methodologiesanalyse works about Pacific places and origins, including using Pacific ways of knowing and researchinganalyse knowledge, skills, and ideas to produce a creative and innovative resolution to the focus of the inquiry in Pacific places and originsanalyse connections between people place and environment about Pacific places and origins	<ul style="list-style-type: none">critically analyse the purpose and types of inquiry into Pacific places and origins, including Pacific methodologiescritically analyse works about Pacific places and origins, including using Pacific ways of knowing and researchingsynthesise knowledge, skills, and ideas to produce a creative and innovative resolution to the focus of the inquiry in Pacific places and originsevaluate information about Pacific places and origins, and analyses for similarities, differences, contradictions, connections and interconnections to inform decisions about information and argumentscritically analyse different perspectives, such as explanations of various disciplines on Pacific Geography, Ecology or History, Pacific Studies, or the Arts	<ul style="list-style-type: none">describe works about Pacific places and origins with independencedescribe knowledge and ideas about Pacific places and origins with independence

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Knowledge and Understanding		
<ul style="list-style-type: none"> analyse the purpose and types of inquiry into Pacific places and origins, including Pacific methodologies and consideration of positionality, e.g. Waka - The Canoe as Metaphor for collaborative learning; Talanoa; Tok stori; creative inquiry analyses works about Pacific places, origins, including using Pacific ways of knowing and researching, e.g. comparing western mapping and Pacific mapping; models of time; oral history and scientific evidence for island formation analyse knowledge, skills, and ideas to produce a creative and innovative resolution to the focus of the inquiry in Pacific places and origins, e.g., visual art, stories, essays analyse connections between people place and environment about Pacific places and origins, e.g. Voyages and migrations, linguistic variation, warfare 	<ul style="list-style-type: none"> critically analyse the purpose and types of inquiry into Pacific places and origins, including Pacific methodologies and consideration of positionality, e.g. Waka - The Canoe as Metaphor for collaborative learning; Talanoa; Tok stori; creative inquiry; Urohs critically analyses works about Pacific places, origins, including using Pacific ways of knowing and researching, e.g. comparing western mapping and Pacific mapping; models of time; oral history and scientific evidence for island formation, museum exhibits synthesise knowledge, skills, and ideas to produce a creative and innovative resolution to the focus of the inquiry in Pacific places and origins, e.g., visual art, stories, essays evaluates information about Pacific places and origins, and analyses for similarities, differences, contradictions, connections and interconnections to inform decisions about information and arguments, e.g. voyages and migrations, linguistic variation, warfare, artefacts critically analyses different perspectives, such as explanations of various disciplines on Pacific Geography, Ecology or History, Pacific Studies, or the Arts, e.g. land use systems and agriculture, Kamehameha and Hawaiian Empire, trade networks 	<ul style="list-style-type: none"> describe researchers process, issues or themes about Pacific places and origins with independence describe knowledge and ideas about Pacific places and origins with independence

A Course	T Course	M Course
Skills		
<ul style="list-style-type: none"> ● plan and undertake independent inquiries , including the appropriate use of Pacific ways of research and knowing, and sources in Pacific Languages where possible ● applies information literacy skills critically to analyse information for reliability and usefulness ● communicate effectively understanding, reasoned conclusions, and new ideas and insights in artistic, academic, or integrated formats with accurate referencing, including employing Pacific ways of knowing and modes of expression, e.g., dance, oral traditions, photo essays, essays, reports, using a Pacific Language with a rationale in English ● demonstrate effective, ethical communication, interpersonal and intrapersonal skills in developing an understanding of research and research topics in discussion with community members, and where possible using pacific Languages, e.g., Kakala, Whiti kōrero, Te Waa ● analyse the research process and own learning and progress in learning ● reflect on how learning has changed understanding of self and the world 	<ul style="list-style-type: none"> ● plan and undertake independent inquiries incorporating specific discipline knowledge and skills, including the appropriate use of Pacific ways of research and knowing, and sources in Pacific Languages where possible ● applies information literacy skills critically to evaluate information for reliability and usefulness ● communicate effectively understanding, reasoned conclusions, and new ideas and insights in artistic, academic, or integrated formats with accurate referencing, including employing Pacific ways of knowing and modes of expression, e.g., dance, oral traditions, photo essays, essays, reports, using a Pacific Language with a rationale in English ● demonstrate effective, ethical communication, interpersonal and intrapersonal skills in developing an understanding of research and research topics in discussion with community members, and where possible using pacific Languages, e.g., Kakala, Whiti kōrero, Te Waa ● evaluate, reflect on and respond to the inquiry process, own learning and progress in learning with insight ● reflect on how learning has changed understanding of self and the world 	<ul style="list-style-type: none"> ● plan and undertakes independent inquiry, engaging with Pacific ways of research and knowing, and sources in Pacific Languages where possible ● identifies reliable sources of information about the Pacific ● communicate ideas using appropriate language with independence, including employing Pacific ways of knowing and modes of expression ● demonstrate ethical communication, interpersonal and intrapersonal skills in developing an understanding of research and research topics in discussion with community members, and where possible using pacific Languages <p>reflect on how learning has changed understanding of self and the world</p>

A guide to reading and implementing content descriptions

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

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

Assessment

Refer to pages 8 to 15.

