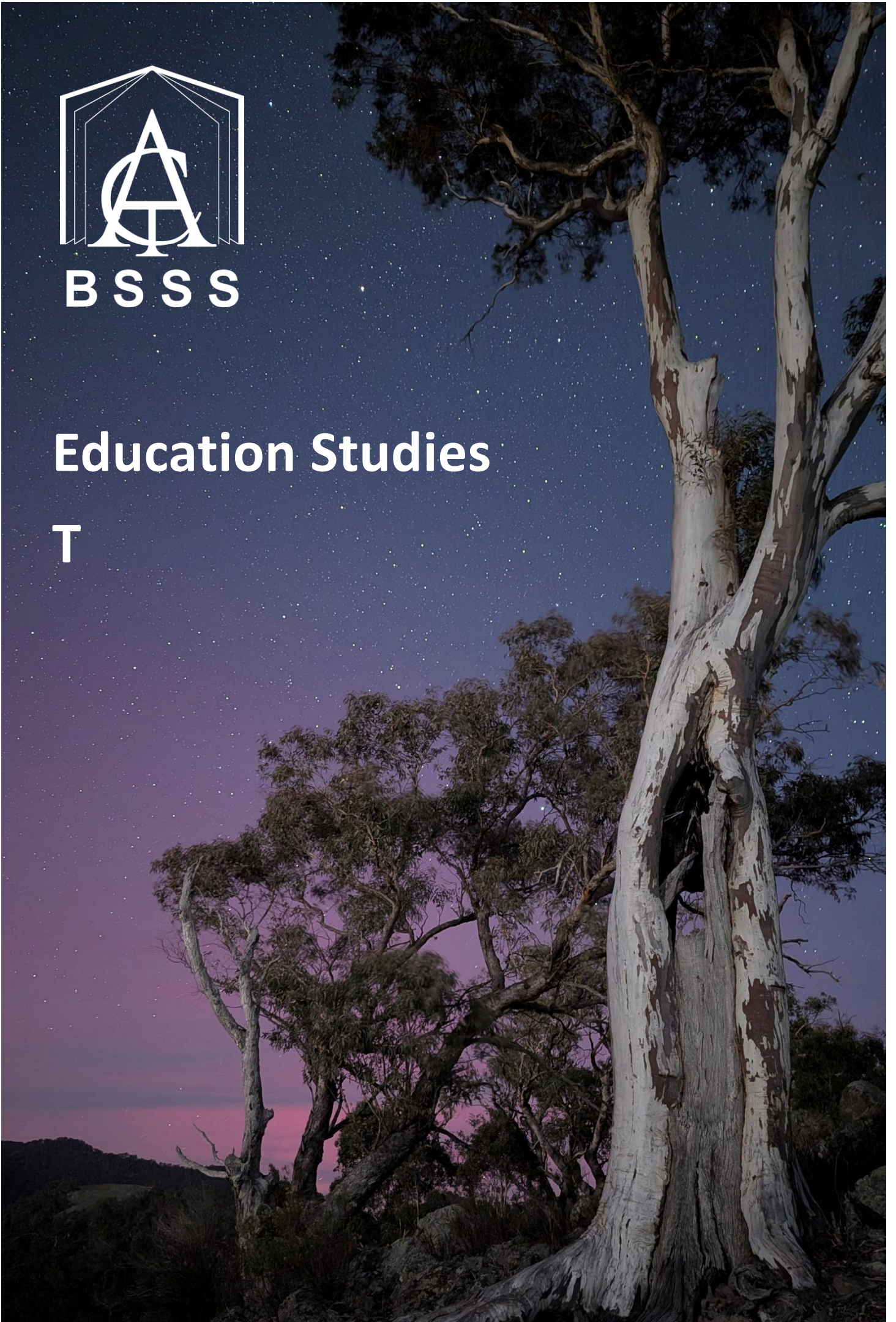




BSSS

Education Studies

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Table of Contents

The ACT Senior Secondary System	1
ACT Senior Secondary Certificate	2
Learning Principles	3
General Capabilities	4
Cross-Curriculum Priorities	6
Rationale	7
Goals	7
Unit Titles	7
Organisation of Content	8
Assessment	9
Achievement Standards	10
Perspectives in Education	Value: 1.0..... 13
Learning and Assessment	Value: 1.0..... 15
Teaching and Engagement	Value: 1.0..... 17
Curriculum in Action	Value: 1.0..... 19
Independent Study	Value 1.0..... 21
Appendix A – Implementation Guidelines	23
Appendix B – Course Developers	25
Appendix C – Common Curriculum Elements	26
Appendix D – Glossary of Verbs	27
Appendix E – Glossary for ACT Senior Secondary Curriculum.....	28
Appendix F – Course Adoption	29

