UC H Course
Visual Communication Theory and Principles

Written under the Technologies Framework

Accredited from 2023

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

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H Courses

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

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

The ACT Senior Secondary System

The ACT senior secondary system recognises a range of university, vocational or life skills pathways.

The system is based on the premise that teachers are experts in their area: they know their students and community and are thus best placed to develop curriculum and assess students according to their needs and interests. Students have ownership of their learning and are respected as young adults who have a voice.

A defining feature of the system is school-based curriculum and continuous assessment. School-based curriculum provides flexibility for teachers to address students' needs and interests. College teachers have an opportunity to develop courses for implementation across ACT schools. Based on the courses that have been accredited by the BSSS, college teachers are responsible for developing programs of learning. A program of learning is developed by individual colleges to implement the courses and units they are delivering.

Teachers must deliver all content descriptions; however, they do have flexibility to emphasise some content descriptions over others. It is at the discretion of the teacher to select the texts or materials to demonstrate the content descriptions. Teachers can choose to deliver course units in any order and teach additional (not listed) content provided it meets the specific unit goals.

School-based continuous assessment means that students are continually assessed throughout years 11 and 12, with both years contributing equally to senior secondary certification. Teachers and students are positioned to have ownership of senior secondary assessment. The system allows teachers to learn from each other and to refine their judgement and develop expertise.

Senior secondary teachers have the flexibility to assess students in a variety of ways. For example: multimedia presentation, inquiry-based project, test, essay, performance and/or practical demonstration may all have their place. College teachers are responsible for developing assessment instruments with task specific rubrics and providing feedback to students.

The integrity of the ACT Senior Secondary Certificate is upheld by a robust, collaborative, and rigorous structured consensus-based peer reviewed moderation process. System moderation involves all year 11 and 12 teachers from public, non-government and international colleges delivering the ACT Senior Secondary Certificate.

Only students who desire a pathway to university are required to sit a general aptitude test, referred to as the ACT Scaling Test (AST), which moderates student scores across courses and colleges. Students are required to use critical and creative thinking skills across a range of disciplines to solve problems. They are also required to interpret a stimulus and write an extended response.

Senior secondary curriculum makes provision for student-centred teaching approaches, integrated and project-based learning inquiry, formative assessment ,and teacher autonomy. ACT Senior Secondary Curriculum makes provision for diverse learners and students with mild to moderate intellectual disabilities, so that all students can achieve an ACT Senior Secondary Certificate.

The ACT Board of Senior Secondary Studies (BSSS) leads senior secondary education. It is responsible for quality assurance in senior secondary curriculum, assessment, and certification. The Board consists of nominees from colleges, professional bodies, universities, industry, parent/carer organisations and unions. The Office of the Board of Senior Secondary Studies (OBSSS) consists of professional and administrative staff who support the Board in achieving its objectives and functions.

ACT Senior Secondary Certificate

Courses of study for the ACT Senior Secondary Certificate:

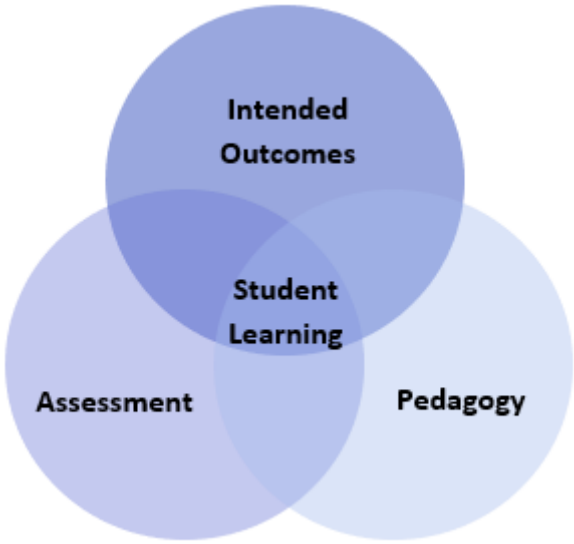
- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in contemporary issues relevant to their lives
- foster students' intellectual, social, and ethical development
- nurture students' wellbeing, and physical and spiritual development
- enable effective and respectful participation in a diverse society.