The Modern Pacific

Value: 1.0

The Modern Pacific a

Value 0.5

The Modern Pacific b

Value 0.5

Unit Description

Students consider the significance of ancestral land to Pacific Islander cultures from the mid-19th Century to the present, including the threat of climate change. They investigate methodologies for learning about and expressing understanding of the Pacific from the beginning of colonisation, migration, diaspora and ongoing colonisation, decolonisation and neocolonialism, and globalisation. Drawing on multiple perspectives, students will also explore how the cultures of the Pacific have evolved, including resistance, adaptation, transformation and cultural synthesis.

(See the Implementation Guide for Program of Learning ideas)

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none">• analyse the purpose and types of inquiry, including Pacific methodologies, into the experiences of the modern Pacific• analyse works on the experiences of the modern Pacific using Pacific methodologies, including resistance, adaptation, transformation, cultural synthesis, and assimilation• analyse knowledge, skills, and ideas to produce a creative and innovative resolution to the focus of the inquiry into the experiences of the modern Pacific• analyse connections between people places and environments in the modern Pacific	<ul style="list-style-type: none">• critically analyse the purpose and types of inquiry, including Pacific methodologies, into the experiences of the modern Pacific• critically analyse works on the experiences of the modern Pacific using Pacific methodologies, including resistance, adaptation, transformation, cultural synthesis, and assimilation• synthesise knowledge, skills, and ideas to produce a creative and innovative resolution to the focus of the inquiry into the experiences of the modern Pacific• evaluate information about the modern Pacific and analyses for similarities, differences, contradictions, connections and interconnections to inform decisions about information and arguments• critically analyse different perspectives of various disciplines on experiences of the modern Pacific	<ul style="list-style-type: none">• describe works about the modern Pacific with independence• describe knowledge and ideas about the modern Pacific with independence

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Knowledge and Understanding		
<ul style="list-style-type: none"> • analyse the purpose and types of inquiry, including pacific methodologies, into the experiences of the modern Pacific, e.g. Kakala Research Framework, Whiti kōrero, Tivaevae, quantitative research • analyse works on the experiences of the modern Pacific using Pacific methodologies, including resistance, adaptation, transformation, cultural synthesis, and assimilation, e.g. colonial, postcolonial, and anticolonial perspectives, economic development, oral traditions, regional security • analyse knowledge, skills, and ideas to produce a creative and innovative resolution to the focus of the inquiry into the experiences of the modern Pacific, e.g. embodiment, music, policy solutions • analyse connections between people places and environments in the modern Pacific, e.g. differences in colonisation and adaptation, Christianisation, global warming 	<ul style="list-style-type: none"> • critically analyse the purpose and types of inquiry, including pacific methodologies, into the experiences of the modern Pacific, e.g. Kakala Research Framework, Whiti kōrero, Tivaevae, quantitative research; Urohs • critically analyse works on the experiences of the modern Pacific using Pacific methodologies, including resistance, adaptation, transformation, cultural synthesis, and assimilation, e.g. colonial, postcolonial, and anticolonial perspectives, economic development, oral traditions, regional security • synthesis of knowledge, skills, and ideas to produce a creative and innovative resolution to the focus of the inquiry into the experiences of the modern Pacific, e.g. embodiment, music, policy solutions, quilts • evaluates information about the modern Pacific and analyses for similarities, differences, contradictions, connections and interconnections to inform decisions about information and arguments, e.g. differences in colonisation and adaptation, Christianisation, global warming, diaspora experiences • critically analyses different perspectives of various disciplines on experiences of the modern Pacific, e.g. migration to and from Aust/Aotearoa (NZ)/USA/ India/ China; urban development; pelagic fishing 	<ul style="list-style-type: none"> • describe researchers process, issues or themes about the modern Pacific with independence • describe knowledge and ideas about the modern Pacific with independence

