Politics

A/T/M

Front Cover Art provided by Canberra College student Aidan Giddings

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The ACT Senior Secondary System

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

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

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

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

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

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

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

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

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

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

ACT Senior Secondary Certificate

Courses of study for the ACT Senior Secondary Certificate:

- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education

- enable students to develop the essential capabilities for twenty-first century learners

- empower students as active participants in their own learning

- engage students in contemporary issues relevant to their lives

- foster students' intellectual, social, and ethical development

- nurture students' wellbeing, and physical and spiritual development

- enable effective and respectful participation in a diverse society.

Each course of study:

- comprises an integrated and interconnected set of knowledge, skills, behaviours, and dispositions that students develop and use in their learning across the curriculum

- is based on a model of learning that integrates intended student outcomes, pedagogy, and assessment

- outlines teaching strategies which are grounded in learning principles and encompass quality teaching

- promotes intellectual quality, establishes a rich learning environment, and generates relevant connections between learning and life experiences

- provides formal assessment and certification of students' achievements.

Underpinning beliefs

- All students are able to learn.

- Learning is a partnership between students and teachers.

- Teachers are responsible for advancing student learning.
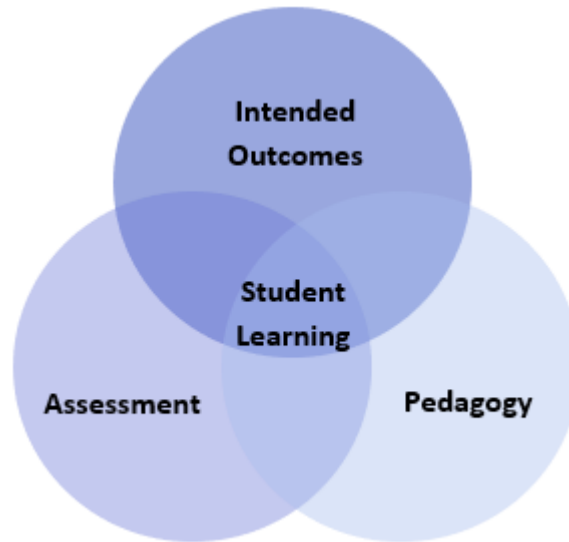
Learning Principles

1. Learning builds on existing knowledge, understandings, and skills.
   (Prior knowledge)

2. When learning is organised around major concepts, principles, and significant real-world issues, within and across disciplines, it helps students make connections and build knowledge structures.
   (Deep knowledge and connectedness)

3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.
   (Metacognition)

4. Learners' sense of self and motivation to learn affects learning.
   (Self-concept)

5. Learning needs to take place in a context of high expectations.
   (High expectations)

6. Learners learn in different ways and at different rates.
   (Individual differences)

7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.
   (Socio-cultural effects)

8. Learning is a social and collaborative function as well as an individual one.
   (Collaborative learning)

9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.
   (Explicit expectations and feedback)

General Capabilities

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

The capabilities include:

- literacy

- numeracy

- information and communication technology (ICT)

- critical and creative thinking

- personal and social

- ethical understanding

- intercultural understanding

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

- Aboriginal and Torres Strait Islander histories and cultures

- Asia and Australia's engagement with Asia

- Sustainability

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

Literacy

Students develop literacy capability as they learn how to build knowledge in relation to political information, concepts, and ideas. Students progressively learn to use a wide range of texts in multiple modes.

Students learn to make increasingly sophisticated language and text choices, understanding that language varies according to context, including the nature and stages of their inquiry. They learn to use language features and text structures to comprehend and compose cohesive texts about places, people, events, processes, systems, and perspectives of the past, present and future. They recognise how language and images can be used to make and manipulate meaning and evaluate texts for shades of meaning and opinion. Students also participate in debates and discussions and develop a considered point of view when communicating conclusions and ideas to a range of audiences.

Numeracy

Students develop numeracy capability as they apply numeracy skills in relation to political inquiries. Students count and measure data and information, construct and interpret tables and graphs, and calculate and interpret statistics in their investigations. Students learn to use scaled timelines, including those involving negative and positive numbers, as well as calendars and dates, to recall information on topics of political significance and to illustrate the passing of time. They interpret maps, models, diagrams, and images, working with numerical concepts of, distance, area, and projections. Students learn to analyse numerical data to make meaning; to test relationships in patterns and between variables, such as the effects of location and distance; and to draw conclusions. They make predictions and forecast outcomes based on civic, economic data and environmental and political information and represent their findings in numerical and graphical form. They appreciate the ways numeracy knowledge and skills are used in society and apply these to hypothetical and/or real-life experiences.

Information and Communication Technology (ICT) Capability

Students develop ICT capability when they locate, process, analyse, evaluate, and communicate information using digital technologies. Students access and use digital technologies, including spatial technologies, as an investigative and creative tool. They seek a range of digital sources of information to resolve inquiry questions or challenges of political, historical, geographic, civic, and economic relevance, being aware of Academic Integrity. They critically analyse evidence and trends and critique source reliability. Using digital technologies, students present and represent their learning; and collaborate, discuss, and debate to co-construct their knowledge. They plan, organise, create, display, and communicate data and information digitally using multimodal elements for a variety of reasons and audiences. Students enhance their understanding of ICT by exploring the increasing use of technology and the effects of technologies on people, places and political activity over time and place. They learn about and have opportunities to use social media to collaborate, communicate, and share information, and build consensus on issues of social, civic, economic, and environmental significance, whilst using an awareness of personal security protocols and ethical responsibilities.

Critical and Creative Thinking

Students develop critical and creative thinking as they investigate political concepts and ideas through inquiry-based learning. Students develop critical thinking by learning to develop and clarify investigative questions, and to question sources and assess reliability when selecting information from sources. Students learn discipline-specific ways of thinking, including interpreting the past from incomplete documentation, developing an argument using evidence, interpreting, and analysing data and/or information, and systems thinking to inform predictions and propose solutions. They learn to think logically when evaluating and using evidence, testing explanations, analysing arguments, and making decisions, and when thinking deeply about questions that do not have straightforward answers.

Students learn the value and process of developing creative questions and the importance of speculation. They apply concepts and skills to new contexts and learn to develop new interpretations to explain aspects of the past and present that are contested or not well understood. They are encouraged to be curious and imaginative in investigations and fieldwork, and to consider multiple perspectives about issues and events. They imagine alternative futures in response to political, social, environmental, civic, and economic challenges that require problem solving and innovative solutions, proposing appropriate and alternative courses of action and considering the effects on their own lives and the lives of others.

Personal and Social Capability

Students' personal and social capability is enhanced as they gain understanding about political ideas, people, places, processes, and phenomena. Through inquiry, collaboration and reflective practice, students develop an appreciation of the insights and perspectives of others, past and present; and an understanding of what informs their personal identity and sense of belonging, including place and their cultural and national heritage. Inquiry-based learning assists students to develop their capacity for self-management, directing their own learning and providing opportunities to express and reflect on their opinions, beliefs, values, and questions appropriately.