Each course of study:

- comprises an integrated and interconnected set of knowledge, skills, behaviours, and dispositions that students develop and use in their learning across the curriculum
- is based on a model of learning that integrates intended student outcomes, pedagogy, and assessment
- outlines teaching strategies which are grounded in learning principles and encompass quality teaching
- promotes intellectual quality, establish a rich learning environment, and generate relevant connections between learning and life experiences
- provides formal assessment and certification of students' achievements.

Underpinning beliefs

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



Learning Principles

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

General Capabilities

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

The capabilities include:

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

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

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

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

Literacy

Students develop their literacy skills through exploring visual communication using a range of styles, forms, and conventions. They analyse, create, research, evaluate and appraise visual communication concepts and theories. In *UC H Course Visual Communication Theory and Principles* students communicate with a variety of audiences, using appropriate mediums and methods of communication. Literacy in visual communication involves reading, writing, viewing, listening, and speaking. Students extend their vocabulary through the use of metalanguage and in using and interpreting the symbols and conventions of visual communication. They express and communicate ideas and understand the use of language for different purposes in a range of contexts. *UC H Course Visual Communication Theory and Principles* provides the opportunity for students to expand their individual and collaborative communication skills to articulate knowledge and understandings.

Numeracy

In *UC H Course Visual Communication Theory and Principles*, numeracy involves students recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully. Visual communication students select approaches to problem solving, mathematical formulae, ratios, making inferences, posing, and proving arguments and interpreting data. Students use a range of numerical concepts to organise, analyse and create art works.

Information and Communication Technology (ICT) Capability

Students extend their understanding of the range of technologies when developing skills, techniques, and processes to produce and promote visual communication. They select and incorporate technology where appropriate, to support their creative and critical thinking endeavours. Students develop awareness of emergent technologies and possible applications to visual communication They use and adapt technological methods to take risks to refine and improve work. Students use digital technologies to locate, access, select and evaluate information, work collaboratively, share and exchange information as well as to create effective visual communication.

Critical and Creative Thinking

Students develop skills to think critically and creatively through using the knowledge, understanding and skills developed in *UC H Course Visual Communication Theory and Principles*. They use these skills to find solutions to creative problems, including the investigation of new possibilities for achieving aesthetic outcomes in visual communication. Through engaging with visual communication concepts and theories, students develop their sense of self and others in the world.

The process of making and presenting visual communication gives students opportunities to develop skills in interpreting, researching, revising, and refining, as well as problem-solving, goal setting and decision-making. Responding in *UC H Course Visual Communication Theory and Principles* involves cognition, emotion, and aesthetic judgements, and engages students in interpreting, evaluating, and reflecting.

Personal and Social Capability

Students have the opportunity to develop their curiosity and imagination, creativity, personal identity, self-esteem, and confidence. The study of *UC H Course Visual Communication Theory and Principles* empowers students to understand and influence their world through exploring perspectives, situations, symbolic expression, and communication. As they make and respond to visual communications, students develop their intellectual, social, physical, empathetic, emotional, and moral domains. They also have opportunities to improve their skills in experimentation, self-discipline, teamwork, and leadership.

Learning in *UC H Course Visual Communication Theory and Principles* is a cooperative process, developing students' intrapersonal and interpersonal awareness. The skills associated with managing personal resources to achieve goals in a timely fashion are refined and developed. Students learn by participating in creative problem-solving; generating, analysing, and evaluating ideas; developing and expressing concepts; learning to set goals and working collaboratively to achieve them; as well as presenting their product. They build personal and social capability through evaluating and reflecting on their work.

Ethical Understanding

Students engage in a variety of challenges and opportunities in *UC H Course Visual Communication Theory and Principles* and in doing so encounter a broad range of ethical issues. They explore artistic, social, environmental, political, legal, and economic issues; problem solving to understand cause and effect and achieving a solution. The development of visual communication involves an understanding of, and working with, social, moral, and legal requirements. Experiences in visual communication can work to counteract discrimination and practice inclusion and equity, by developing understanding and empathy for others regardless of diversity of ability, gender, sexuality, cultural and linguistic background, and socio-economic background.