A Course	T Course	M Course
Skills		
<ul style="list-style-type: none"> ● plan and undertake independent inquiries including the appropriate use of Pacific ways of research and knowing, and sources in Pacific Languages where possible ● applies information literacy skills critically to analyse information for reliability and usefulness ● communicate effectively understanding, reasoned conclusions, and new ideas and insights in artistic, academic, or integrated formats with accurate referencing, including employing Pacific ways of knowing and modes of expression, e.g. Zines, reports, using a Pacific Language with a rationale in English ● demonstrate effective, ethical communication, interpersonal and intrapersonal skills in developing an understanding of research and research topics in discussion with community members, and where possible using Pacific Languages, e.g. Tok stori, Whiti kōrero, Tivaevae ● analyse the research process and own learning and progress in learning ● reflect on how learning has changed understanding of self and the world 	<ul style="list-style-type: none"> ● plan and undertake independent inquiries incorporating specific discipline knowledge and skills including the appropriate use of Pacific ways of research and knowing, and sources in Pacific Languages where possible ● applies information literacy skills critically to evaluate information for reliability and usefulness ● communicate effectively understanding, reasoned conclusions, and new ideas and insights in artistic, academic, or integrated formats with accurate referencing, including employing Pacific ways of knowing and modes of expression, e.g. Zines, reports, using a Pacific Language with a rationale in English ● demonstrate effective, ethical communication, interpersonal and intrapersonal skills in developing an understanding of research and research topics in discussion with community members, and where possible using Pacific Languages, e.g. Tok stori, Whiti kōrero, Tivaevae ● evaluate, reflect on and respond to the inquiry process, own learning and progress in learning with insight ● reflect on how learning has changed understanding of self and the world 	<ul style="list-style-type: none"> ● plan and undertakes independent inquiry, engaging with Pacific ways of research and knowing, and sources in Pacific Languages where possible ● identifies reliable sources of information about the Pacific ● communicate ideas using appropriate language with independence, including employing Pacific ways of knowing and modes of expression ● demonstrate ethical communication, interpersonal and intrapersonal skills in developing an understanding of research and research topics in discussion with community members, and where possible using Pacific Languages ● reflect on how learning has changed understanding of self and the world

A guide to reading and implementing content descriptions

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

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

Assessment

Refer to pages 8 to 15.

Pacific Peoples and Communities

Value: 1.0

Pacific Peoples and Communities a

Value 0.5

Pacific Peoples and Communities b

Value 0.5

Unit Description

Students consider Pacific peoples and communities, including diaspora communities and the complexities of individual identity. They investigate methodologies for learning about and understanding and expressing knowledge of Pacific peoples and communities. Students analyse the ways of knowing, thinking, being, doing and valuing of the Pacific. They examine how people and communities live and relate to one another, in the Pacific and recognise their own place in those networks and relationships.

(See the Implementation Guide for Program of Learning ideas)

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none">• analyse the purpose and types of inquiry, including Pacific methodologies, about Pacific peoples and communities• analyse works about Pacific peoples and communities using Pacific methodologies• analyse knowledge, skills, and ideas to produce a creative and innovative resolution to the focus of the inquiry about Pacific peoples and communities• analyse connections between people, places and environments	<ul style="list-style-type: none">• critically analyse the purpose and types of inquiry, including Pacific methodologies, about Pacific peoples and communities• critically analyse works about Pacific peoples and communities using Pacific methodologies• synthesise knowledge, skills, and ideas to produce a creative and innovative resolution to the focus of the inquiry about Pacific peoples and communities• evaluates information about Pacific peoples and communities and analyses for similarities, differences, contradictions, connections and interconnections to inform decisions about information and arguments• critically analyses different perspectives of various disciplines on Pacific peoples and communities	<ul style="list-style-type: none">• describe works about Pacific peoples and communities with independence• describe knowledge and ideas about Pacific peoples and communities with independence

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Knowledge and Understanding		
<ul style="list-style-type: none"> • analyse the purpose and types of inquiry, including Pacific methodologies, about Pacific peoples and communities, e.g. Whiti kōrero, Te Waa Canoe metaphor, Tivaevae, critiques of academic methodologies • analyse works about Pacific peoples and communities, including diaspora communities and complexities of individual identity, using Pacific methodologies, e.g. kinship with the more than human world; communal obligations; repatriation of ancestors and artefacts; changing cosmologies • analyse knowledge, skills, and ideas to produce a creative and innovative resolution to the focus of the inquiry about Pacific peoples and communities e.g., dance, oral traditions, music, essays • analyse connections between people, places and environments, e.g., gender role and gender identities; traditional economies and currencies like shell money; community and cultural ceremonies and rituals 	<ul style="list-style-type: none"> • critically analyse the purpose and types of inquiry, including Pacific methodologies, about Pacific peoples and communities, e.g. Whiti kōrero, Te Waa Canoe metaphor, Tivaevae, critiques of academic methodologies; Urohs • critically analyse works about Pacific peoples and communities, including diaspora communities and complexities of individual identity, using Pacific methodologies, e.g. kinship with the more than human world; communal obligations; repatriation of ancestors and artefacts; changing cosmologies • synthesise knowledge, skills, and ideas to produce a creative and innovative resolution to the focus of the inquiry about Pacific peoples and communities e.g., dance, oral traditions, music, essays • evaluate information about Pacific peoples and communities and analyses for similarities, differences, contradictions, connections and interconnections to inform decisions about information and arguments, e.g., gender role and gender identities; traditional economies and currencies like shell money; community and cultural ceremonies and rituals • critically analyse different perspectives of various disciplines on Pacific peoples and communities, e.g., sustainable development; international kinship networks; contemporary literature; rites of passage; culture and shame 	<ul style="list-style-type: none"> • describe researchers process, issues or themes about Pacific peoples and communities with independence • describe knowledge and ideas about Pacific peoples and communities with independence

