

# **INTEGRATED LEARNING**

**Course  
Framework**

**From 2017**





# Integrated Learning Course Framework

## INTRODUCTION

All courses of study for the ACT Year 12 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) capability
- Critical and creative thinking
- Personal and social capability
- Ethical behaviour
- Intercultural understanding

Courses of study for the ACT Year 12 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 student capabilities and priorities are available on the ACARA website.

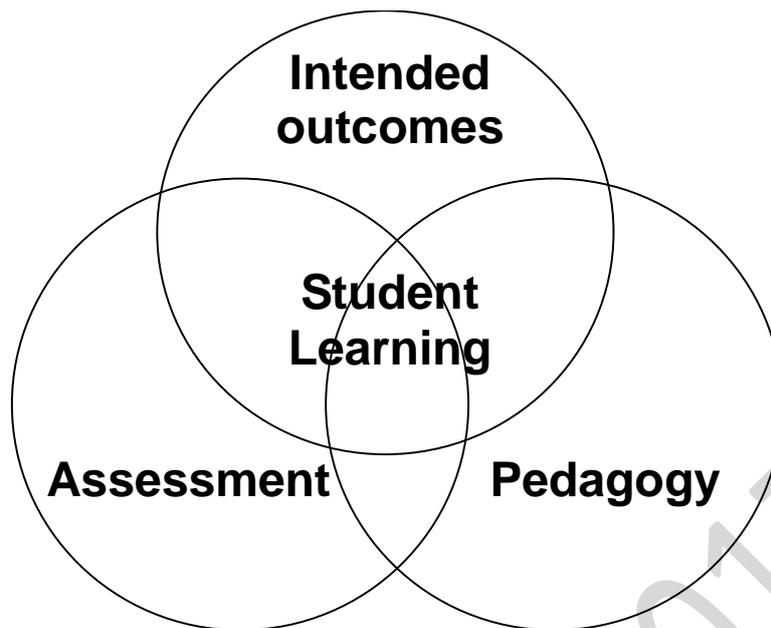
## COURSE FRAMEWORKS

Course Frameworks provide the basis for the development and accreditation of any course within a broad subject area and provide a common basis for the assessment, moderation and reporting of student outcomes in courses based on the Framework.

Course Frameworks support a model of learning that integrates intended student outcomes, pedagogy and assessment. This model is underpinned by a set of beliefs and a set of learning principles.

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#### **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 learner' 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)*

## RATIONALE

Advances in technology, coupled with political, economic, and social shifts both nationally and globally have transformed the nature of work and learning. Students are required to demonstrate a range of capabilities. They are required to apply concepts, methods, and language of more than one discipline to explore topics, design research questions, develop skills and solve problems.

Courses written under this framework promote interdisciplinary, multidisciplinary and transdisciplinary approaches. Students will learn how to transfer capabilities such as the research process, information management, critical thinking, creativity, effective teambuilding, leadership, collaborative decision making and communicate with a diverse range of people.

Students complete an inquiry that has a purpose, product or outcome. They develop the ability to engage with a process, question sources of information, make effective decisions, consider ethical implications, evaluate their own progress, be innovative and solve problems.

Courses written under this framework are suited for students with diverse abilities, and learning styles including students preparing to enter the workforce, as well as those planning to study at university.

## GOALS

Course Framework Goals focus on the essential student learning and development that result from studying any course in this subject area. They are intended student outcomes.

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

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

*The term interdisciplinary is used to describe an approach to learning and knowledge that integrates and benefits from the understanding and application of the approaches of different subjects and disciplines. The term multidisciplinary is used to describe approaches where the subjects or disciplines are connected through a theme, issue, problem, or research question. The term transdisciplinary describes approaches where real-life contexts direct learning that goes beyond particular subjects or disciplines.*

*Source: Interdisciplinary Studies 2002, The Ontario Curriculum*

## CONCEPTS, KNOWLEDGE AND SKILLS

Courses developed under this Framework provide details of course content through the component units of the course. While this content will differ according to the particular course, all content will be chosen to enable students to work towards the achievement of the common and agreed goals of the Framework.