Intercultural Understanding

Intercultural Understanding is developed in *UC H Course Visual Communication Theory and Principles* through exploring their own perspectives and the perspectives, values and attitudes of others and extending students' global awareness and their appreciation of cultural diversity. Students learn about the nature, function and purposes, forms, and styles of visual communication in different cultures and contexts, both traditional and non-traditional. In developing historical perspectives on visual communication, students understand how communities' cultural and social identities are shaped and how they function in today's pluralistic society.

Cross-Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures

The study of *UC H Course Visual Communication Theory and Principles* provides opportunities to learn about First Nations Australian cultures and traditions. First Nations Australian cultures carry an ancient tradition into the contemporary period with stories that communicate histories and experiences that are unique, and yet share parallels with other ancient cultures. Exploration of the history, and cultures, and current design and communication practice of First Nations Australian designers and communicators, provides a rich opportunity to build a greater understanding, as well as fostering values of mutual understanding and respect between cultures.

Asia and Australia's Engagement with Asia

UC H Course Visual Communication Theory and Principles provides opportunities to explore design and communication traditions from the Asian region, representing a highly diverse spectrum of cultures, traditions, and peoples. Engaging in a respectful exploration of particular traditions, narratives, and design from Asian cultures will enable students to understand more deeply the values and histories of our near neighbours.

Sustainability

The study of *UC H Course Visual Communication Theory and Principles* is an opportunity to engage students in thinking critically about the world's future and fostering awareness of the role of the design in developing social and environmental sustainability. The challenge of sustainability and the human impact on our environment such as the ongoing challenge of human overconsumption and production of waste can be explored through good design. This is achieved through engagement in creative problem solving to address sustainability issues and by exploring sustainable practices and concepts in design.

UC H Course

Visual Communication Theory and Principles

Rationale

UC H Course Visual Communication Theory and Principles students evaluate research proposing different theories of visual communication, including human perception, psychology of colour, and principles of design. They critically analyse ways visual language can be used to convey ideas, information, and messages in the fields of communication, interaction. Students evaluate applications of theory in case studies of visual communication in range of forms. They apply chosen theories in designing and evaluating visual content through a series of assignments and reflect on their own success and way to refine their work further.

Goals

This course should enable students to:

- analyse problems or challenges to determine needs for solutions or products
- apply the process of design (investigate, design, plan, manage, create, evaluate solutions)
- use critical and creative thinking to design innovative solutions
- produce or create solutions or products to address a need, problem, or challenge
- evaluate and use technologies in a range of contexts
- demonstrate problem solving skills
- communicate to different audiences using a range of methods
- engage confidently with and responsibly select and manipulate appropriate technologies – materials, data, systems, tools, and equipment.

Unit Titles

- Seeing and Making Meaning
- Symbol, Space and Creativity

Organisation of Content

Seeing and Making Meaning

In this unit, students investigate ways visual language can be used to convey ideas, information, and messages in the field of visual communication design and explore how perception shapes the communication of meaning and affects aesthetic appreciation. During the course of study students learn different theories of visual communication, including human perception, psychology of colour, and principles of design. Students develop skills in reading and analysing academic and theoretical texts in order to inform their design choices in a series of assignments during the course of study.

Symbol, Space and Creativity

In this unit, students implement the principles of design, semiotics, and information visualisation. Through academic readings and investigation of primary and secondary research, students will extend their knowledge of theories of visual communication in analysing work in a range of forms and from a range of contexts to critique the work of others and solve problems. Students will engage in applying different theories in designing and evaluating visual content through a series of assignments. They develop software skills to extend their repertoire of technical skills to support their creativity. Students evaluate and reflect on their own success and ways to refine their work further.

Assessment

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

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

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

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

Assessment Criteria

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

- knowledge and understanding
- skills.