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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:

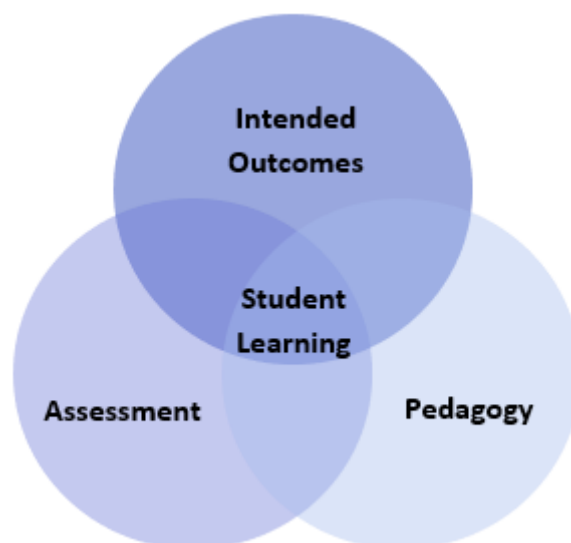
- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in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

Students develop literacy capability through the exploration of texts related to education and education studies. These texts include published educational research, scholarly articles, historical texts, curriculum and programming documents case studies, data sources, TEDtalks and video records of teaching and learning in the classroom. Students communicate with a variety of audiences using appropriate forms of communication such as written, visual, oral and digital technology. They create and present responses with an awareness of context, purpose and audience.

Students learn to make increasingly sophisticated language and text choices, understanding that language varies according to context, including the nature and stages of their inquiry. They use educational metalanguage to express and communicate their ideas. Students learn to use language features and text structures to comprehend and compose cohesive texts about places, people, events, processes, systems and perspectives of the past, present and future. These include inquiry topic-specific vocabulary; appropriate tense verbs; and complex sentences that describe sequential, cause-and-effect and comparative relationships. Students also participate in debates, presentations and discussions and develop a considered point of view when communicating conclusions to a range of audiences.

Numeracy

Students develop numeracy capability as they apply numeracy skills in relation to educational inquiry. Students measure, construct, interpret, analyse and calculate data and information relevant to education in their investigations.

Students learn to analyse numerical data to make meaning; to describe and use relationships in patterns and between variables to suggest correlations and draw conclusions. They make predictions and forecast outcomes based on data and inquiry information and represent their findings in numerical and graphical form. They appreciate the ways numeracy knowledge and skills are used in society and apply these to hypothetical and/or real-life experiences.

Information and Communication Technology (ICT) Capability

Students develop ICT capability when they locate, process, analyse, evaluate and communicate information relevant to educational studies. Students access and use digital technologies, including learning management systems as communication, organisational and creative tools. They seek a range of digital sources of information to resolve inquiry questions whilst being aware of intellectual property. They critically analyse educational theories, models, evidence and trends and critique source reliability. Using digital technologies, students present and represent their understanding of pedagogy, assessment, learning, curriculum; and collaborate, discuss and debate to co-construct their knowledge. They plan, organise, create, display and communicate data and information digitally using multimedia tools for a variety of purposes and audiences.

Students enhance their understanding of ICT by exploring the increasing use of technology in education and the effects of technologies such as generative AI on schools, teachers, students and learning. They learn about and have opportunities to use ICT to collaborate, communicate, and share information, and build consensus on issues of significance, whilst using an awareness of personal security protocols and ethical responsibilities.

Critical and Creative Thinking

Students develop critical and creative thinking as they investigate educational concepts and ideas through research. Students develop creative and critical thinking by learning to develop and understand contemporary issues in education, and to question sources and assess reliability when selecting information. Students learn interdisciplinary ways of thinking, developing an argument using evidence, interpreting and analysing data and/or information. They learn to think logically when evaluating and using evidence, testing explanations, analysing arguments and making decisions and propose solutions when thinking deeply about questions that do not have straightforward answers.

By applying critical and creative thinking to the process of synthesising educational knowledge, students develop skills in empathy, research, decision making and collaboration. They are encouraged to be curious and imaginative in investigations, and to consider multiple perspectives. They explore educational models in response to challenges that require problem solving and innovative solutions, proposing appropriate and alternative courses of action in educational settings for future students.