### Concepts and Knowledge

- multidisciplinary, transdisciplinary, interdisciplinary approaches
- models for research and inquiry (proposing, designing, initiating, planning, producing and reviewing)
- problem finding
- information and data management
- information and communication technologies
- personal and social capability
- ethical understanding
- collaborative and global understanding
- nature of creativity and innovation
- entrepreneurial enterprise
- consultation with community

### Skills

- creating and producing
- communication
- critical review
- creative thinking
- modelling
- evaluation, analysis, synthesis, assessing
- selecting primary and secondary sources
- decision making
- teamwork, collaboration
- project management (including time management/organisation)
- metacognition (including reflecting on the process).

## Vocational Courses

In addition to the concepts, knowledge and skills, colleges with Registered Training Organisation (RTO) status are eligible to deliver qualifications or statements of attainment from national training packages. In order to do so they must have been granted scope by the Australian Skills Quality Authority (ASQA). Vocational courses may be classified as A/V, T/V, M/V or C. Competencies are embedded into course units and must reflect the packaging rules of the relevant training package for students to achieve the qualification level indicated.

Colleges with Registered Training Organization status (RTO) are eligible to deliver units of competence from Training Packages, or alternatively, they may develop vocational courses, classified as A or T based on the Training Packages, under the relevant Course Framework.

## TEACHING STRATEGIES

Course developers are encouraged to outline teaching strategies that are grounded in the Learning Principles and encompass quality teaching. Pedagogical techniques and assessment tasks should promote intellectual quality, establish a rich learning environment and generate relevant connections between learning and life experiences.

## ASSESSMENT

The identification of assessment criteria and assessment tasks types and weightings provide a common and agreed basis for the collection of evidence of student achievement.

**Assessment Criteria** (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers must use all of 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 B). It is highly desirable that assessment tasks engage students in demonstrating higher order thinking.

**Rubrics** use 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.

### VET Assessment

In addition, tasks provide evidence required to deem a student competent. Elements of competence for each Unit of Competency indicate the essential concepts and knowledge that underpin each skill or skills set. Some Training Packages have a mandatory structured work learning (SWL) placement where skills may be demonstrated in an industry setting.

### Assessment Criteria

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

- knowledge and understanding
- skills.

## Assessment Task Types

Weightings	Knowledge and understanding	Skills
	<p>Students synthesise their key findings (knowledge, skills, and ideas) to produce an outcome.</p> <p>Suggested tasks include:</p> <ul style="list-style-type: none"> <li>written results, conclusions, recommendations, or question (e.g. an essay, a report, a booklet, or an article)</li> <li>a product (e.g. an artefact, a manufactured article, or a work of art or literature)</li> <li>a display or exhibition</li> <li>a multimedia presentation or podcast</li> </ul>	<p>Students demonstrate their skills in a variety of ways.</p> <p>Suggested tasks include:</p> <ul style="list-style-type: none"> <li>viva voce</li> <li>field work</li> <li>event management</li> <li>social intelligence (teamwork, collaboration, leadership)</li> <li>reflection on the research process</li> <li>decision making</li> <li>project management (including time management/organisation)</li> <li>journal (reflecting on the process of learning).</li> </ul>
<b>Weightings for A/T 2.0</b>	10 - 60%	10 - 60%
<b>Weightings for A/T 1.0</b>	10 - 60%	10 - 60%
<b>Weightings for A/T 0.5</b>	10 - 60%	10 - 60%
<b>Weightings for M 1.0 and 0.5 Units</b>	10 - 90%	10 - 90%

### Additional Assessment Information

- For a 2.0 unit, students must complete a minimum of six assessment tasks.
- For a 1.0 unit, students must complete a minimum of three assessment tasks.
- For a 0.5 unit, students must complete a minimum of two assessment tasks.

## ACHIEVEMENT STANDARDS

Student achievement in A, T and M units is reported based on system standards as an A-E grade. Grade descriptors and standard work samples where available, provide a guide for teacher judgement of students' achievement over the unit.