Assessment Task Types

	Design Process	Design Solution(s)
	Suggested tasks: • design development • design documentation • essay • extended response • oral presentation • podcast • portfolio (design process) • project management • report • research task • return brief • review • seminar • short response • storyboard • web portfolio • workshop	**Suggested tasks:** • digital artefact • digital asset • major project • network • portfolio • product • prototyping • software application • storyboard • website
Weightings in A 1.0 and 0.5 units	30 - 70%	30 - 70%
Weightings in T 1.0 and 0.5 units	40 - 60%	40 - 60%
Weightings in M 1.0 and 0.5 units	30 - 70%	30 - 70%

Additional Assessment Information

- For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five.
- Assessment tasks for a standard (1.0) unit must be informed by the Achievement Standards.
- Students should experience a variety of task types and different modes of communication to demonstrate the Achievement Standards.
- For tasks completed in unsupervised conditions, schools need to have mechanisms to uphold academic integrity, for example: student declaration, plagiarism software, oral defence, process journal, interview, or other validation tasks.

Achievement Standards

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

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

Achievement Standards Technologies T Course Year 11

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Knowledge and understanding	• critically analyses the design process and evaluates constraints and implications for decision making • synthesises technology theories, concepts and principles and evaluates the properties of materials or data or systems to address a need, problem, or challenge • critically analyses technologies and evaluates ethical and sustainable application of technology • thinks critically and creatively, drawing on data and information to solve complex problems	• analyses the design process and explains constraints and implications for decision making • analyses technology theories, concepts and principles and explains the properties of materials or data or systems to address a need, problem, or challenge • analyses technologies and explains ethical and sustainable application of technology • thinks critically, drawing on data and information to solve complex problems	• explains the design process and describes constraints and implications for decision making • explains technology theories, concepts and principles and describes the properties of materials or data or systems to address a need, problem, or challenge • explains technologies and describes ethical and sustainable application of technology • thinks critically, drawing on data and information to solve problems	• describes the design process with some reference to constraints and implications for decision making • describes technology theories, concepts, and principles with some reference to properties of materials or data or systems to address a need, problem, or challenge • describes technologies with some reference to ethical and sustainable application of technology • draws on data and information to solve problems and describes opportunities	• identifies features of the design process with minimal reference to decision making • identifies technology theories, concepts, and principles with some reference to properties of materials or data or systems to address a need, problem, or challenge • identifies some features of technologies with minimal reference to ethical and sustainable application of technology • applying minimal use of information and data
Skills	• applies technology concepts, strategies and methodologies with control and precision demonstrating understanding of the historical and cultural context and its impact • creates innovative and high quality design solutions/products using techniques and approaches and justifies ideas coherently • analyses potential prototypes and solutions analysing their appropriateness and effectiveness via iterative improvement and review • communicates complex ideas and insights effectively in a range of mediums to a variety of audiences using appropriate evidence, metalanguage, and accurate referencing • reflects with insight on their own thinking and that of others and evaluates inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work independently and collaboratively	• applies technology concepts, strategies and methodologies with control demonstrating understanding of the historical and cultural context and its impact • creates high-quality design solutions/products using techniques and approaches and justifies ideas coherently • analyses potential prototypes and solutions explaining their appropriateness and effectiveness via iterative improvement and review • communicates ideas effectively in a range of mediums to a variety of audiences using appropriate evidence, metalanguage, and accurate referencing • reflects on their own thinking and analyses inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work independently and collaboratively	• applies technology concepts, strategies and methodologies with some control demonstrating understanding of context and its impact • creates functional quality design solutions/products using techniques and approaches and explains ideas coherently • explains potential prototypes and solutions describing their appropriateness and effectiveness via iterative improvement and review • communicates ideas appropriately in a range of mediums to a variety of audiences using appropriate evidence, metalanguage, and accurate referencing • reflects on their own thinking and explains inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work independently and collaboratively	• applies technology concepts, strategies and methodologies with minimal control demonstrating understanding of its impact • creates simple, functional design solutions/products using some techniques and approaches and explains ideas • describes potential prototypes and solutions with some reference to their appropriateness and effectiveness via iterative improvement and review • communicates ideas in mediums to a variety of audiences using some evidence, metalanguage, and referencing • reflects on their own thinking with some reference to inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work independently and collaboratively	• applies technology concepts, strategies and methodologies with limited control demonstrating minimal evidence of understanding its impact • creates design solutions/products using some basic techniques and approaches and describes ideas • identifies potential prototypes and solutions with minimal reference to their appropriateness and effectiveness via iterative improvement and review • communicates basic ideas in mediums to a variety of audiences using minimal evidence, metalanguage, and some referencing • reflects on their own thinking with minimal reference to planning, time management, use of appropriate techniques and strategies and capacity to work independently and collaboratively