Personal and Social Capability

Students' personal and social capability is enhanced as they gain understanding through their inquiry about education, schools, teachers and students. Through inquiry and explicit teaching of content related to skills of collaboration and reflective practice, students develop an appreciation of the educational experiences, insights and perspectives of others, and an understanding of how their own educational experience informs their personal awareness. Inquiry-based learning assists students to develop their capacity for self-regulated learning and providing opportunities to express and reflect on their opinions, beliefs, values and questions appropriately.

As students work independently and collaboratively, they are encouraged to develop personal and interpersonal skills, behaviours and dispositions that enable communication, empathy, teamwork, negotiation and conflict resolution to maintain positive relationships. They learn and apply capabilities such as leadership, resilience, goal setting and advocacy skills and informed, responsible decision-making. In turn, students develop the capacity to achieve desired outcomes professionally and contribute to their communities and society more broadly.

Ethical Understanding

Students' capacity for ethical understanding is enhanced by the unique contexts offered through an investigation in educational studies. Students investigate the ways that diverse values and principles have influenced human understanding of learning and ethical issues within education. Students learn about ethical procedures for investigating and working with educational data. They learn about the ethics of teacher-student relationships and the ethical duties that educators hold as mentors and role models. Students will understand the ethical considerations related to teaching, learning and assessment such as conflict of interest, inclusivity, bias and procedural fairness. They consider the ethics of AI issues.

Intercultural Understanding

Intercultural understanding is key to contemporary Australian educational practice due to the diverse nature of our classrooms. Students reflect on their own intercultural experiences and explore how people interact across cultural boundaries, considering how factors such as group membership, traditions, customs and religious and cultural practices impact on educational experiences. They recognise similarities as well as differences within and across cultural groups, recognising the importance of practising empathy and learning to challenge stereotypical or prejudiced representations of social and cultural groups where they exist. In designing learning experiences students will learn to draw on a diverse range of local, national and global experiences, traditions and texts.

Cross-Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures

The Aboriginal and Torres Strait Islander histories and cultures priority provides the opportunity for all young Australians to gain a deeper understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures, deep knowledge traditions and holistic world views. This knowledge and understanding will enrich all learners' ability to participate positively in the ongoing development of Australia through a deepening knowledge and connection with the world's oldest continuous living cultures. Recognising that schools have been sites of institutional oppression in the past, students learn how educational pathways and schools can be instrumental in addressing historical disadvantage. They will engage with curriculum, pedagogies, topics and texts of Aboriginal and Torres Strait Islander Peoples in this course.

Asia and Australia's Engagement with Asia

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

Sustainability

Sustainability addresses the ongoing capacity of Earth to maintain all life and therefore should be a central consideration in education.

Many inquiry issues, both within Australia and internationally, impact on sustainability. Sustainable patterns of living meet the needs of the present without compromising the ability of future generations to meet their needs. Actions to improve sustainability are individual and collective endeavours shared across local and global communities. They necessitate a renewed and balanced approach to the way humans interact with each other and the environment.

Education for sustainability develops the knowledge, skills, values and world views necessary for people to act in ways that contribute to more sustainable patterns of living. It enables individuals and communities to reflect on ways of interpreting and engaging with the world. Sustainability education is future-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural and economic systems and their interdependence.

Education Studies

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Rationale

Education Studies provides students with an understanding of schools and education and of teaching and learning. Students will gain insights both into their own learning, and into the learning of others. They will also gain an understanding of the complex cluster of community relationships, contested ideas, and professional practices that manifest in schools.

This interdisciplinary course will provide foundational understanding of education as an academic discipline, its methods for researching teaching and learning, and justifying and communicating findings. Educational research methods draw on both social science and science methods, depending on the particular topics of inquiry/study. Further, they gain deeper understanding of the disciplines and methods targeted for teaching as they develop skills in how to convey complex and difficult material in a manner comprehensible to targeted groups of students. In doing so, they develop an understanding of the art of teaching that allows them to communicate effectively, inspiring and engaging students in the process. They develop and rehearse the intrapersonal and interpersonal practices of effective teachers that allow them to build and maintain productive relationships with students, families, and colleagues.

Students gain a wide variety of transferable academic and general skills in communication, literacy, numeracy, research and ethics. Students also gain a deeper understanding of the diversity of learning, schools and teachers and their place in society, locally and globally. This course provides knowledge, understanding and skills for further study, work and life.