As students work independently and collaboratively, they are encouraged to develop personal and interpersonal skills, behaviours and dispositions that enable communication, empathy, teamwork, negotiation, and conflict resolution to maintain positive relationships. They learn and apply enterprising behaviours and capabilities such as leadership, resilience, goal setting and advocacy skills and informed, responsible decision-making. In turn, students develop an understanding of non-violent change and how to make a contribution to their communities and society more broadly.

Ethical Understanding

Students' capacity for ethical understanding is enhanced by the unique contexts offered through political inquiry. Students investigate the ways that diverse values and principles have influenced human activity and recognise that examining the nature of evidence deepens their understanding of ethical issues. Students learn about ethical procedures for investigating and working with people and places, including First Nations Peoples. Students critically explore ethical behaviour of people of different times and places that may be the result of differing standards and expectations and changing societal attitudes. They evaluate their findings about political choices, and about current issues against the criteria of environmental protection, economic prosperity, and social advancement, raising ethical questions about human rights and citizenship. Students discuss and apply ethical concepts such as equality, respect, and fairness, and examine shared beliefs and values which clarifies their own beliefs.

As students develop informed, ethical values and attitudes as they explore different perspectives, ambiguities and ethical considerations related to political, economic, social, and environmental issues, they become aware of their own roles, rights, and responsibilities as participants in their political world. They consider the consequences of personal and civic decisions, for individuals, society and other forms of life that share the environment.

Intercultural Understanding

Students appreciate the significance of intercultural understanding in providing solutions to conflicts in politics. They consider the diversity of cultural practice in influencing political theories, structure, and practices. They investigate relationships between culture and politics. They recognise similarities as well as differences within and across cultural groups, recognising the importance of practising empathy and learning to challenge stereotypical or prejudiced representations of social and cultural groups where they exist. Students understand the concepts of human rights and fairness in political thought and action.

Cross-Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures

The Aboriginal and Torres Strait Islander histories and cultures priority provides the opportunity for all young Australians to gain a deeper understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures, deep knowledge traditions and holistic world views. This knowledge and understanding will enrich all learners' ability to participate positively in the ongoing development of Australia through a deepening knowledge and connection with the world's oldest continuous living cultures.

Asia and Australia's Engagement with Asia

The Asia and Australia's engagement with Asia priority provides the opportunity for students to investigate the social, cultural, political, and economic links that connect Australia with Asia.

This priority will ensure that students learn about and recognise the diversity within and between the countries of the Asia region. They will develop knowledge and understanding of Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia, Australia, and the rest of the world. Asia literacy provides students with the skills to communicate and engage with the peoples of Asia so they can effectively live, work and learn in the region.

Sustainability

The sustainability priority provides the opportunity for students to develop an appreciation of the necessity of acting for a more sustainable future and so address the ongoing capacity of Earth to maintain all life and meet the needs of the present without compromising the needs of future generations.

Politics
A/T/M

Rationale

Politics empowers students to develop an understanding of the distribution and exercise of power and how that power is constituted. In doing so, they develop an understanding of their own role as members of the community and the potential they hold for promoting change.

Students critically analyse and deploy, theories, concepts and methods that variously attempt to explain and understand political ideology and political change, and causes, processes, and consequences of political phenomena.

Students develop analytical and critical thinking skills and learn to question and challenge assumptions about the world around them. They develop thinking, literacy, communication, and numeracy skills that allow them to evaluate and apply political arguments. Students learn to develop research questions and methodologies. Furthermore, they develop skills to communicate effectively and present logical and coherent arguments whilst critically analysing the strengths and limitations of the arguments that ground their own thinking.

The study of politics empowers students to become engaged, active, and reflexive citizens. In understanding a wide range of political and social phenomena, students develop intercultural understanding and cultural competence.

The study of *Politics* provides knowledge, skills and understanding to interpret the world, which can be utilised in a wide range of tertiary and industry pathways.

Goals

This course should enable students to:

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

Unit Titles

- Political Theory
- Political Systems
- Australia and the World
- Activism and Protest
- Independent Study

Organisation of Content

Political Theory

Students investigate a range of theories developed to explain the nature and use of political power in the world. They examine claims about human nature, the nature of political units and political actions using case studies and examples. Students investigate theories, world views, and events arising from theory and ideology. They reflect on and develop their own views on politics and theory. Students develop the research and communication skills relevant to the study of political theories.

Political Systems

Students investigate a range of political systems in the contemporary world. They examine a range of evidence to evaluate the nature and success of those systems in practice, and the theoretical perspectives and historical contexts from which they derive. Students clarify their own thinking about the nature of contemporary governmental systems. Students develop the research and communication skills relevant to the study of political systems.

Australia in the World

Students investigate the nature of politics in Australia and its relationships with the world. They examine political structures and practices of national and international politics in Australia. Students examine theory and practice of federalism, national security, and sovereignty. They evaluate the legitimacy and relative power of different structures, institutions, groups and individuals and their relationship to Australian politics. Students develop the research and communication skills relevant to the study of Australian politics and diplomacy.

Activism and Protest

Students investigate pressure group politics at the three levels of government. They investigate the political attitudes and beliefs that lead people to be active in political debates and campaigns. Students evaluate the role of media, social media and technology in the nature and practice of politics, and their own role in that system. They examine themselves and local institutions for the potential to bring about change. Students will develop the research and communication skills relevant to the study pressure group politics, activism, and protest.

Independent Study

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

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

Assessment

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

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

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

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

Assessment Criteria

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

- knowledge and understanding
- skills.

Assessment Task Types

Suggested tasks:

- interview based report
- commentary
- annotated bibliography
- in-class essay
- debate
- portfolio
- field work
- lab research
- viva voce
- document/source analysis
- report
- role play
- research and design report
- test/exam

- oral (seminar)
- empathetic response
- writing task
- response to stimulus
- exposition
- extended response
- essay
- website
- multimodal
- creative response
- interview
- discussion forum
- practical project
- workshop

Weightings in A/T/M 1.0 and 0.5 Units:
No task to be weighted more than 60% for a standard 1.0 unit and half-standard 0.5 unit.