Achievement Standards Technologies T Course Year 12

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Knowledge and understanding	• critically analyses the design process and evaluates opportunities, constraints and implications for decision making	• analyses the design process and explains opportunities, constraints and implications for decision making	• explains the design process and describes opportunities, constraints and implications for decision making	• describes the design process with some reference to opportunities, constraints and implications for decision making	• identifies features of the design process with minimal reference to decision making
	• critically analyses strategies, methodologies and procedures and evaluates their validity and reliability	• analyses strategies, methodologies and procedures and explains their validity and reliability	• explains strategies, methodologies and procedures and describes their validity and reliability	• describes strategies, methodologies, and procedures with some reference to validity and reliability	• identifies some strategies, methodologies, and procedures with minimal reference to validity and reliability
	• synthesises technology theories, concepts and principles and evaluates the properties of material or data or systems to address a need, problem, or challenge	• analyses technology theories, concepts and principles and explains the properties of materials or data or systems to address a need, problem, or challenge	• explains technology theories, concepts and principles and describes the properties of materials or data or systems to address a need, problem, or challenge	• describes technology theories, concepts, and principles with some reference to properties of materials or data or systems to address a need, problem, or challenge	• identifies technology theories, concepts, and principles with some reference to properties of materials or data or systems to address a need, problem, or challenge
	• critically analyses technologies in a range of contexts and evaluates ethical and sustainable application of technology	• analyses technologies in a range of contexts and explains ethical and sustainable application of technology	• explains technologies in a range of contexts and describes ethical and sustainable application of technology	• describes technologies in a range of contexts with some reference to ethical and sustainable application of technology	• identifies some features of technologies in a range of contexts with minimal reference to ethical and sustainable application of technology
	• thinks critically and creatively, drawing on data and information to solve complex problems and evaluates opportunities for application of technology	• thinks critically, drawing on data and information to solve complex problems and analyses opportunities for application of technology	• thinks critically, drawing on data and information at times to solve problems and explains opportunities for application of technology	• draws on data and information at times to solve problems and describes opportunities for application of technology	• identifies some opportunities for application of technology with limited use of information and data
Skills	• applies technology concepts, strategies and methodologies demonstrating an understanding of the historical and cultural context and impact on individuals, groups, communities, and society	• applies technology concepts, strategies and methodologies with control demonstrating understanding of the historical and cultural context and impact on individuals, groups, communities, and society	• applies technology concepts, strategies and methodologies with some control demonstrating understanding of context and the impact on individuals, groups, communities, and society	• applies technology concepts, strategies and methodologies with minimal control demonstrating understanding of the impact on individuals, groups, communities, and society	• applies technology concepts, strategies and methodologies with limited control demonstrating little evidence of understanding of the impact on individuals, groups, communities, and society
	• creates innovative and high-quality design solutions/products using techniques and approaches and justifies ideas logically and coherently	• creates high quality design solutions/products using techniques and approaches and justifies ideas coherently	• creates functional design solutions/products using techniques and approaches and justifies ideas	• creates functional design solutions/products using some techniques and approaches and explains ideas	• creates simple, functional design solutions/products using basic techniques and approaches and describes ideas
	• critically analyses potential prototypes and solutions evaluating their appropriateness and effectiveness via iterative improvement and review	• analyses potential prototypes and solutions analysing their appropriateness and effectiveness via iterative improvement and review	• explains potential prototypes and solutions explaining their appropriateness and effectiveness via iterative improvement and review	• describes potential prototypes and solutions describing their appropriateness and effectiveness via iterative improvement and review	• identifies potential prototypes and solutions identifying their appropriateness and effectiveness via iterative improvement and review
	• communicates complex ideas and insights effectively in a range of mediums to a variety of audiences using appropriate evidence, metalanguage, and accurate referencing	• communicates ideas effectively in a range of mediums to a variety of audiences using appropriate evidence, metalanguage, and accurate referencing	• communicates ideas appropriately in a range of mediums to a variety of audiences using appropriate evidence, metalanguage, and accurate referencing	• communicates ideas in mediums to a variety of audiences using some evidence, metalanguage and referencing	• communicates basic ideas in mediums to a variety of audiences using minimal evidence, metalanguage, and some referencing
	• reflects with insight on their own thinking and that of others and evaluates inter and intrapersonal skills including planning, time management, use of appropriate techniques & strategies and capacity to work independently and collaboratively	• reflects on their own thinking and that of others and analyses inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work both independently and collaboratively	• reflects on their own thinking and that of others and explains inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work both independently and collaboratively	• reflects on their own thinking with some reference to inter and intrapersonal skills including planning, time management, use of appropriate techniques and strategies and capacity to work both independently and collaboratively	• reflects on their own thinking with minimal reference to planning, time management, use of appropriate techniques and strategies and capacity to work both independently and collaboratively