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

- Perspectives in Education
- Learning and Assessment
- Teaching and Engagement
- Curriculum in Action
- Independent Study

Organisation of Content

Perspectives in Education

In this unit, students investigate a range of historical, established and contemporary philosophies of education and evaluate their application to school settings. They explore paradigms of education, including place-based pedagogies. Students consider the interaction between schools and wider society, and how those conditions and structures impact on learning and the nature and history of schools. They reflect on the development of their own philosophy of teaching and learning and how their experiences have shaped them as individuals and learners.

Learning and Assessment

Students examine how individuals learn and how that learning can be measured. They investigate the role of teachers in the learning process. Students consider the impact of teaching strategies, developmental stages and technology on learning. They consider models for formative and summative assessment, and the efficacy of educational measurements. Students engage with research on learning, including contemporary research and consider how those findings are employed in schools.

Teaching and Engagement

In this unit, students focus on how learning can be planned and pedagogy applied to promote engagement. They investigate ways for students to experience joy in learning. Students evaluate ideas about optimising the physical learning environment. They investigate the pedagogical tools teachers use to overcome the challenges faced by individuals in accessing and succeeding in education. Students explore different approaches to classroom management and student wellbeing.

Curriculum in Action

Students investigate the nature and purpose of different curriculums including the priorities of different curriculums. They examine the spoken and unspoken curriculums delivered in schools. Students evaluate different programs for implementing curriculum in schools. Students synthesise their disciplinary knowledge and understandings of learning to translate curriculum into sequences for student learning in the classroom. They investigate curriculum differentiation to plan for access to learning by all students.

Independent Study

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

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

Assessment

The identification of criteria within the achievement standards and assessment task types and weightings provides a common and agreed basis for the collection of evidence of student achievement.

Assessment Criteria (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers must use all these criteria to assess students' performance but are not required to use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

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

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

Assessment Criteria

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

- knowledge and understanding
- skills.

Assessment Task Types

Weightings	Knowledge and understanding	Skills
	Students synthesise their key findings (knowledge, skills, and ideas) to produce an outcome. Suggested tasks include: <ul style="list-style-type: none"> • written results, conclusions, recommendations, or question, e.g. an essay, a report, a portfolio/journal, a test/quiz, or an article, a stimulus-response task • a product, e.g. develop resources • a multimedia presentation or podcast • lesson observations • literature review 	Students demonstrate their skills in a variety of ways. Suggested tasks include: <ul style="list-style-type: none"> • viva voce • debate • lesson design and presentation • case studies • social intelligence (teamwork, collaboration, leadership) • reflection on the research process • decision making • interviews • data set analysis
Weightings for T 1.0	10 - 60%	10 - 60%
Weightings for T 0.5	10 - 60%	10 - 60%

Additional Assessment Information

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

Achievement Standards

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

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

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

Achievement Standards Education Studies 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

Achievement Standards Education Studies 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

Perspectives in Education

Value: 1.0

Perspectives in Education a

Value 0.5

Perspectives in Education b

Value 0.5

Unit Description

In this unit, students investigate a range of historical, established and contemporary philosophies of education and evaluate their application to school settings. They explore paradigms of education, including place-based pedagogies. Students consider the interaction between schools and wider society, and how those conditions and structures impact on learning and the nature and history of schools. They reflect on the development of their own philosophy of teaching and learning and how their experiences have shaped them as individuals and learners.

Specific Unit Goals

This unit should enable students to:

- Critically analyse the purpose and types of inquiry in education, including the skills, attitudes, and ethical considerations for research into philosophies, sociology and contemporary matters in education
- Critically analyse the nature of educational theories, models, researchers, ideas, issues, arguments and themes and their evidence, including place-based pedagogies
- Synthesise knowledge, skills and ideas of established and contemporary educational philosophies, societal influences, and personal learning experiences to develop creative and innovative solutions to the chosen question in contemporary schooling
- Evaluate educational philosophies and societal influences and their similarities, differences, contradictions, connections and interconnections, to inform their own conclusions on contemporary schooling practices and their alignment with social justice and equity
- Critically analyse different disciplinary perspectives on education, and their impact on schooling
- Plan and conduct independent inquiries into educational philosophies and societal influences, evaluating the reliability of information and reflecting on the inquiry process to develop evidence-based and well-reasoned conclusions
- Demonstrate effective communication, intrapersonal and interpersonal skills to engage with, carers and families, diverse educational contexts and community perspectives

Content Descriptions

All knowledge, understanding and skills below must be delivered:

Knowledge and Understanding

- Critically analyse the purpose and types of inquiry in education, including the skills, attitudes, and ethical considerations for research into philosophies, sociology and contemporary matters in education e.g. quantitative and qualitative data, mixed methods research, action research, historical survey of different education systems
- Critically analyse the nature of educational theories, models, researchers, ideas, issues, arguments and themes and their evidence, including place-based pedagogies e.g. types and sectors of schooling, societal structures, individual learning experiences, gender disparities, socioeconomic factors, structural inequities, home schooling, the role of oral and cultural traditions in teaching and learning

- Synthesise knowledge, skills and ideas of established and contemporary educational philosophies, societal influences, and personal learning experiences to develop creative and innovative solutions to the chosen question in contemporary schooling e.g. lesson design and presentation based on a perspective, case studies, observation of teaching and reflection, teacher interviews, develop resources, differentiate resources
- Evaluate educational philosophies and societal influences and their similarities, differences, contradictions, connections and interconnections, to inform their own conclusions on contemporary schooling practices and their alignment with social justice and equity e.g. comparative or argumentative essay, develop own teaching and learning philosophy, case study/scenarios, stimulus-response task
- Critically analyse different disciplinary perspectives on education, and their impact on schooling e.g. cultural, biological, psychological, sociological and philosophical viewpoints, 8 Ways of Learning, Yarning Circles, Visible Thinking and Socratic Dialogue, process writing and explicit grammar instruction

Skills

- Plan and undertake independent inquiries into educational philosophies and social influences using methodologies appropriate to the question and evaluate the reliability and usefulness of information e.g. individual or group research project, literature review, annotated bibliography
- Communicate understanding, reasoned conclusions and new insights about perspectives in education, using academic integrity
- Evaluate and reflect on personal progress and inquiry dispositions to consider improvements in learning practices and habits e.g. journal or rationale
- Evaluate, reflect on and respond to the content studied to develop own educational philosophy
- Demonstrate effective communication skills including accurate and effective use of disciplinary language
- Demonstrate interpersonal and intrapersonal skills to engage with chosen educational contexts or educators e.g. interviewing peers and educators, designing and presenting lessons, lesson observations

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 page nine.

Learning and Assessment

Value: 1.0

Learning and Assessment a

Value 0.5

Learning and Assessment b

Value 0.5

Unit Description

Students examine how individuals learn and how that learning can be measured. They investigate the role of teachers in the learning process. Students consider the impact of teaching strategies, developmental stages and technology on learning. They consider models for formative and summative assessment, and the efficacy of educational measurements. Students engage with research on learning, including contemporary research and consider how those findings are employed in schools.

Specific Unit Goals

This unit should enable students to:

- Critically analyse the purpose and types of inquiry in learning and assessment, including quantitative or qualitative skills, attitudes, and ethical considerations
- Critically analyse the nature of teaching, learning and assessment theories, models, researchers, ideas, issues, arguments and themes and their evidence
- Synthesise contemporary knowledge, skills and ideas about learning, effectiveness of technologies for learning, and assessment models, to develop creative and innovative solutions for enhancing student learning and validity of assessment
- Evaluate case studies of the learning process, teacher roles in facilitating learning and assessment models to identify similarities, differences, contradictions, connections and interconnections that inform decision-making in educational settings
- Critically analyses different perspectives on learning and assessment, exploring the impact of systemic debates on teaching practices and educational outcomes
- Plan and undertake independent inquiries into learning processes and assessment practices, applying discipline-specific knowledge to evaluate information reliability and reflect on the inquiry process
- Demonstrate effective communication, intrapersonal and interpersonal skills to engage with diverse educational contexts and community perspectives

Content descriptions

All knowledge, understanding and skills below must be delivered:

Knowledge and Understanding

- Critically analyse the purpose and types of inquiry in learning and assessment, including quantitative or qualitative skills, attitudes, and ethical considerations e.g. Creative Inquiry, measuring correlation, qualitative interview practices, participant privacy in research, application of BSSS Ethical Research Principles and Guidelines, ethical use of generative AI
- Critically analyse the nature of teaching, learning and assessment theories, models, researchers, ideas, issues, arguments and themes and their evidence e.g. Cognitive Load Theory, inquiry learning v explicit teaching, Proximal Zone of Learning, multiple choice question design, moderation grade bands, evaluating the utility of the ATAR, gender and cultural bias in assessment types, cooperative learning, value of rubrics, summative v formative assessment, Disability and ILPs, quality differentiated teaching