Additional Assessment Information

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

Achievement Standards

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

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

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

Achievement Standards Humanities and Social Sciences A 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	• analyses histories, environments, systems, data, and cultures • analyses the significance of ideas, events, texts, or people with a range of evidence • analyses the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture • analyses concepts in personal, cultural, social and/or historical contexts	• explains histories, environments, systems, data, and cultures • explains the significance of ideas, events, texts, or people with evidence • explains the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture • explains concepts and principles in personal, cultural, social and/or historical contexts	• describes histories, environments, systems, data, and cultures • describes the significance of ideas, events, texts, or people with evidence • describes the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture • describes concepts and principles in personal, cultural, social and/or historical contexts	• describes some histories, environments, systems, data, and cultures • identifies ideas, events, texts, or people with some evidence and reference to significance • describes some aspects of the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture • describes some concepts and principles in personal, cultural, social and/or historical contexts	• identifies histories, environments, systems, data, and cultures • identifies ideas, events, texts, or people with little to no reference to evidence • recognises nil or minimal different interpretations, representations and perspectives related to individuals/institutions/society/culture • identifies concepts and principles in personal, cultural, social and/or historical contexts
Skills	• undertakes an inquiry, self-managing elements of the process, selecting and using relevant evidence based on evaluation of credible sources • applies critical and/or creative thinking skills and appropriate methodologies to investigate a need, problem, or challenge • analyse different disciplines' theories, concepts and or principles to inform decision making to solve a problem • communicates complex ideas and coherent arguments using relevant evidence, appropriate language, and accurate referencing • reflects with insight on own thinking and learning with insight and the significance of the Humanities and Social Sciences in shaping values and attitudes	• undertakes an inquiry, self-managing elements of the process, selecting and using relevant evidence based on analysis of credible sources • applies critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge • explains different disciplines' theories, concepts and or principles to inform decision making to solve a problem • communicates ideas and coherent arguments using relevant evidence, appropriate language, and accurate referencing • reflects with some insight on own thinking and learning and the significance of the Humanities and Social Sciences in shaping values and attitudes	• undertakes an inquiry, self-managing elements of the process, selecting and using relevant evidence based on credible sources • applies some critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge • describes different disciplines' theories, concepts and or principles to inform decision making to solve a problem • communicates ideas and arguments appropriately using relevant evidence, appropriate language, and accurate referencing • reflects on own thinking and learning and the significance of the Humanities and Social Sciences	• undertakes an inquiry, with some self-managing of elements of the process, selecting and using relevant evidence based on credible sources • applies few critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge • uses different disciplines' theories, concepts and or principles to inform decision making to solve a problem • communicates ideas and arguments using some evidence, appropriate language and referencing • reflects on own learning with some reference to the significance of the Humanities and Social Sciences	• undertakes an inquiry, demonstrating little to no self-management of the process, using minimal evidence and sources • applies minimal or no critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge • identifies minimal different disciplines' theories, concepts, and principles to inform decision making to solve a problem • communicates basic ideas and arguments using minimal evidence, language and referencing • reflects on own learning with little or no reference to the significance of Humanities and Social Sciences

Achievement Standards Humanities and Social Sciences 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	• evaluates histories, environments, systems, data, and cultures to understand individual and collective behaviour • critically analyses the significance and impact of ideas, events, texts, or people with the use of a range of evidence to draw conclusions • critically analyses the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture • critically analyses processes of change to understand our world and our place in the world • critically analyses concepts and principles, ideas, movements, and developments and evaluates their significance in personal, cultural, social and/or historical context	• analyses histories, environments, systems, data, and cultures to understand individual and collective behaviour • analyses the significance and impact of ideas, events, texts, or people with the use of a range of evidence to draw conclusions • analyses the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture • analyses processes of change to understand our world and our place in the world • analyses concepts and principles, ideas, movements, and developments, and explains their significance in personal, cultural, social and/or historical context	• explains histories, environments, systems, data, and cultures to understand individual and collective behaviour • explains the significance and impact of ideas, events, texts, or people with the use of evidence to draw conclusions • explains the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture • explains processes of change to understand our world and our place in the world • explains concepts and principles, ideas, movements, and developments, and explains their significance in personal, cultural, social and/or historical context	• describes histories, environments, systems, data, and cultures demonstrating some understanding individual and collective behaviour • describes ideas, events, texts, or people, and identifies significance, with some use of evidence • describes the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture • describes processes of change to understand our world and our place in the world • describes concepts and principles, ideas, movements, and developments with some reference to their significance in personal, cultural, social and/or historical context	• describes histories, environments, systems, data, and cultures with little to no reference to the individual and collective behaviour • identifies ideas, events, texts, or people with minimal use of evidence or reference to significance • identifies different interpretations, representations and perspectives related to individuals/institutions/society/culture • identifies processes of change with little to no reference our world and our place in the world • identifies concepts and principles, ideas, movement, and developments with little to no reference to their significance in personal, cultural, social and/or historical context
Skills	• undertakes an inquiry, self-managing the process, selecting, and using relevant evidence based on critical evaluation of credible sources • applies critical and creative thinking skills and appropriate methodologies to investigate a complex need, problem, or challenge • selects, constructs, and uses appropriate representations to analyse patterns, trends, interconnections, and relationships such as cause and effect • synthesises theories, concepts, and principles from a range of disciplines to propose plausible solutions to problems and inform decision making • communicates complex ideas and coherent and sustained arguments using relevant evidence, appropriate language, and accurate referencing • reflects with insight on own thinking and learning in HASS, evaluating the potential for HASS to generate knowledge in the public good	• undertakes an inquiry, self-managing the process, selecting, and using relevant evidence based on critical analysis of credible sources • applies critical thinking skills and appropriate methodologies to investigate a complex need, problem, or challenge • selects, constructs, and uses appropriate representations to explain patterns, trends, interconnections, and relationships such as cause and effect • analyses theories, concepts, and principles from a range of disciplines to propose plausible solutions to problems and inform decision making • communicates ideas and coherent arguments using relevant evidence, appropriate language, and accurate referencing • reflects thoughtfully on own thinking and learning in Humanities and Social Sciences, analysing the potential for HASS to generate knowledge in the public good	• undertakes an inquiry, self-managing the process, selecting, and using relevant evidence based on analysis of credible sources • applies critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge • selects, constructs, and uses appropriate representations to describe patterns, trends, interconnections, and relationships such as cause and effect • explains theories, concepts, and principles from a range of disciplines to propose plausible solutions to problems and inform decision making • communicates ideas and arguments applicably using relevant evidence, appropriate language, and accurate referencing • reflects with some thought on own thinking and learning in Humanities and Social Sciences, explaining the potential to generate knowledge in the public good	• undertakes an inquiry, with some self-managing of the process, selecting and using relevant evidence based some analysis of sources • applies some critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge • selects, constructs, and uses appropriate representations and identifies some patterns, trends, interconnections, and relationships such as cause and effect • describes theories, concepts, and principles from a range of disciplines to propose plausible solutions to problems and inform decision making • communicates ideas and arguments using some evidence, appropriate language, and accurate referencing • reflects with minimal thought on own thinking and learning in Humanities and Social Sciences and describes the potential to generate knowledge in the public good	• undertakes an inquiry, demonstrating with little to no self-management of the process, using minimal evidence • applies few or no critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge • selects, constructs, and uses appropriate representations and identifies little or no patterns, trends, interconnections, and relationships such as cause and effect • identifies some theories, concepts, and principles from a range of disciplines to propose plausible solutions to problems and inform decision making • communicates basic ideas and arguments using minimal evidence, language, and accurate referencing • reflects on own thinking and learning in Humanities and Social Sciences with little or no reference to the potential to generate knowledge in the public good