Seeing and Making Meaning Value: 1.0

In this unit, students investigate ways visual language can be used to convey ideas, information, and messages in the field of visual communication design and explore how perception shapes the communication of meaning and affects aesthetic appreciation. During the course of study students learn different theories of visual communication, including human perception, psychology of colour, and principles of design. Students develop skills in reading and analysing academic and theoretical texts in order to inform their design choices in a series of assignments during the course of study.

Specific Unit Goals

This unit should enable students to:

- critically analyse human perception and aesthetics in relation to design and visual communication
- evaluate case studies of conventions in visual communication and principles of design
- create own works using theories and research into perceptions, aesthetics, and visual communication conventions
- apply the design process and principles of design and reflect on successes and areas for refinement

Content Descriptions

All knowledge, understanding and skills below must be delivered:

Theories, Concepts and Materials

- critically analyse human perception and the effects of perception on visual communication, for example, gestalt principles
- critically analyse theories of aesthetics and effects of aesthetic judgements on visual communication and principles of design, for example, colour
- evaluate works using theories of perception and aesthetics
- evaluate the design process and principles of design in visual communication, for example, balance, hierarchy, layout, rhetoric, didactic

Contexts

- apply conventions of communication appropriate for chosen contexts and purposes, including in industry settings
- evaluate the success of works that disrupt and challenge conventions in design

Design Process

- critically analyse and apply a design process to create finished products that meet specific purposes
- understand elements and principles of design and apply to products for a specific purpose
- use the design process and evaluate opportunities, constraints and implications for decision making
- apply industry standard digital tools in the design process

Strategies, methodologies, and procedures

- evaluate strategies, tools and processes required to produce design solutions
- research and investigate solutions using an academic methodology to design problems and justify decisions in the design process, and consider sustainability
- understand the selection and use of specific production materials, equipment and/or digital applications appropriate to the design brief
- create a finished product informed by industry conventions and standards
- design solutions to problems, using design strategies with independence
- apply strategies to work both independently and collaboratively
- apply ethical standards, and work health and safety practices to classwork, experimentation, and final works

Communication

- communicate accurately with others using correct terms in an appropriate format, both orally and in writing including structured reports
- communicate ideas and insights in a range of appropriate mediums to a variety of audiences
- plan how to create and justify a design solution for a product, system, environment, prototype, model, visual representation, product, or process
- justify ideas coherently using appropriate evidence and academic integrity

Reflection

- reflect on emerging design practice, learning style and strategies, including planning and time management, to improve outcomes
- reflect on success in engaging with university level expectations for quality, organisation, and academic and creative inquiry

A guide to reading and implementing content descriptions

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

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

Assessment

Refer to pages 8 and 9.

Symbol, Space and Creativity Value: 1.0

In this unit, students implement the principles of design, semiotics, and information visualisation. Through academic readings and investigation of primary and secondary research, students will extend their knowledge of theories of visual communication in analysing work in a range of forms and from a range of contexts to critique the work of others and solve problems. Students will engage in applying different theories in designing and evaluating visual content through a series of assignments. They develop software skills to extend their repertoire of technical skills to support their creativity. Students evaluate and reflect on their own success and ways to refine their work further.