A Course	T Course	M Course
Skills		
<ul style="list-style-type: none"> ● plan and undertake independent inquiries including the appropriate use of Pacific ways of research and knowing, and sources in Pacific Languages where possible ● applies information literacy skills critically to evaluate information for reliability and usefulness ● communicate effectively understanding, reasoned conclusions, and new ideas and insights in artistic, academic, or integrated formats with accurate referencing, including employing Pacific ways of knowing and modes of expression, e.g. dance, oral traditions, embodiment, using a Pacific Language with a rationale in English, policy solutions ● demonstrate effective, ethical communication, interpersonal and intrapersonal skills in developing an understanding of research and research topics in discussion with community members, and where possible using Pacific Languages, e.g. Tok stori, Whiti kōrero, Te Waa, Tivaevae ● analyse the research process and own learning and progress in learning ● reflect on how learning has changed understanding of self and the world 	<ul style="list-style-type: none"> ● plan and undertake independent inquiries incorporating specific discipline knowledge and skills including the appropriate use of Pacific ways of research and knowing, and sources in Pacific Languages where possible ● applies information literacy skills critically to evaluate information for reliability and usefulness ● communicate effectively understanding, reasoned conclusions, and new ideas and insights in artistic, academic, or integrated formats with accurate referencing, including employing Pacific ways of knowing and modes of expression, e.g. dance, oral traditions, embodiment, using a Pacific Language with a rationale in English, policy solutions ● demonstrate effective, ethical communication, interpersonal and intrapersonal skills in developing an understanding of research and research topics in discussion with community members, and where possible using Pacific Languages, e.g. Tok stori, Whiti kōrero, Te Waa, Tivaevae, Urohs ● evaluate, reflect on and respond to the inquiry process, own learning and progress in learning with insight ● reflect on how learning has changed understanding of self and the world 	<ul style="list-style-type: none"> ● plan and undertakes independent inquiry, engaging with Pacific ways of research and knowing, and sources in Pacific Languages where possible ● identifies reliable sources of information about the Pacific ● communicate ideas using appropriate language with independence, including employing Pacific ways of knowing and modes of expression ● demonstrate ethical communication, interpersonal and intrapersonal skills in developing an understanding of research and research topics in discussion with community members, and where possible using Pacific Languages ● reflect on how learning has changed understanding of self and the world

A guide to reading and implementing content descriptions

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

Assessment

Refer to pages 8 to 15.

Pacific Popular Culture

Value: 1.0

Pacific Popular Culture a

Value 0.5

Pacific Popular Culture b

Value 0.5

Unit Description

Students consider Pacific popular cultures. They investigate methodologies for learning about and expressing understanding of Pacific popular cultures. They investigate contemporary social life and activities in the Pacific. Students read contemporary texts and access the extensive use of social media by Pacific Islanders with which they share their ideas, artistic and cultural practices.

(See the Implementation Guide for Program of Learning ideas)

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none">analyse the purpose and types of inquiry, including Pacific methodologies, about Pacific popular cultureanalyse works about Pacific popular culture, using Pacific methodologiesanalyse knowledge, skills, and ideas to produce a creative and innovative resolution to the focus of the inquiry into Pacific popular cultureanalyse connections in Pacific popular culture between peoples, places and environments	<ul style="list-style-type: none">critically analyse the purpose and types of inquiry, including Pacific methodologies, about Pacific popular culturecritically analyse works about Pacific popular culture, using Pacific methodologiessynthesise knowledge, skills, and ideas to produce a creative and innovative resolution to the focus of the inquiry into Pacific popular cultureevaluate information on Pacific popular culture and analyses for similarities, differences, contradictions, connections and interconnections to inform decisions about information and argumentscritically analyse different perspectives of various disciplines on Pacific popular culture	<ul style="list-style-type: none">describe works about Pacific popular culture with independencedescribe knowledge and ideas about Pacific popular culture with independence