Achievement Standards Humanities and Social Sciences A 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	• analyses histories, environments, systems, data, and cultures to understand individual and collective behaviour • analyses the significance and impact of ideas, events, texts, or people with the critical use of evidence to draw logical conclusions, or predict possible futures • analyses the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture and their relationship to a fair, secure, resilient society • analyses concepts and principles and evaluates the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts • analyses and evaluates processes of change to understand our world and our place in the world	• explains histories, environments, systems, data, and cultures to understand individual and collective behaviour • explains the significance of ideas, events, texts, or people with the use of a range of evidence to draw reasoned conclusions, or predict possible futures • explains the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture and explains the relationship to a fair, secure, resilient society • explains concepts and principles and the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts • analyses processes of change to understand our world and our place in the world	• describes histories, environments, systems, data, and cultures to understand individual and collective behaviour • describes the significance of ideas, events, texts, or people with the use of evidence to draw conclusions, or predict possible futures • describes the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture and describes the relationship to a fair, secure, resilient society • describes concepts and principles and the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts • explains processes of change to understand our world and our place in the world	• describes histories, environments, systems, data, and cultures demonstrating some understanding of individual and collective behaviour • describes ideas, events, texts, or people with some reference to significance, and accurate use of evidence • identifies the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture with some reference to its relationship with a fair, secure, resilient society • describes concepts and principles with some reference to the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts • describes processes of change to understand our world and our place in the world	• describes histories, environments, systems, data, and cultures with little to no reference to the individual and collective behaviour • identifies ideas, events, texts, or people with minimal use of evidence and reference to their significance and impact • identifies different interpretations, representations and perspectives related to individuals/institutions/society/culture with little to no reference to their relationship with a fair, secure, resilient society • identifies concepts and principles with little to no reference to the significance of ideas, movements, developments in personal, cultural, social and/or historical contexts • identifies processes of change with little to no reference to our world and our place in the world
Skills	• undertakes an inquiry, self-managing the process, selecting, and using relevant evidence based on evaluation of credible sources • applies critical and creative thinking skills and appropriate methodologies to coherently investigate a need, problem, or challenge • selects, constructs, and uses appropriate representations to analyse patterns, trends, interconnections, and relationships such as cause and effect • reflects insight on own thinking and learning and the significance of the Humanities and Social Sciences • analyses different disciplines' theories, concepts and or principles to propose plausible solutions to problems and inform decision making • communicates complex ideas and coherent and sustained arguments in a variety of modes using relevant evidence, appropriate language, and accurate referencing	• undertakes an inquiry, self-managing the process, selecting, and using relevant evidence based on analysis of credible sources • applies critical and creative thinking skills and appropriate methodologies to investigate a need, problem, or challenge • selects, constructs, and uses appropriate representations to explain patterns, trends, interconnections, and relationships such as cause and effect • reflects thoughtfully on own thinking and learning with some insight into the significance of the Humanities and Social Sciences • explains different disciplines' theories, concepts and or principles to propose plausible solutions to problems and inform decision making • communicates ideas and coherent arguments in a range of modes using relevant evidence, appropriate language, and accurate referencing	• undertakes an inquiry, self-managing the process, selecting, and using relevant evidence based on credible sources • applies critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge • selects, constructs, and uses appropriate representations to describe patterns, trends, interconnections, and relationships such as cause and effect • reflects on own thinking and learning with some thought into the significance of the Humanities and Social Sciences • describes different disciplines' theories, concepts and or principles to propose plausible solutions to problems and inform decision making • communicates applicable ideas and arguments in modes using relevant evidence, appropriate language, and accurate referencing	• undertakes an inquiry, with some self-managing of the process, selecting and using relevant evidence based on some credible sources • applies some critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge • selects, constructs, and uses appropriate representations and identifies some patterns, trends, interconnections, and relationships such as cause and effect • reflects on own learning with minimal thought into the significance of the Humanities and Social Sciences • uses different disciplines' theories, concepts and or principles to propose solutions to problems and inform decision making • communicates ideas and arguments in modes using some evidence, appropriate language and referencing	• undertakes an inquiry, demonstrating little to no self-management of the process, using minimal evidence • applies minimal critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge • selects, constructs, and uses appropriate representations and identifies few or no patterns, trends, interconnections, and relationships such as cause and effect • reflects with little or no thought on own learning or the significance of Humanities and Social Sciences • identifies minimal or no different disciplines' theories, concepts and or principles to propose solutions to problems and inform decision making • communicates basic ideas and arguments in modes using minimal evidence, language or referencing