- Synthesise contemporary knowledge, skills and ideas about learning, effectiveness of technologies for learning and assessment models, to develop creative and innovative solutions for enhancing student learning and validity of assessment e.g. design an assessment task or tool with a rationale, investigate the use of Generative AI as a learning tool, pedagogical approaches to formative assessment, create multimedia resources for learning or assessment, ethics and dangers of digital technologies
- Evaluate case studies of the learning process, teacher roles in facilitating learning and assessment models to identify similarities, differences, contradictions, connections and interconnections that inform decision-making in educational settings e.g. critique an existing learning task, critique a lesson presentation, compare and contrast feedback models, student engagement with digital learning
- Critically analyses different perspectives on learning and assessment, exploring the impact of systemic debates on teaching practices and educational outcomes e.g. reading wars, University entry pathways, standardised testing, continuous assessment v external exams, traditional v modern teaching methods, explicit v inquiry based teaching, International Baccalaureate v state based curriculum, breadth v depth of learning, 8 Ways of Learning, Yarning Circles, Visible thinking - Socratic dialogue, process writing and explicit grammar instruction, adapting to constant change

Skills

- Plan and undertake independent inquiries into learning processes and assessment methods using methodologies appropriate to the question and evaluate the reliability and usefulness of information e.g. individual or group research project, literature review, annotated bibliography
- Communicate understanding, reasoned conclusions and new insights about learning processes, assessment and educational practices, using academic integrity
- Evaluate and reflect on personal progress and inquiry dispositions to consider improvements in learning practices and habits e.g. journal or rationale
- Evaluate, reflect on and respond to the content studied to develop insight and informed responses about learning and assessment
- Demonstrate effective communication skills including accurate and effective use of disciplinary language
- Demonstrate interpersonal and intrapersonal skills to engage with chosen educational contexts or educators e.g. interviewing peers and educators, designing and presenting lessons, lesson observations

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 page nine.

Teaching and Engagement

Value: 1.0**Teaching and Engagement a****Value 0.5****Teaching and Engagement b****Value 0.5**

Unit Description

In this unit, students focus on how learning can be planned and pedagogy applied to promote engagement. They investigate ways for students to experience joy in learning. Students evaluate ideas about optimising the physical learning environment. They investigate the pedagogical tools teachers use to overcome the challenges faced by individuals in accessing and succeeding in education. Students explore different approaches to classroom management and student wellbeing.

Specific Unit Goals

This unit should enable students to:

- Critically analyse the purpose and types of inquiry in education, including the skills, attitudes, and ethical considerations necessary for research into pedagogy, classroom management, and student engagement
- Critically analyse the nature of pedagogical, classroom management and student wellbeing theories, models, researchers, ideas, issues, arguments and themes and their evidence
- Synthesise knowledge, skills and ideas about pedagogy, classroom management, and wellbeing practices to develop creative and innovative solutions for promoting student engagement, wellbeing, and success
- Evaluate case studies of pedagogical methods, classroom management strategies and student wellbeing practices to identify similarities, differences, contradictions, connections and interconnections that support decisions for improving student engagement and success
- Critically analyse different perspectives from various disciplines, and the effectiveness of pedagogical tools, classroom management strategies, and wellbeing practices in promoting student engagement and success
- Plan and conduct independent inquiries into pedagogical, wellbeing and classroom management practices, applying evidence-based approaches to assess their reliability and impact on student outcomes
- Demonstrate effective communication, intrapersonal and interpersonal skills to engage with diverse educational contexts and community perspectives

Content Descriptions

All knowledge, understanding and skills below must be delivered:

Knowledge and Understanding

- Critically analyse the purpose and types of inquiry in education, including the skills, attitudes and ethical considerations necessary for research into pedagogy, classroom management, and student engagement e.g. literature review of the major factors affecting student wellbeing and/or engagement, interpreting population statistics over time, ethics of historical and social research relevant to education
- Critically analyse the nature of pedagogical, classroom management and student wellbeing theories, models, researchers, ideas, issues, arguments and themes and their evidence e.g. Play-based Learning, norms and routines, Positive Behaviour for Learning, the PERMA Model, Visible Learning tools, student self-regulation, student agency, embodied learning, Project Based Learning, the Arts as pedagogy and theatre in Education, Game Based Learning