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Knowledge and Understanding		
<ul style="list-style-type: none"> • analyse the purpose and types of inquiry, including Pacific methodologies, about Pacific popular culture, e.g. Talanoa; Whiti kōrero, Te Waa Canoe metaphor, Tivaevae, creative inquiry • analyse works about Pacific popular culture, using Pacific methodologies, e.g., tourism led development as neocolonialism; modern social movements; social media misinformation; diaspora • analyse knowledge, skills, and ideas to produce a creative and innovative resolution to the focus of the inquiry into Pacific popular culture, e.g. visual arts, social media posting; podcast • analyse connections in Pacific popular culture between peoples, places and environments, e.g. storytelling; diverse traditional cooking practices and dishes and modern adaptations; Pasifika celebrities - Dwayne Johnson, Taika Waititi, Drew Afualo 	<ul style="list-style-type: none"> • critically analyse the purpose and types of inquiry, including Pacific methodologies, about Pacific popular culture, e.g., Talanoa; Whiti kōrero, Te Waa Canoe metaphor, Tivaevae, creative inquiry • critically analyse works about Pacific popular culture, using Pacific methodologies, e.g., tourism led development as neocolonialism; modern social movements; social media misinformation; diaspora artists and writers • synthesis of knowledge, skills, and ideas to produce a creative and innovative resolution to the focus of the inquiry into Pacific popular culture, e.g. visual arts, social media posting; podcast • evaluates information on Pacific popular culture and analyses for similarities, differences, contradictions, connections and interconnections to inform decisions about information and arguments, e.g. storytelling; diverse traditional cooking practices and dishes and modern adaptations; Pasifika celebrities - Dwayne Johnson, Taika Waititi, Drew Afualo • critically analyses different perspectives of various disciplines on Pacific popular culture, e.g., cultural tattooing; Beauty Pageants, representation in media 	<ul style="list-style-type: none"> • describe works about Pacific popular culture with independence • describe knowledge and ideas about Pacific popular culture with independence

A Course	T Course	M Course
Skills		
<ul style="list-style-type: none"> ● plan and undertake independent inquiries including the appropriate use of Pacific ways of research and knowing, and sources in Pacific Languages where possible ● applies information literacy skills critically to analyse information for reliability and usefulness ● communicate effectively understanding, reasoned conclusions, and new ideas and insights in artistic, academic, or integrated formats about the learning interest with accurate referencing, including employing Pacific ways of knowing and modes of expression, e.g. reports, using a Pacific Language with a rationale in English, policy solutions, bilum, masks ● demonstrate effective, ethical communication, interpersonal and intrapersonal skills in developing an understanding of research and research topics in discussion with community members, and where possible using Pacific Languages, e.g., Whiti kōrero, Te Waa, Tivaevae ● analyse the research process and own learning and progress in learning ● reflect on how learning has changed understanding of self and the world 	<ul style="list-style-type: none"> ● plan and undertake independent inquiries incorporating specific discipline knowledge and usefulness, including the appropriate use of Pacific ways of research and knowing, and sources in Pacific Languages where possible ● applies information literacy skills critically to evaluate information for reliability and usefulness ● communicate effectively understanding, reasoned conclusions, and new ideas and insights in artistic, academic, or integrated formats about the learning interest with accurate referencing, including employing Pacific ways of knowing and modes of expression, e.g. reports, using a Pacific Language with a rationale in English, policy solutions, bilum, masks ● demonstrate effective, ethical communication, interpersonal and intrapersonal skills in developing an understanding of research and research topics in discussion with community members, and where possible using Pacific Languages, e.g. Whiti kōrero, Te Waa, Tivaevae ● evaluate, reflect on and respond to the inquiry process, own learning and progress in learning with insight ● reflect on how learning has changed understanding of self and the world 	<ul style="list-style-type: none"> ● plan and undertakes independent inquiry, engaging with Pacific ways of research and knowing, and sources in Pacific Languages where possible ● identifies reliable sources of information about the Pacific ● communicate ideas using appropriate language with independence, including employing Pacific ways of knowing and modes of expression ● demonstrate ethical communication, interpersonal and intrapersonal skills in developing an understanding of research and research topics in discussion with community members, and where possible using Pacific Languages <p>reflect on how learning has changed understanding of self and the world</p>

A guide to reading and implementing content descriptions

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

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

Assessment

Refer to pages 8 to 15.