Grades are awarded on the proviso that the assessment requirements have been met. Teachers will consider, when allocating grades, the degree to which students demonstrate their ability to complete and submit tasks within a specified time frame.

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

## Unit Grade Descriptors for A Course Year 12

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

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

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

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

# MODERATION

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment
- form the basis for valid and reliable assessment in senior secondary schools
- involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership
- maintain the quality of school-based assessment and the credibility, validity and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Course Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and unit grade decisions.

## The Moderation Model

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses, as well as statistical moderation of course scores, including small group procedures, for 'T' courses.

### Moderation by Structured, Consensus-based Peer Review

Review is a subcategory of moderation, comprising the review of standards and the validation of Unit Grades. In the review process, Unit Grades, determined for Year 11 and Year 12 student assessment portfolios that have been assessed in schools by teachers under accredited courses, are moderated by peer review against system wide criteria and standards. This is done by matching student performance with the criteria and standards outlined in the unit grade descriptors as stated in the Course Framework. Advice is then given to colleges to assist teachers with, and/or reassure them on, their judgements.

### Preparation for Structured, Consensus-based Peer Review

Each year, teachers teaching a Year 11 class are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers teaching a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A and T course and any M units offered by the school, and is sent in to the Office of the Board of Senior Secondary Studies.

Teachers of C courses are required to present portfolios of student work for verification that units are taught and assessed as documented and validation that assessments meet industry standards. The Moderation Officer will report any concerns to the Board.

### The College Course Presentation

The package of materials (College Course Presentation) presented by a college for review on moderation days in each course area will comprise the following:

- a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges
- a set of student portfolios containing marked and/or graded written and non-written assessment responses on which the unit grade decision has been made is to be included in the student review portfolios.

Specific requirements for subject areas and types of evidence to be presented for each moderation day will be outlined by the Board Secretariat through memoranda and Information Papers.

## COURSE FRAMEWORK GROUP

<b>Name</b>	<b>College</b>
Jennifer Blackall	Erindale College
Jackie Vaughan	Lake Tuggeranong College
Helen Uren-Randall	Melrose High School
Simon Vaughan	Melrose High School
Lisa Garner	Canberra College
Jennifer Colley	Burgmann School
Patrick Langer	Burgmann School
Lynn Walker	Burgmann School
Sanjay Sharma	Canberra College
Clint Cody	Erindale College

The group acknowledges the work of the SACE Board of South Australia and Ministry of Education, Ontario.

## Appendix A – 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	

## 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
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	Plan, inquire into and draw conclusions about
Justify	Show how argument or conclusion is right or reasonable
Manipulate	Adapt or change
Plan	Strategies, 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 B – Applying the Research Framework

This is a suggested research process. Teachers may draw on multiple models and processes depending on the nature of the task or local context.

The research framework includes:

1. initiating and planning the research
2. developing the research
3. producing and substantiating the research outcome
4. evaluating the research.

The four parts of the research framework are explained below.

### 1. Students Initiate and Plan their Research

Students plan their research by making decisions, seeking help, responding to and creating opportunities, and solving problems.

#### *Students Formulate and Refine a Research Question*

Formulating and refining the question helps students to focus their research.

A research question:

- could be based on an idea or issue, a technical or practical challenge, a hypothesis, creating an artefact, or solving a problem
- may be an area of interest that is not related to a subject or course
- may be linked to content in an existing subject or course. Work that has been previously assessed for another subject or course cannot be used in this subject. However, information gained or ideas expressed in one assessment task can be extended in another assessment task.

Students refine their question, ensuring that the question lends itself to being researched and that the research is likely to be manageable and achievable. Refining a question may involve identifying a precise context, for example, place, type, age-group, or time period.

Students and teachers must ensure that the research question and processes proposed do not compromise the principles of honest, safe, and ethical research.