Achievement Standards Humanities and Social Sciences 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	• evaluates histories, environments, systems, data, and cultures to understand individual and collective behaviour • evaluates the significance and impact of ideas, events, texts, or people with the critical use of evidence to draw justified conclusions, or predict possible futures • critically analyses the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture and evaluates their relationships to a fair, secure, resilient society • critically analyses processes of change to understand our world and our place in the world and evaluates the role of influences such as technologies and innovation • critically analyses concepts and principles, ideas, movements, and developments and evaluates their significance in personal, cultural, social and/or historical contexts	• analyses histories, environments, systems, data, and cultures to understand individual and collective behaviour • analyses the significance and impact of ideas, events, texts, or people with the use of a range of evidence to draw logical conclusions, or predict possible futures • analyses the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture and explains their relationships to a fair, secure, resilient society • analyses processes of change to understand our world and our place in the world and explains the role of influences such as technologies and innovation • analyses concepts and principles, ideas, movements, and developments, and explains their significance in personal, cultural, social and/or historical contexts	• explains histories, environments, systems, data, and cultures to understand individual and collective behaviour • explains the significance and impact of ideas, events, texts, or people with the use of evidence to draw conclusions or predict possible futures • explains the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture and describes their relationships to a fair, secure, resilient society • explains processes of change to understand our world and our place in the world and describes the role of influences such as technologies and innovation • explains concepts and principles, ideas, movements, and developments, and explains their significance in personal, cultural, social and/or historical contexts	• describes histories, environments, systems, data, and cultures demonstrating some understanding of individual and collective behaviour • describes ideas, events, texts, or people and identifies their significance and impact with some use of evidence • describes the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture with some reference to their relationships with a fair, secure, resilient society • describes processes of change to understand our world and our place in the world with some reference to the role of influences such as technologies and innovation • describes concepts and principles, ideas, movements, and developments with some reference to their significance in personal, cultural, social and or historical contexts	• describes histories, environments, systems, data, and cultures with little to no reference to the individual and collective behaviour • identifies ideas, events, texts, or people with minimal use of evidence and reference to their significance and impact • identifies different interpretations, representations and perspectives related to individuals/institutions/society/culture with little to no reference to their relationships with a fair, secure, resilient society • identifies processes of change with little to no reference to our world, our place in the world and influences such as the role of technologies and innovation • identifies concepts and principles, ideas, movement, and developments with little to no reference to their significance in personal, cultural, social and or historical contexts
Skills	• applies critical and creative thinking skills and appropriate methodologies to investigate a complex need, problem, or challenge • undertakes an inquiry, self-managing the process, selecting, and using relevant evidence based on evaluation of credible sources • selects, constructs, and uses appropriate representations to analyse patterns, trends, interconnections, and relationships such as cause and effect • reflects with insight on own thinking and learning in Humanities and Social Sciences, evaluating the impact on values and attitudes, and the potential for Humanities and Social Sciences to generate knowledge in the public good • synthesises theories, concepts, and principles from a range of disciplines to propose plausible and creative solutions to problems and inform decision making • communicates complex ideas and coherent and sustained arguments in a range of modes using relevant evidence, appropriate language, and accurate referencing	• applies critical thinking skills and appropriate methodologies to investigate a complex need, problem, or challenge • undertakes an inquiry, self-managing the process, selecting, and using relevant evidence based on analysis of credible sources • selects, constructs, and uses appropriate representations to explain patterns, trends, interconnections, and relationships such as cause and effect • reflects on own thinking and learning in Humanities and Social Sciences, analysing the impact on values and attitudes, and the potential for Humanities and Social Sciences to generate knowledge in the public good • analyses theories, concepts, and principles from a range of disciplines to propose plausible solutions to problems and inform decision making • communicates ideas and coherent arguments in a variety of modes using relevant evidence, appropriate language, and accurate referencing	• applies critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge • undertakes an inquiry, self-managing the process, selecting, and using relevant evidence based on credible sources • selects, constructs, and uses appropriate representations to describe patterns, trends, interconnections, and relationships such as cause and effect • reflects on own thinking and learning in Humanities and Social Sciences, explaining the impact on values and attitudes, and the potential for Humanities and Social Sciences to generate knowledge in the public good • explains theories, concepts, and principles from a range of disciplines to propose plausible solutions to problems and inform decision making • communicates ideas and arguments appropriately in modes using relevant evidence, appropriate language, and accurate referencing	• applies some critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge • undertakes an inquiry, with some self-managing of the process, selecting and using relevant evidence based on some credible sources • selects, constructs, and uses appropriate representations to identify some patterns, trends, interconnections, and relationships such as cause and effect • reflects on own thinking and learning in Humanities and Social Sciences and describes impact on values and attitudes, and potential to generate knowledge in the public good • describes theories, concepts, and principles from a range of disciplines to propose plausible solutions to problems and inform decision making • communicates ideas in modes and arguments using some evidence, appropriate language and referencing	• applies few or no critical thinking skills and appropriate methodologies to investigate a need, problem, or challenge • undertakes an inquiry, demonstrating little to no self-management of the process, using minimal evidence • selects, constructs, and uses appropriate representations to identify few or no patterns, trends, interconnections, and relationships such as cause and effect • reflects on own thinking and learning in Humanities and Social Sciences with little or no reference to the impact on values and attitudes, and potential to generate knowledge in the public good • identifies some theories, concepts, and principles from a range of disciplines to propose plausible solutions to problems and inform decision making • communicates basic ideas in modes and arguments using minimal evidence, language and referencing

Achievement Standards Humanities and Social Sciences M Course – Years 11 and 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	• describes a significant issue/event with independence • describes different perspectives and interpretations of an issue/event with independence	• describes a significant issue/event with some independence • describes different perspectives and interpretations of an issue/event with some independence	• describes a significant issue/event with assistance • describes different perspectives and interpretations of an issue/event with assistance	• describes a significant issue/event with repeated cueing • describes different perspectives and interpretations of an issue/event with repeated cueing	• describes a significant issue/event with direct instruction • describes different perspectives and interpretations of an issue/event with direct instruction
Skills	• undertakes an inquiry, self-managing the process with independence • applies appropriate methodology to investigate a need, problem, or challenge with independence • describes relationships such as cause and effect with independence • draws ideas from different disciplines to propose a solution to a problem with independence • communicates ideas using appropriate language with independence	• undertakes an inquiry, self-managing the process with some independence • applies appropriate methodology to investigate a need, problem, or challenge with some independence • describes relationships such as cause and effect with some independence • draws ideas from different disciplines to propose a solution to a problem with some independence • communicates ideas using appropriate language with some independence	• undertakes an inquiry, self-managing the process with assistance • applies appropriate methodology to investigate a need, problem, or challenge with assistance • describes relationships such as cause and effect with assistance • draws ideas from different disciplines to propose a solution to a problem with assistance • communicates ideas using appropriate language with assistance	• undertakes an inquiry, self-managing the process with repeated cueing • applies appropriate methodology to investigate a need, problem, or challenge with repeated cueing • describes relationships such as cause and effect with repeated cueing • draws ideas from different disciplines to propose a solution to a problem with repeated cueing • communicates ideas using appropriate language with repeated cueing	• undertakes an inquiry with direct instruction • applies appropriate methodology to investigate a need, problem, or challenge with direct instruction • describes relationships such as cause and effect with direct instruction • draws ideas from different disciplines to propose a solution to a problem with direct instruction • communicates ideas using appropriate language with direct instruction

Political Theory   Value: 1.0

Political Theory a   **Value 0.5**
Political Theory b   **Value 0.5**

Unit Description

Students investigate a range of theories developed to explain the nature and use of political power in the world. They examine claims about human nature, the nature of political units and political actions using case studies and examples. Students investigate theories, world views, and events arising from theory and ideology. They reflect on and develop their own views on politics and theory. Students will develop the research and communication skills relevant to the study of political theories.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse theories developed to explain the nature and use of political power in the world	• evaluate theories developed to explain the nature and use of political power in the world	• describe ideas about fairness and power
• analyse ideas about human nature, the nature of political units and political actions using case studies and examples	• evaluate ideas about human nature, the nature of political units and political actions using case studies and examples	• describe their rights and responsibilities
• analyse case studies in theory and ideology	• critically analyse individual and global perspectives, and events arising from theory and ideology	• describe the origin of political ideas and changes in political ideas over time and place
• reflect on and develop their own views on political theory	• reflect on and develop their own views on political theory	• reflect on their own ideas about politics

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Concepts and Ideas		
• analyse a range of theories developed to explain the nature and use of political power in the world, for example, liberalism, conservatism, socialism, fascism	• critically analyse a range of theories developed to explain the nature and use of political power in the world, for example, liberalism, conservatism, socialism, fascism	• describe different ideas about fairness and types of power