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 or fourth 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	T Course	M Course
<ul style="list-style-type: none">• analyses the purpose and types of inquiry including the use of Pacific methodologies, on the chosen topic• analyses works on the chosen topic, using Pacific methodologies• synthesise knowledge, skills, and ideas to produce a creative and innovative resolution to the focus of the inquiry into the chosen topics• analyse connections in the chosen topic between peoples, places and environments	<ul style="list-style-type: none">• critically analyses the purpose and types of inquiry including the use of Pacific methodologies, on the chosen topic• critically analyses works on the chosen topic, using Pacific methodologies• synthesis of knowledge, skills, and ideas to produce a creative and innovative resolution to the focus of the inquiry into the chosen topics• evaluates information on the chosen topic and analyses for similarities, differences, contradictions, connections and interconnections to inform decisions about information and arguments• critically analyses different perspectives of various disciplines on the chosen topic	<ul style="list-style-type: none">• describe researchers process, issues or themes about the chosen topic with independence• describe knowledge and ideas about the chosen topic with independence

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Knowledge and Understanding		
<ul style="list-style-type: none"> analyses the purpose and types of inquiry including the use of Pacific methodologies, on the chosen topic analyses works on the chosen topic, using Pacific methodologies synthesise knowledge, skills, and ideas to produce a creative and innovative resolution to the focus of the inquiry into the chosen topics analyse connections in the chosen topic between peoples, places and environments 	<ul style="list-style-type: none"> critically analyses the purpose and types of inquiry including the use of Pacific methodologies, on the chosen topic critically analyses works on the chosen topic, using Pacific methodologies synthesis of knowledge, skills, and ideas to produce a creative and innovative resolution to the focus of the inquiry into the chosen topics evaluates information on the chosen topic and analyses for similarities, differences, contradictions, connections and interconnections to inform decisions about information and arguments critically analyses different perspectives of various disciplines on the chosen topic 	<ul style="list-style-type: none"> describe work on the chosen topic with independence describe knowledge and ideas about the chosen topic with independence
Skills		
<ul style="list-style-type: none"> plans and undertakes independent inquiries incorporating specific discipline knowledge and skills including the appropriate use of Pacific ways of research and knowing and sources in Pacific Languages where possible applies information literacy skills critically to analyse information for reliability and usefulness communicates effectively understanding, reasoned conclusions, and new ideas and insights in artistic, academic, or integrated formats about the learning interest with accurate referencing, including employing Pacific ways of knowing and expression 	<ul style="list-style-type: none"> plans and undertakes independent inquiries incorporating specific discipline knowledge and skills including the appropriate use of Pacific ways of research and knowing and sources in Pacific Languages where possible applies information literacy skills critically to evaluate information for reliability and usefulness communicates effectively understanding, reasoned conclusions, and new ideas and insights in artistic, academic, or integrated formats with accurate referencing, including employing Pacific ways of knowing and expression 	<ul style="list-style-type: none"> plan and undertakes independent inquiry, engaging with Pacific ways of research and knowing, and sources in Pacific Languages where possible identifies reliable sources of information about the Pacific communicate ideas using appropriate language with independence, including employing Pacific ways of knowing and modes of expression

A Course	T Course	M Course
<ul style="list-style-type: none"> • demonstrates effective, ethical communication, interpersonal and intrapersonal skills in developing an understanding of research and research topics in discussion with community members, and where possible using Pacific Languages • evaluates, reflects on and responds to the inquiry process, own learning and progress in learning with insight • reflect on how learning has changed understanding of self and the world 	<ul style="list-style-type: none"> • demonstrates effective, ethical communication, interpersonal and intrapersonal skills in developing an understanding of research and research topics in discussion with community members, and where possible using Pacific Languages • evaluates, reflects on and responds to the inquiry process, own learning and progress in learning with insight • reflect on how learning has changed understanding of self and the world 	<ul style="list-style-type: none"> • demonstrate ethical communication, interpersonal and intrapersonal skills in developing an understanding of research and research topics in discussion with community members, and where possible using Pacific Languages <p>reflect on how learning has changed understanding of self and the world</p>

A guide to reading and implementing content descriptions

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

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

Assessment

Refer to pages 8 to 15.

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.

Cultural Authority

Pacific Cultural Reference Group

The Pacific Cultural Reference Group will provide ongoing advice to ensure cultural integrity and relevance in the delivery of Pacific Studies. Its responsibilities include:

- Reviewing programs of learning for cultural appropriateness.
- Overseeing cultural safety and ethical practice.
- Collaborating on teacher training and professional learning.

Schools intending to offer this course must submit their implementation plans for review and advice from the Pacific Cultural Reference Group, as appointed by the ACT BSSS.

Ethical Practice

The BSSS Ethical Research Principles and Guidelines were developed in particular to support students and teachers who undertake human research. That is, inquiry tasks and self-directed projects which involve other people as the subjects of their research. These principles and guidelines will assist teachers and students to develop ethical questions and methodologies and mitigate risks to the wellbeing and safety of students and participants.