Specific Unit Goals

This unit should enable students to:

- critically analyse the principles and theories of design and communication
- critically analyse theories of semiotics and communication
- evaluate works using theories and conventions
- apply theories, analysis, and conclusions to own creativity and reflect on successes

Content Descriptions

All knowledge, understanding and skills below must be delivered:

Concepts and Ideas

- critically analyse the principles of and theories of design and communication
- critically analyse theories of semiotics and communication
- evaluate works using theories and conventions

Contexts

- apply conventions to works according to form and context
- evaluate the success of works that disrupt and challenge conventions in design

Design Process

- critically analyse and apply a design process to create finished products that meet specific purposes
- understand elements and principles of design and apply to products for a specific purpose
- use the design process and evaluate opportunities, constraints and implications for decision making with autonomy
- apply industry standard digital tools in the design process

Strategies, methodologies, and procedures

- evaluate strategies, tools and processes required to produce design solutions,
- research and investigate solutions using an academic methodology to design problems and justify decisions in the design process, and consider sustainability
- understand the selection and use of specific production materials, equipment and/or digital applications appropriate to the design brief
- create a finished product using freehand, print, or digital formats, informed by industry conventions and standards
- design solutions to problems, using design strategies
- apply strategies to work both independently and collaboratively
- apply ethical standards, and work health and safety practices to classwork, experimentation, and final works

Communication

- communicate accurately with others using correct terms in an appropriate format, both orally and in writing including structured reports
- communicate ideas and insights in a range of appropriate mediums to a variety of audiences
- plan how to create and justify a design solution for a product, system, environment, prototype, model, visual representation, product, or process
- justify ideas coherently using appropriate evidence and academic integrity

Reflection

- reflect on emerging design practice, learning style and strategies, including planning and time management, to improve outcomes
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A guide to reading and implementing content descriptions

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

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

Assessment

Refer to pages 8 and 9.

Appendix A – Implementation Guidelines

Available course patterns

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

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

Units in this course can be delivered in any order.

Co-requisites for the course or units within the course

Students must be studying a course Design and Graphics, Designed Environments, Design and Emerging Technologies, Design and Textiles, or Visual Arts/ Specialised Visual Arts/ Studies in Visual Arts in their home college to be eligible for this course.

Guidelines for Delivery

Program of Learning

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

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

Content Descriptions

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

Moderation

Moderation is a system designed and implemented to:

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

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

The Moderation Model

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses, 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 Framework. Advice is then given to colleges to assist teachers with, and/or reassure them on, their judgments.

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, T and M course/units offered by the school and is sent into the Office of the Board of Senior Secondary Studies.

The College Course Presentation

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

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

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

Visual evidence for judgements made about practical performances

(also refer to BSSS Website Guidelines)

It is a requirement that schools' judgements of standards to practical performances (A/T/M) be supported by visual evidence (still photos or video).

The photographic evidence submitted must be drawn from practical skills performed as part of the assessment process.

Teachers should consult the BSSS guidelines at:

http://www.bsss.act.edu.au/grade_moderation/moderation_information_for_teachers

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

Appendix B – Course Developers

Name	College
Mikaela Danvers	University of Canberra

Appendix C – Common Curriculum Elements

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

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

Appendix D – Glossary of Verbs

Verbs	Definition
Analyse	Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities, and differences
Apply	Use, utilise or employ in a particular situation
Argue	Give reasons for or against something
Assess	Make a Judgement about the value of
Classify	Arrange into named categories in order to sort, group or identify
Compare	Estimate, measure or note how things are similar or dissimilar
Compose	The activity that occurs when students produce written, spoken, or visual texts
Contrast	Compare in such a way as to emphasise differences
Create	Bring into existence, to originate
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.

A **negotiated study unit** makes provision for students, classes, groups, or individuals to negotiate the program of learning based on the specific unit goals, content descriptions, assessment, and achievement standards of 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.