A Course	T Course	M Course
• analyse ideas about human nature, the nature of political units and political actions using case studies, for example, power, legitimacy, goodness, authority, justice, collectivism, individualism	• evaluate ideas about human nature, the nature of political units and political actions using case studies, for example, power, legitimacy, goodness, authority, justice, collectivism, individualism	• describe their rights and responsibilities in society
• analyse case studies in theory and ideology, for example, revolutions, texts, social movements, civil society organisations, institutions	• critically analyse individual and global perspectives, and events arising from theory and ideology, for example, revolutions, texts, social movements, civil society organisations, institutions, challenges to liberal democracy in the contemporary world	• describe a different perspective on a political issue to their own

Contexts

A Course	T Course	M Course
• analyse the origin and changes in theories and interpretations over time, for example, liberalism and the Bill of Rights, justice and punishment, nature of freedom over time	• critically analyse the origin and changes in theories and interpretations over time, for example, liberalism and the Bill of Rights, justice and punishment, nature of freedom over time	• describe key events and people in political thought
• analyse variations in the application of theory and ideas in different places, for example, US versus French liberalism, Chinese versus Russian communism	• evaluates variations in the application of theory and ideas in different places, for example, US versus French liberalism, Chinese versus Russian communism	

Skills

A Course	T Course	M Course
• analyse quantitative and qualitative political science research methods and apply to own research, for example, surveys, interviews, literature reviews, frequency analyses, internet data mining	• critically analyse quantitative and qualitative political science research methods and apply to own research, for example, surveys, interviews, literature reviews, frequency analyses, internet data mining	• apply a research methodology

A Course	T Course	M Course
- analyse sources of information for validity and selects to support arguments - apply communication skills to express well-evidenced arguments with academic integrity - apply creative and critical thinking, collaboration, and interpersonal communication skills to propose solutions and solve problems	- evaluate sources of information for validity and selects to support arguments - apply communication skills to express well-evidenced arguments with academic integrity - apply creative and critical thinking, collaboration, and interpersonal communication skills to propose solutions and solve problems	- identify reliable information sources and apply to describe ideas - communicates ideas using appropriate language with independence
Reflection		
- reflect on and develop their own views on political ideas - reflect on their own learning habits to consider how to improve learning	- reflect on and develop their own views on political ideas - reflect on their own learning habits to consider how to improve learning	- identify their own views on political ideas and explain them to others - reflect on their own learning habits to consider how to improve learning

A guide to reading and implementing content descriptions

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

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

Assessment

Refer to pages 10-12.

Political Systems   Value: 1.0

Political Systems a   **Value 0.5**
Political Systems b   **Value 0.5**

Unit Description

Students investigate a range of political systems in the contemporary world. They examine evidence to evaluate the nature and success of those systems in practice, and the theoretical perspectives and historical contexts from which they derive. Students clarify their own thinking about the nature of contemporary governmental systems. Students will develop the research and communication skills relevant to the study of political systems.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse the stated structures of a range of political systems in the contemporary world, including in Asia	• critically analyse the stated structures of a range of political systems in the contemporary world, including in Asia	• describe how political systems work in a range of places, including in Asia
• analyse the functioning of political systems in practice	• evaluate the functioning of political systems in practice	
• analyse the theories and contexts from which systems have arisen	• critically analyse the theories and contexts from which systems have arisen	
• reflect on their understanding and beliefs about political systems	• reflect on their understanding and beliefs about political systems	• reflect on their understanding and beliefs about political systems

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Concepts and Ideas		
• analyse the stated structures of a range of political systems in the contemporary world, including in Asia, for example, democracy, monarchy, authoritarianism, oligarchy	• critically analyse the stated structures of a range of political systems in the contemporary world, including in Asia, for example, democracy, monarchy, authoritarianism, oligarchy	• describe how political systems work in a range of places, including in Asia

A Course	T Course	M Course
• analyse the functioning of political systems in practice using political metrics, for example, legitimacy, human rights, participation, UN Development Goals, gender equity	• evaluate the functioning of political systems in practice using political metrics, for example, legitimacy, human rights, participation, UN Development Goals, gender equity	
• analyse theoretical interpretation and critiques of political systems, for example, Critical Race Theory and US Democracy, 'Xi Jinping Thought', declining faith in democracy, Arundhati Roy's essays on the decline in Indian democracy	• critically analyse theoretical interpretation and critiques of political systems, for example, Critical Race Theory and US Democracy, 'Xi Jinping Thought', declining faith in democracy, Arundhati Roy's essays on the decline in Indian democracy	• describe a different perspective on a political issue to their own
Contexts		
• analyse the historical contexts from which systems derive and how they have changed over time, for example, political developments following the decolonisation of Asia and Africa, the ongoing struggle for civil rights, the increasing participation of first nations peoples, women and vulnerable groups, the spread of the franchise	• critically analyse the historical contexts from which systems derive and how they have changed over time, for example, political developments following the decolonisation of Asia and Africa, the ongoing struggle for civil rights, the increasing participation of first nations peoples, women and vulnerable groups, the spread of the franchise	• describe key events and people in politics
• analyse variations in the applications of political systems and process in different places, for example, attempts to appropriate and apply systems in newly decolonised states, Australian 'Washminster' System, Social Democracy in Scandinavia versus US Democracy, Iranian Theocracy compared to Russian authoritarianism	• evaluate variations in the applications of political systems and process in different places, for example, attempts to appropriate and apply systems in newly decolonised states, Australian 'Washminster' System, Social Democracy in Scandinavia versus US Democracy, Iranian Theocracy compared to Russian authoritarianism	

A Course	T Course	M Course
Skills		
• analyse quantitative and qualitative political science research methods and apply to own research, for example, critical textual analysis, news and other media analyses, database research, analysing received data sets • analyse sources of information for validity and selects to support arguments • apply communication skills to express well-evidenced arguments with academic integrity • apply creative and critical thinking, collaboration, and interpersonal communication skills to propose solutions and solve problems	• critically analyse quantitative and qualitative political science research methods and apply to own research, for example, critical textual analysis, news and other media analyses, database research, analysing received data sets • evaluate sources of information for validity and selects to support arguments • apply communication skills to express well-evidenced arguments with academic integrity • apply creative and critical thinking, collaboration, and interpersonal communication skills to propose solutions and solve problems	• apply a research methodology • identify reliable information sources and apply to describe ideas • communicates ideas using appropriate language with independence
Reflection		
• reflect on their own thinking about the nature of contemporary governmental systems • reflect on their own learning habits to consider how to improve learning	• reflect on their own thinking about the nature of contemporary governmental systems • reflect on their own learning habits to consider how to improve learning	• identify their own views on political structures and explain them to others • reflect on their own learning habits to consider how to improve learning

A guide to reading and implementing content descriptions

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

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

Assessment

Refer to pages 10-12.