Students have an obligation as researchers to ensure that they take active steps to prevent harm. These obligations are consistent with the National Statement on Ethical Conduct in Human Research and the Australian Code for the Responsible Conduct of Research 2018, which all researchers engaged in human research follow in Australia. Familiarity with these requirements will prepare students for further study. Failure to meet these obligations will be considered breaches of academic integrity under ACT BSSS Policies and Procedures.

For Pacific Studies, **Principle 4 – Fairness in the treatment of others** and **Principle 5 – Respect for research participants, the wider community, animals, and the environment** are particularly significant. Students must consider the capacity of their work to cause offence if they employ the cultural heritage of groups other than their own in research that culminates in critical or creative art works. Using the cultural material of others incorrectly, inaccurately, insensitively or without cultural authority or empathy can cause profound offence. Such research can harm members of that culture, including a loss of opportunity to gain or profit from their own heritage, or offence and humiliation.

Pacific research methodologies emphasise relational ethics, grounded in the concept of *vā*—the sacred and social spaces between individuals and their environments. By applying relationality and *teu le vā* practices, teachers can create a supportive environment that fosters collaboration and understanding.¹

¹ Maria Cooper, 'Leadership for Sustaining Cultural Identities: Pacific Ways of Knowing, Being, and Doing in ECE', *Journal of Research in Childhood Education*, Vol. 39, No. 2., 2025.
ACT BSSS Pacific Studies A/T/M

Students and teachers should be guided by the following principles:

Principle 1: Respect and Reciprocity in Learning

- Approach cultural knowledge with humility and respect for the values and traditions of Pacific communities.
- Recognise reciprocity as central to teaching and learning.²

Principle 2: Community Permission Protocols

- Understand the importance of informed consent and community approval in sharing cultural knowledge.
- Acknowledge that cultural knowledge often carries conditions for its use and transmission.

Principle 3: Safeguarding Sacred and Sensitive Knowledge

- Identify what constitutes sacred, confidential, or restricted knowledge and why it must be protected.
- Avoid assumptions or generalisations that misrepresent or harm cultural integrity.³

Principle 4: Ethical Use of Pacific Languages and Stories

- Use Pacific languages and narratives with cultural sensitivity and accuracy.
- Acknowledge story origins and understand why cultural appropriation is harmful.
- Draw on the rich cultural experiences of Pacific learners.⁴

Principle 5: Acknowledging Cultural Authority

- Recognise the role of cultural leaders and knowledge holders in maintaining and transmitting knowledge.
- Ensure proper attribution and respect for cultural authority in educational contexts.⁵

Prerequisites for the course or units within the course

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

Arrangements for students continuing study in this course

There is no previous version of this course.

² Judy Bennett, Mark Brunton, Jennifer Bryant-Tokalau, 'Pacific Research Protocols', *The Contemporary Pacific*, Vol 25, No 1, Pacific 2011.

³ Purcell Filipo Siaki Salī, 'Protecting Traditional Knowledge: An Analysis of The Pacific Regional Framework for the Protection of Traditional Knowledge and Expressions of Culture', *Victoria University of Wellington Law Review*, No. 51, 2020. Eseta Tualualelei, Judy McFall-McCaffery, 'The Pacific Research paradigm; Opportunities and Challenge's, *MAI: A New Zealand Journal of Indigenous Scholarship*, 2019.

⁴ Kirsten McGavin, 'Representations Of Pacific Islander Identity: Ours And Theirs', *Pacific Studies Journal*, Vol 38, No. 1-2, 2015. Te Tahuu o te Matauranga/ NZ Ministry of Education, 'Success as Pacific learners; Suggestion for implementing the strategy 'Develop cultural capability'', *Inclusive Education*, www.inclusive.tki.org.nz, Accessed December 2025.

⁵ Maria Cooper, Leadership for Sustaining Cultural Identities: Pacific Ways of Knowing, Being, and Doing in ECE, *Journal of Research in Childhood Education*, Vol. 39, No. 2., 2025.

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

System Moderation

System moderation begins in schools whereby teachers cooperate to develop assessment, and grade and score student assessment according to the relevant curriculum.

Moderation Day is an essential component of the ACT senior secondary system which empowers school autonomy in curriculum and assessment. Moderation Day is a collaborative and professional event whereby schools undertake system quality assurance activities on behalf of their current and future students. Moderation Day fosters and enriches the development of quality assessment and validates student achievement. Continued best practice in teaching and learning is ensured through the formation of valid, constructive, and detailed feedback.

System Moderation:

- provides comparability of school-based assessment
- forms the basis for valid and reliable assessment in senior secondary schools
- involves the ACT Board of Senior Secondary Studies (BSSS) and schools in cooperation and partnership
- maintains the integrity of the ACT Senior Secondary Certificate.