- Synthesise knowledge, skills and ideas about pedagogy, classroom management, and wellbeing practices to develop creative and innovative solutions for promoting student engagement, wellbeing, and success e.g. design your own school, design your own or critique an existing wellbeing policy, design a survey tool to measure student engagement, create a rich task that focuses on student engagement, scenario exercises, legislative obligations, ethics and legalities of digital solutions and apps
- Evaluate case studies of pedagogical methods, classroom management strategies, and student wellbeing practices to identify similarities, differences, contradictions, connections and interconnections that support decisions for improving student engagement and success e.g. film study, biography study, compare and contrast classroom management practices over time
- Critically analyse different perspectives from various disciplines, and the effectiveness of pedagogical tools, classroom management strategies, and wellbeing practices in promoting student engagement and success e.g. Maslow's Hierarchy of Needs, Gradual Release of Responsibility, Response to Intervention, Cognitive Load Theory, Philosophies of Happiness, student agency/choice, 8 Ways of Learning, Yarning Circles, Visible thinking and Socratic Dialogue, Process writing and explicit grammar instruction, self-regulated learning strategies

Skills

- Plan and undertake independent inquiries into teaching and engagement using methodologies appropriate to the question and evaluate the reliability and usefulness of information e.g. individual or group research project, literature review, annotated bibliography
- Communicate understanding, reasoned conclusions, and new insights about pedagogy, classroom management and wellbeing, using academic integrity
- Evaluate and reflect on personal progress and inquiry dispositions to consider improvements in learning practices and habits e.g. journal or rationale
- Evaluate, reflect on, and respond to the content studied to develop insight into teaching and engagement practices
- Demonstrate effective communication skills including accurate and effective use of disciplinary language
- Demonstrate interpersonal and intrapersonal skills to engage with chosen educational contexts or educators e.g. interviewing peers and educators, designing and presenting lessons, lesson observations

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 page nine.

Curriculum in Action**Value: 1.0****Curriculum in Action a****Value 0.5****Curriculum in Action b****Value 0.5****Unit Description**

Students investigate the nature and purpose of different curriculums, including the priorities, choices and silences of different curriculums. They examine the spoken and unspoken curriculums delivered in schools. Students evaluate different programs for implementing curriculum in schools. They synthesise their disciplinary knowledge and understandings of learning to translate curriculum into sequences for student learning in the classroom. Students investigate curriculum differentiation to plan for access to learning by all students.

Specific Unit Goals

This unit should enable students to:

- Critically analyse the purpose and types of inquiry in education, including the skills, attitudes, and ethical considerations necessary for research into curriculum, differentiation and student learning
- Critically analyse the nature of curriculum theories, models, researchers, ideas, issues, arguments and themes and their evidence
- Synthesise knowledge, skills and ideas of curriculum development to creatively translate curriculum into sequences of learning that promote accessibility and inclusivity for all students
- Evaluate case studies of curriculum models and programs to identify similarities, differences, contradictions, connections and interconnections and use this information to inform decisions on Programs of Learning and lesson design including differentiation
- Critically analyse different perspectives on their own curriculum and their impact on student learning and access
- Plan and conduct independent inquiries into curriculum and its implementation, including evidence-based approaches to address diverse learning needs
- Demonstrate effective communication, intrapersonal and interpersonal skills to engage with diverse educational contexts and community perspectives

Content Descriptions

All knowledge, understanding and skills below must be delivered:

Knowledge and Understanding

- Critically analyse the purpose and types of inquiry in education, including the skills, attitudes, and ethical considerations necessary for research into curriculum, differentiation and student learning e.g. population level education outcomes, social justice and equity metrics, cohort characteristics and trends over time, textual analysis of school philosophies and curriculum documents, open source analysis on curriculum commentary, choices and silences in construction
- Critically analyse the nature of curriculum theories, models, researchers, ideas, choices, silences issues, arguments and themes and their evidence e.g. social justice and inclusion, industrial and employability, Vocational Education and Training, Religious Education, whole person models, cognitive standards and skills required, maturity levels, Disability Standards for Education, Adult Education
- Synthesise knowledge, skills and ideas of curriculum development to creatively translate curriculum into sequences of learning that promote accessibility and inclusivity for all students e.g. understand the difference between syllabus and curriculum, create a lesson sequence and/or program of learning, design and present a lesson plan, refine a task for a student/s with specific needs, develop a portfolio of appropriate and targeted resources, Universal Design for Learning, Project-based Learning, teaching and learning cycle, Understanding by Design, hybrid delivery approaches