Australia in the World   Value: 1.0

Australia in the World a   **Value: 0.5**
Australia in the World b   **Value: 0.5**

Unit Description

Students investigate the nature of politics in Australia and its relationships with the world. They examine political structures and practices of national and international politics in Australia. Students examine theory and practice of federalism, national security, and sovereignty. They evaluate the legitimacy and relative power of different structures, institutions, groups and individuals and their relationship to Australian politics. Students will develop the research and communication skills relevant to the study of Australian politics and diplomacy.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse the nature of politics in Australia	• critically analyse the nature of politics in Australia	• describe the structure of the Australian federation
• analyse Australia's relationship with the world	• critically analyse Australia's relationship with the world	• describe Australia's relationship to other parts of the world
• analyse Australian political structures, institutions, and practices domestically and internationally	• evaluate Australian political structures, institutions, and practices domestically and internationally	
• reflect on their own relationship to Australian politics	• reflect on their own relationship to Australian politics	• reflect on their own relationship to Australian politics

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Concepts and Ideas		
• analyse the nature of politics in Australia and the legitimacy and relative power of different structures and institutions, for example, Reserve Bank, political parties, separation of powers, legal system, constitution, compulsory voting	• critically analyse the nature of politics in Australia and the legitimacy and relative power of different structures and institutions, for example, Reserve Bank, political parties, separation of powers, legal system, constitution, compulsory voting	• describe the structure of the Australian federation

A Course	T Course	M Course
• analyse political structures and practices of state and national, and international politics in Australia and its political and economic relationship with the world, for example, World Trade Organisation, AUKUS, federalism, World Heritage Sites, World Health Organisation	• evaluate political structures and practices of state and national, and international politics in Australia and its political and economic relationship with the world, for example, World Trade Organisation, AUKUS, federalism, World Heritage Sites, World Health Organisation	• describe Australia's relationship to international organisations
• evaluate policy regarding national security, for example, Realism versus Idealism, Great Powers in the Pacific	• evaluate policy regarding national security, for example, Realism versus Idealism, Great Powers in the Pacific	
• analyse theory and practice of and sovereignty, including Australian First Nations sovereignty, for example, Human Rights versus national security, Refugee policies, , Rules Based International Order versus International Anarchy	• critically analyse theory and practice of and sovereignty, including Australian First Nations sovereignty, for example, Human Rights versus national security, Refugee policies, , Rules Based International Order versus International Anarchy	• describe a different perspective on a political issue to their own

Contexts		
• analyse the historical contexts from which Australian politics derives, for example, Westminster Tradition, Montesquieu, Eight Hour Day Movement, Harvester Judgement, Cold War, United Nations, Five Eyes Network, Australia, and Asia	• critically analyse the historical contexts from which Australian politics derives, for example, Westminster Tradition, Montesquieu, Eight Hour Day Movement, Harvester Judgement, Cold War, United Nations, Five Eyes Network, Australia, and Asia	• describe key events in Australian politics
• analyse variations in the applications of political systems and process in different places in Australia, for example, state sovereignty versus territories, varied electoral systems, unicameral versus multi-cameral, Norfolk Island Autonomy	• evaluate variations in the applications of political systems and process in different places in Australia, for example, state sovereignty versus territories, varied electoral systems, unicameral versus bicameral, Norfolk Island Autonomy	

A Course	T Course	M Course
Skills		
• analyse quantitative and qualitative political science research methods and apply to own research, for example, surveys and interviews, news and other media analyses, database research	• critically analyse quantitative and qualitative political science research methods and apply to own research, for example, surveys and interviews, news and other media analyses, database research, analysing received data sets	• apply a research methodology
• analyse sources of information for validity and selects to support arguments	• evaluate sources of information for validity and selects to support arguments	• identify reliable information sources and apply to explain ideas
• apply communication skills to express well-evidenced arguments with academic integrity	• apply communication skills to express well-evidenced arguments with academic integrity	• communicate political ideas with appropriate language
• apply creative and critical thinking, collaboration, and interpersonal communication skills to propose solutions and solve problems	• apply creative and critical thinking, collaboration, and interpersonal communication skills to propose solutions and solve problems	
Reflection		
• reflect on their relationship to Australian politics and the development of their own political ideas	• reflect on their relationship to Australian politics and the development of their own political ideas	• identify their own opinion on issues in Australian politics
• reflect on their own learning habits to consider how to improve learning	• reflect on their own learning habits to consider how to improve learning	• reflect on their own learning habits to consider how to improve learning

A guide to reading and implementing content descriptions

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

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

Assessment

Refer to pages 10-12.

Activism and Protest   Value: 1.0

Activism and Protest a   Value: 0.5
Activism and Protest b   Value: 0.5

Unit Description

Students investigate pressure group politics at local, provincial, and national levels of government, and globally. They investigate the political attitudes and beliefs that lead people to be active in political debates and campaigns. Students evaluate the role of media, social media and technology in the nature and practice of politics, and their own role in that system. They examine themselves and local institutions for the potential to bring about change. Students will develop the research and communication skills relevant to the study of pressure group politics, activism, and protest.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse pressure group politics at the three levels of government	• critically analyse pressure group politics at the three levels of government	• describe types of pressure groups
• analyse the origins, ideas and practices of activists and activist organisations	• critically analyse the origins, ideas and practices of activists and activist organisations	• describe ideas of pressure groups
• analyse the relationship between media, technology and activism and protest	• critically analyse the relationship between media, technology and activism and protest	• explain the activities of pressure groups
• reflect on their own relationship to pressure group politics	• reflect on their own relationship to pressure group politics	

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Concepts and Ideas		
• analyse politics of activism and protest at different levels of government for legitimacy and effectiveness of process and participation, for example, astroturfing, foreign influence laws, civil disobedience, Extinction Rebellion actions, former politicians as lobbyists	• critically analyse politics of activism and protest at the three levels of government for legitimacy and effectiveness of process and participation, for example, astroturfing, foreign influence laws, civil disobedience, Extinction Rebellion actions, former politicians as lobbyists	• describe types of pressure groups