#### *Students Plan their Research*

Students:

- consider, select, and/or design research processes (e.g. qualitative and quantitative research, practical experimentation, fieldwork) that are appropriate to their research question
- investigate and propose safe and ethical research processes
- identify knowledge, skills, and ideas that are specific to their research question
- identify people with whom to work (e.g. their teacher, a community expert, or a peer group) and negotiate processes for working together
- plan the research in manageable parts
- explore ideas in an area of interest
- explore the concept of a capability or capabilities in the context of their research
- consider the form of and audience for the research outcome.

## 2. Students Develop their Research

Students:

- develop a capability or capabilities in ways that are relevant to their research question
- develop and apply specific knowledge and skills
- develop and explore ideas
- locate, select, organise, analyse, use, and acknowledge information from different sources
- monitor progress made and document actions taken in response to challenges and/or opportunities
- consult teachers and others with expertise in their area of interest
- participate in discussions with the teacher about the progress of their research
- apply safe and ethical research processes
- review and adjust the direction of their research in response to feedback, opportunities, questions, and problems as they arise
- maintain a record of progress made and sources used.

## 3. Students Produce and Substantiate their Research Outcome

Students synthesise their key findings (knowledge, skills, and ideas) to produce a research outcome.

The research outcome is substantiated by evidence and examples from the research, and shows how the student resolved the research question.

Substantiation should be provided to support the research outcome, and is usually provided in one or both of the following ways:

- by referencing the aspects of the research outcome to sources, using, for example, in-text references and thereby demonstrating the origin of ideas and thoughts;
- by explaining the validity of the methodology adopted and thereby demonstrating that it is able to be reproduced.

The research outcome must include the key findings and substantiation. The research outcome can take the form of:

- the key findings and substantiation, which together form a product

Examples include: an essay, a report, an oral or written history with appropriate in-text referencing and bibliography and/or references list; a multimedia presentation; a documented science experiment

*or*

- the key findings and substantiation, with elements of or reference to a separate product

Examples include: a supporting statement and annotated photographs of a product that has been created; an extract from a student-developed children's story, with a record of the background research

*or*

- the key findings presented as annotations on a product, and substantiated by evidence and examples of the research

Examples include: a recorded dance performance with notes and a director's statement.

Students negotiate with their teacher suitable forms for producing their research outcome.

#### **4. Students Evaluate their Research**

Students:

- explain the choice of research processes used (e.g. qualitative and quantitative research, practical experimentation, fieldwork) and evaluate the usefulness of the research processes specific to the research question
- evaluate decisions made in response to challenges and/or opportunities (e.g. major activities, insights, turning points, and problems encountered)
- evaluate the quality of the research outcome
- organise their information coherently and communicate ideas accurately and appropriately
- communicate in written form.

*Source: Research Project B 2015 Subject Outline, SACE Board of South Australia*

Courses from 2017

## **Appendix C – Suggestions for Inquiries**

Applied Journalism  
Faith, Belief and Imagery  
Information Management for Successful Living  
Introduction to Information Studies  
Sports and Society  
Archaeological Studies  
Building Financial Security  
Issues in Human Rights  
Music and Society  
Studies in Education  
Utopian Societies: Vision and Realities  
Aging and Society  
Architectural Studies  
Information and Citizenship  
Information Management and Community Leadership  
Learning and Mathematics  
Applied Design  
Community Environmental Leadership  
Faith and Culture  
Hospitality Management  
Local Field Studies and Community Links  
Small Business Operations  
Biology and Human Development  
Biotechnology  
Children's Literature  
Information and Civilization  
Knowledge management and the learning Organization  
Mathematical Modelling and Applied Programming  
Arts Administration  
Bioethics  
Indigenous Peoples in the information Age  
Science and the Community

*Source: Interdisciplinary Studies 2002, The Ontario Curriculum*

## Appendix D – Assessment Advice

### Assessment Suggestions

#### Assessment: Folio

The folio is a record of the student's research. Students develop a research question and then select and present evidence of their learning from the planning and development stages of the research project. There are three parts to the folio:

- proposal
- research development
- discussion.