- Evaluate case studies of curriculum models and programs to identify similarities, differences, contradictions, connections and interconnections and use this information to inform decisions on Programs of Learning and lesson design including differentiation e.g. differing state, national and/or international curriculums, STEAM and STEM education, Steiner and Montessori
- Critically analyse different perspectives on their own curriculum and their impact on student learning and access e.g. neuroscience of explicit teaching, exploratory and inquiry based learning, core and elective subjects, politics of global and nationalistic curriculums, presence of Colonial and Indigenous perspectives in curriculum, economics of whole person v industrial, individual needs v societal needs, learning sciences, capacity to predict education needs into the future

Skills

- Plan and undertake independent inquiries into curriculum using methodologies appropriate to the question and evaluate the reliability and usefulness of information e.g. individual/group research project, literature review, annotated bibliography
- Communicate understanding, reasoned conclusions, and new insights about curriculum, using academic integrity
- Evaluate and reflect on personal progress and inquiry dispositions to consider improvements in learning practices and habits e.g. journal or rationale
- Evaluate, reflect on, and respond to the inquiry process and personal learning progress to develop insight into effective curriculum and planning
- Demonstrate effective communication skills including accurate and effective use of disciplinary language
- Demonstrate interpersonal and intrapersonal skills to engage with chosen educational contexts or educators e.g. interviewing peers and educators, designing and presenting lessons, lesson observations,

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 page nine.

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:

- Critically analyse the purpose and types of inquiry in education including the skills, attitudes and ethical considerations required for research on the chosen topic
- Critically analyse theories, models, and ideas of the relevant content to evaluate their role in shaping student learning experiences
- Synthesise knowledge, skills and ideas of relevant content to produce a creative and innovative resolution to the focus of the inquiry
- Evaluate information and analyses for similarities, differences, contradictions, connections and interconnections to inform decisions in education
- Critically analyses different perspectives of various disciplines on the chosen topic
- Plan and conduct independent inquiries into the chosen topic evaluating the reliability of information and reflecting on the inquiry process to develop evidence-based and well-reasoned conclusions
- Demonstrate effective communication, intrapersonal and interpersonal skills to engage with diverse educational contexts and community perspectives

Content Descriptions

All knowledge, understanding and skills below must be delivered:

Knowledge and Understanding

- Critically analyse the purpose and types of inquiry in education including the skills, attitudes and ethical considerations required for research on the chosen topic
- Critically analyse theories, models, and ideas of the relevant content to evaluate their role in shaping student learning experiences
- Synthesise knowledge, skills and ideas of relevant content to produce a creative and innovative resolution to the focus of the inquiry
- Evaluate information and analyses for similarities, differences, contradictions, connections and interconnections to inform decisions in education
- critically analyses different perspectives of various disciplines on the chosen topic

Skills

- Plan and undertake independent inquiries into the chosen topic using methodologies appropriate to the question
- Communicate understanding, reasoned conclusions, and new insights about the chosen topic using academic integrity
- Evaluate and reflect on personal progress to consider improvements in learning practices and habits
- Evaluate, reflect on, and respond to the inquiry process and personal learning progress to develop insight into the chosen topic
- Demonstrate effective communication skills including accurate and effective use of disciplinary language
- Demonstrate interpersonal and intrapersonal skills to engage with chosen educational contexts or educators

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 page nine.

Appendix A – Implementation Guidelines

Available course patterns

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

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

Units in this course can be delivered in any order.

Prerequisites for the course or units within the course

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

Arrangements for students continuing study in this course

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

Duplication of Content Rules

Students cannot be given credit towards the requirements for a Senior Secondary Certificate for a unit that significantly duplicates content in a unit studied in another course. The responsibility for preventing undesirable overlap of content studied by a student, rests with the principal and the teacher delivering the course. Students will only be given credit for covering the content once.

Guidelines for Delivery

Program of Learning

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

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

Content Descriptions

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

Half standard 0.5 units

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

Moderation

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

Name	College
Professor Deborah Pino Pasternak	University of Canberra
Dr Joanne Quick	Australian Catholic University
Lisa Green	Radford College
Crystal Mahon	Gungahlin College
Victoria Margrain	Dickson College
Dr Prathiba Nagabhushan	St Mary McKillop College
Ian Stace Winkles	St Francis Xavier College
Glenn Wykes	St Edmund's College

Appendix C – Common Curriculum Elements

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

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

Appendix D – Glossary of Verbs

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

Appendix E – Glossary for ACT Senior Secondary Curriculum

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix F – Course Adoption

Conditions of Adoption

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

Adoption Process

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

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

College:	
Course Title:	Education Studies
Classification/s:	T
Accredited from:	2026
Framework:	Integrated Learning