A Course	T Course	M Course
• analyse pressure group politics in institutions, for example, unions, industry groups, lobbyists, NGOs, effectiveness of petitions, civil rights	• critically analyse pressure group politics in institutions, for example, unions, industry groups, lobbyists, NGOs, effectiveness of petitions, civil rights	• describe ideas of pressure groups
• analyse the role of media, social media and technology in the nature and practice of politics activism and protest, and their own place in that system, for example, effectiveness of social media campaigns in politics, deep fakes, troll farms, free speech online	• evaluate the role of media, social media and technology in the nature and practice of politics activism and protest, and their own place in that system, for example, effectiveness of social media campaigns in politics, deep fakes, troll farms, free speech online	• describe the activities of pressure groups
Contexts		
• analyse the political attitudes and beliefs that lead people to be active in politics in their community, including activism and protest, for example, social justice, economic self-interest, oppression, moral duty, local policy, and decision-making concerns	• critically analyse the political attitudes and beliefs that lead people to be active in politics in their community, including activism and protest, for example, social justice, economic self-interest, oppression, moral duty, local policy, and decision-making concerns	• describe key events and people in pressure group politics
• analyse variations in regulation and laws about protest, lobbying and activism and change over time, for example, strike regulations, lobbyist registers, wage controls, farm invasion regulations, vilification laws, libel laws, right to protest, judicial activism	• evaluate variations in regulation and laws about protest, lobbying and activism and change over time, for example, strike regulations, lobbyist registers, wage controls, farm invasion regulations, vilification laws, libel laws, right to protest, judicial activism	

A Course	T Course	M Course
Skills		
• analyse quantitative and qualitative political science research methods for politics and apply to own research for example, critical textual analysis, social media analyses, database research, legislative analysis, internet data mining • analyse sources of information for validity and selects to support arguments • apply communication skills to express well-evidenced arguments with academic integrity • apply creative and critical thinking, collaboration, and interpersonal communication skills to propose solutions and solve problems	• critically analyse quantitative and qualitative political science research methods for politics and apply to own research for example, critical textual analysis, social media analyses, database research, legislative analysis, internet data mining • evaluate sources of information for validity and selects to support arguments • apply communication skills to express well-evidenced arguments with academic integrity • apply creative and critical thinking, collaboration, and interpersonal communication skills to propose solutions and solve problems	• apply a research method • identify reliable information sources and apply to describe ideas • communicate political ideas using appropriate language
Reflection		
• reflect on themselves and local institutions for the potential to bring about change • reflect on their own learning habits to consider how to improve learning	• reflect on themselves and local institutions for the potential to bring about change • reflect on their own learning habits to consider how to improve learning	• identify issues which they can influence, for example, the school board policies, signing a petition • reflect on their own learning habits to consider how to improve learning

A guide to reading and implementing content descriptions

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

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

Assessment

Refer to pages 10-12.

Independent Study   Value: 1.0

Independent Study a   **Value: 0.5**
Independent Study b   **Value: 0.5**

Prerequisites

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

Unit Description

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

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse theories and structures in the chosen area of study • analyse case studies in the chosen area of study • analyse the chosen area of study using key political concepts • reflect on their own relationship to the chosen context	• critically analyse theories and structures in the chosen area of study • critically analyse case studies in the chosen area of study • evaluate the chosen area of study using key political concepts • reflect on their own relationship to the chosen context	• describe political ideas in the chosen study • describe a case study in the chosen topic • reflect on their interest in and learning about the chosen topic

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Concepts and Ideas		
• analyse theories and structures in the chosen area of study • analyse case studies in the chosen area of study	• critically analyse theories and structures in the chosen area of study • critically analyse case studies in the chosen area of study	• describe political ideas in the chosen study • describe a case study in the chosen topic

A Course	T Course	M Course
• analyse the chosen area of study using key political concepts, including power and legitimacy	• evaluate the chosen area of study using key political concepts, including power and legitimacy	• describe a different perspective on a political issue to their own
Contexts		
• analyse the effects of context of the chosen area of study • analyse variations in the chosen area of study over time and/or place	• critically analyse the effects of context of the chosen area of study • evaluate variations in the chosen area of study over time and/or place	• describe key events and people in the chosen topic
Skills		
• analyse quantitative and qualitative political science research methods for politics and apply to own research • analyse sources of information for validity and selects to support arguments • apply communication skills to express well-evidenced arguments with academic integrity • apply creative and critical thinking, collaboration, and interpersonal communication skills to propose solutions and solve problems	• critically analyse quantitative and qualitative political science research methods for politics and apply to own research • evaluate sources of information for validity and selects to support arguments • apply communication skills to express well-evidenced arguments with academic integrity • apply creative and critical thinking, collaboration, and interpersonal communication skills to propose solutions and solve problems	• apply a research method • identify reliable information sources and apply to explain ideas • communicate political ideas using appropriate language
Reflection		
• reflect on their own political role in the chosen area of study • reflect on their own learning habits to consider how to improve learning	• reflect on their own political role in the chosen area of study • reflect on their own learning habits to consider how to improve learning	• reflect on their own political role in the chosen area of study • reflect on their own learning habits to consider how to improve learning

A guide to reading and implementing content descriptions

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

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

Assessment

Refer to pages 10-12.

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 or major course.

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

Units in this course can be delivered in any order.

Prerequisites for the course or units within the course

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

Arrangements for students continuing study in this course

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

Duplication of Content Rules

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

Guidelines for Delivery

Program of Learning

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

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

Content Descriptions

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

Half standard 0.5 units

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

Moderation

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment

- form the basis for valid and reliable assessment in senior secondary schools

- involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership

- maintain the quality of school-based assessment and the credibility, validity, and acceptability of Board certificates.

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

The Moderation Model

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses over two Moderation Days. In addition to Moderation Days, there is statistical moderation of course scores, including small group procedures, for T courses.

Moderation by Structured, Consensus-based Peer Review

Consensus-based peer review involves the review of student work against system wide criteria and standards and the validation of Unit Grades. This is done by matching student performance with the criteria and standards outlined in the Achievement Standards, as stated in the Framework. Advice is then given to colleges to assist teachers with, or confirm, their judgments. In addition, feedback is given on the construction of assessment instruments.

Preparation for Structured, Consensus-based Peer Review

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

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

The College Course Presentation

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

- a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges, including marking schemes and rubrics for each assessment item

- a set of student portfolios containing marked and/or graded written and non-written assessment responses and completed criteria and standards feedback forms. Evidence of all assessment responses on which the Unit Grade decision has been made is to be included in the student review portfolios.

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

Visual evidence for judgements made about practical performances

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

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

Teachers should consult the BSSS website for current information regarding all moderation requirements including subject specific and photographic evidence.

Appendix B – Course Developers

Name	College
Dr Michael De Percy	University of Canberra
Chloe Diggins	Narrabundah College
Jane Pamenter	Marist College
Olivia Cable	Lake Tuggeranong College

Appendix C – Common Curriculum Elements

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

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

Appendix D – Glossary of Verbs

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

Appendix E – Glossary for ACT Senior Secondary Curriculum

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix F – Course Adoption

Condition of Adoption

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

Adoption Process

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

The email will include the **Conditions of Adoption** statement above, and the table below adding the **College** name, and **A** and/or **T** and/or **M** and/or **V** to the **Classification/s** section of the table.

College:	
Course Title:	Politics
Classification/s:	A T M
Accredited From:	2023
Framework:	Humanities and Social Sciences