#### Proposal

Students:

- consider and define a research question, and outline their initial ideas for the research
- consider and select research processes that are likely to be appropriate to their research question (i.e. valid, ethical, and manageable research processes).

Evidence could include:

- a mind map
- guiding questions
- a written statement
- an oral discussion
- a multimedia presentation,

that may lead to the development of, and incorporation in, a management plan.

#### Research Development

Students:

- develop the research, including knowledge and skills specific to the research question
- organise and analyse information gathered
- explore ideas
- respond to challenges and/or opportunities when undertaking the research
- understand and develop one or more capabilities.

Evidence could include:

- information collected, selected, annotated, and analysed, and ideas explored in relation to the research question

Examples include notes, drafts, letters, sketches, plans, models, interview notes, observations, trials, reflections, data from experiments, records of visits or fieldwork, photographs, annotations, feedback, translations, and interpretations

- responses to feedback, interactions, challenges, opportunities, questions, and problem-solving
- reflection on the research processes used, including progress and decisions made, and actions taken

Examples include major activities, insights, turning points, and problems encountered.

### **Discussion**

Students participate in one or more discussions with the teacher about:

- how the research is developing
- the research processes they are using
- ideas that they are developing through the research
- knowledge and skills that they are developing and applying.

Evidence could include:

- recordings of discussions with the teacher (either digital or in the form of notes taken by the student) about how the research is developing, the research processes they are using, and knowledge, skills, and ideas that they are developing and applying.

For this assessment type, students provide evidence of their learning in relation to all specific features of the following assessment design criteria:

- planning
- development.

### **Research Outcome**

Students synthesise their key findings (knowledge, skills, and ideas) to produce a research outcome.

The research outcome is substantiated by evidence and examples from the research, and shows how the student resolved the research question.

Substantiation should be relevant to the research outcome, and is usually provided in one or both of the following ways:

- by referencing the aspects of the research outcome to sources, using, for example, in-text references and thereby demonstrating the origin of ideas and thoughts
- by explaining the validity of the methodology adopted and thereby demonstrating that it is able to be reproduced.

The research outcome must include the key findings and substantiation. The research outcome can take the form of:

- the key findings and substantiation, which together form a product
- Examples include: an essay, a report, an oral or written history, with appropriate in-text referencing and a bibliography and/or a references list; a multimedia presentation; a documented science experiment

*or*

- the key findings and substantiation, with elements of or reference to a separate product

Examples include: a supporting statement and annotated photographs of a product that has been created; an extract from a student-developed children's story, with a record of the background research

*or*

- the key findings presented as annotations on a product, and substantiated by evidence and examples of the research

Examples include: a recorded dance performance with notes and a director's statement.

Students negotiate with their teacher suitable forms for producing their research outcome, for example:

- written results, conclusions, recommendations, or solutions to a problem or question (e.g. an essay, a report, a booklet, or an article)
- a product (e.g. an artefact, a manufactured article, or a work of art or literature) and a producer's statement
- a display or exhibition with annotations
- a multimedia presentation and podcast
- a performance (live or recorded) with a supporting statement
- a combination of any of the above.

Students identify the intended audience for their research outcome, and consider the value of their research to this audience. The form and language of the research outcome should be appropriate to the intended audience.

Students submit their research outcome to the teacher and, if they choose, present it to a broader audience (e.g. other students or community members).

For this assessment type, students provide evidence of their learning in relation to all specific features of the following assessment design criterion:

- synthesis.

## **External Assessment**

### **Evaluation**

For this assessment type, students:

- explain the choice of research processes used (e.g. qualitative and quantitative research, practical experimentation, fieldwork) and evaluate the usefulness of the research processes specific to the research question
- evaluate decisions made in response to challenges and/or opportunities
- evaluate the quality of the research outcome
- organise their information coherently and communicate ideas accurately and appropriately.

The evaluation can include visual material (e.g. photographs and diagrams), integrated into the written text.

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:

- synthesis (focusing on specific feature)
- evaluation (focusing on specific features).

*Source: Research Project B 2015 Subject Outline, SACE Board of South Australia*