The Moderation Model

Moderation within the ACT senior secondary system encompasses structured, consensus-based peer review of Unit Grades and quality of assessment for all BSSS courses twice per year. In addition to System Moderation, there is statistical moderation of course scores.

Moderation by Structured, Consensus-based Peer Moderation

Consensus-based peer moderation involves the review of student assessment against system wide criteria and standards and the validation of Unit Grades. This is done by matching student performance with the Framework Achievement Standards. In addition, feedback will be provided on the quality of the task.

Preparation for Structured, Consensus-based Peer Review

Schools retain originals or copies of student assessment evidence completed in the delivery of the unit and all unit documentation. Student assessment evidence must be sufficient to allow reviewing teachers to make an accurate judgment of grade standard. Schools will use ACS to present this information for System Moderation. Criteria for each Moderation Day will be communicated to schools in the proceeding calendar year.

Feedback from System Moderation

Feedback is provided to schools to affirm good practice and inform continuous improvement. This feedback is based on the BSSS Quality Assessment Guidelines and relevant course documents. It is expected that schools engage with feedback and address any longitudinal trends as outlined in the *BSSS Policy and Procedures Manual*.

Appendix B – Course Developers and Cultural Reference Group

Name	College
Professor Katerina Teaiwa	Australian National University
Peter Fatupaito	St Edmund’s College, ACT
Leanne Thomas	St Edmund’s College, ACT
Samantha Endall	Melba-Copland School, ACT
Dr Andi Stapp	University of Canberra Senior Secondary College, Lake Ginninderra/University of Canberra, ACT
Pauline Tokamara	Kimbe International School, West New Britain, PNG
Lachlan Arundell	St John Paul II College, ACT

Cultural Reference Group and Accreditation Panel

Name	Affiliation
Professor Katerina Teaiwa	School of Culture, History and Language, Australian National University, Canberra Australia
Amanda Moors-Mailei	Jumbunna Institute for Indigenous Education and Research, University of Technology Sydney, Australia
Apisalome Damuyawa	International School of Suva, Suva, Fiji
Sepi Hawke	Daramalan College, Canberra, ACT
Kanawi Chamilou	Hargy International School, Hargy, West New Britain, PNG
Fa’onetapu Takiari	Ngunnawal Primary School; Tongan Association Canberra Queanbeyan; United Nesian Movement ACT

Appendix C – Common Curriculum Elements

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

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

Appendix D – Glossary of Verbs

Verbs	Definition
Analyse	Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
Apply	Use, utilise or employ in a particular situation
Argue	Give reasons for or against something
Assess	Make a judgement about the value of
Classify	Arrange into named categories in order to sort, group or identify
Compare	Estimate, measure or note how things are similar or dissimilar
Compose	The activity that occurs when students produce written, spoken, or visual texts
Contrast	Compare in such a way as to emphasise differences
Create	Bring into existence, to originate
Critically analyse	Analysis that engages with criticism and existing debate on the issue
Demonstrate	Give a practical exhibition an explanation
Describe	Give an account of characteristics or features
Discuss	Talk or write about a topic, taking into account different issues or ideas
Evaluate	Examine and judge the merit or significance of something
Examine	Determine the nature or condition of
Explain	Provide additional information that demonstrates understanding of reasoning and/or application
Extrapolate	Infer from what is known
Hypothesise	Put forward a supposition or conjecture to account for certain facts and used as a basis for further investigation by which it may be proved or disproved
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Planning, inquiry into and drawing conclusions about
Justify	Show how argument or conclusion is right or reasonable
Manipulate	Adapt or change
Plan	Strategize, develop a series of steps, processes
Predict	Suggest what might happen in the future or as a consequence of something
Reflect	The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience
Relate	Tell or report about happenings, events, or circumstances
Represent	Use words, images, symbols, or signs to convey meaning
Reproduce	Copy or make close imitation
Respond	React to a person or text
Select	Choose in preference to another or others
Sequence	Arrange in order
Summarise	Give a brief statement of the main points
Synthesise	Combine elements (information/ideas/components) into a coherent whole
Test	Examine qualities or abilities
Translate	Express in another language or form, or in simpler terms
Visualise	The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words

Appendix E – Glossary for ACT Senior Secondary Curriculum

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix F – Course Adoption

Conditions of Adoption

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

Colleges should be mindful of cultural considerations, sensitivities, and protocols within their community. Colleges in the ACT and region must liaise with the Pacific Cultural Reference Group informing them that they intend to deliver this course. Prior to course adoption Colleges must confirm that consultation with the Pacific Cultural Reference Group has taken place and that an ongoing relationship and participation have been established.

Adoption Process

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

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

College:	
Course Title:	
Classification/s:	ATM
Accredited from:	2026
Framework:	Integrated Learning

