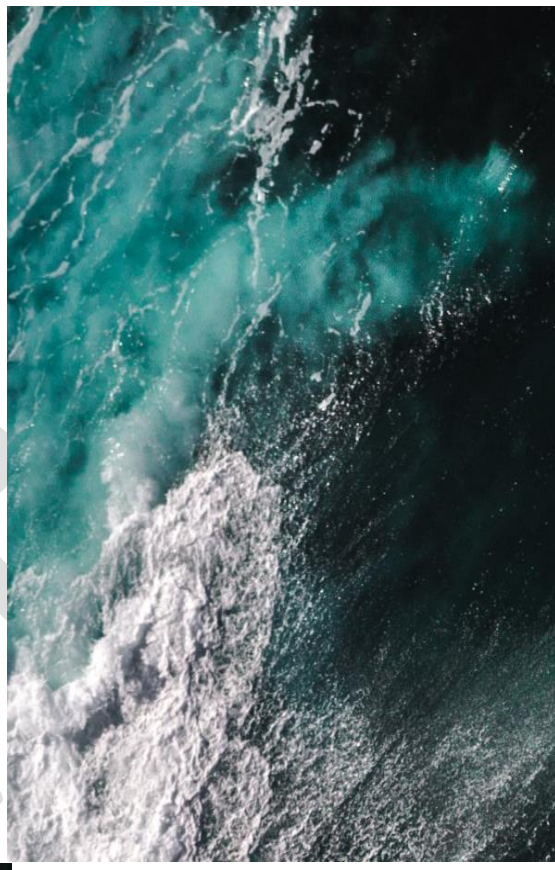
INDUSTRY AND SERVICES FRAMEWORK



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Industry & Services Framework

Introduction

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 behaviour
- 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:

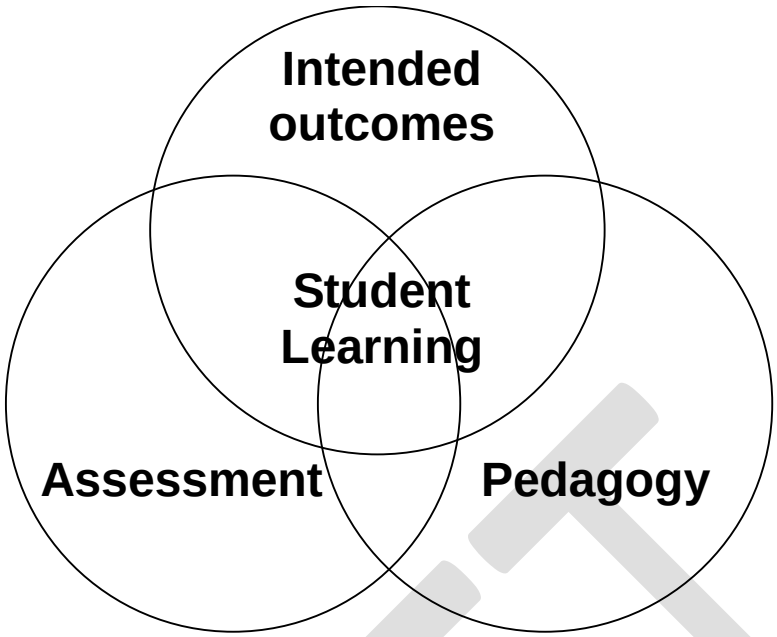
- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability.

Elaboration of these student capabilities and priorities are available on the ACARA website.

Frameworks

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

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



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

- Learning builds on existing knowledge, understandings and skills.
  (Prior knowledge)
- 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)
- Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.
  (Metacognition)
- Learners' sense of self and motivation to learn affects learning.
  (Self-concept)
- Learning needs to take place in a context of high expectations.
  (High expectations)
- Learners learn in different ways and at different rates.
  (Individual differences)
- Different cultural environments, including the use of language, shape learner' understandings and the way they learn.
  (Socio-cultural effects)
- Learning is a social and collaborative function as well as an individual one.
  (Collaborative learning)
- Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.
  (Explicit expectations and feedback)

Rationale

In courses written under the Industry and Services Framework, students learn about industry practices, processes, procedures, and concepts. They develop knowledge of technical information and equipment and understand how to apply technical specifications to the specific problems of the area of study. They develop an understanding of traditional and emerging materials or services and the innovative procedures and thinking that supports the identification of, and adaption to, new ways of working. They investigate and analyse opportunities and challenges in their area of study raised by the demands for increased sustainability and ethical conduct. Students analyse principles of work health & safety (WHS) applying them to solving problems and undertake practical work and develop an understanding of the importance of respect and care in the workplace.

Students develop transferable skills and work practices, such as analysis, problem solving, communication skills, Information Technology skills, and independent and collaborative decision making, through engaging in simulated and actual work situations. They will reflect on their own learning, successes, and setbacks and in doing so develop intrapersonal skill that supports resilience, safe risk taking and an improvement mindset. By engaging in teamwork tasks and collaborative enterprises they develop communication and interpersonal skills suitable for employment. They develop the work and learning habits that support lifelong learning and the adaptability necessary to flourish in a constantly changing employment environment.

Goals

All courses developed under this Framework should enable students to:

- evaluate industry practices, processes and procedures
- critically analyse theories and concepts
- evaluate technical information, equipment specifications, materials and resources
- evaluate plans and results using the principles of sustainability and ethics
- synthesise industry and services knowledge and skills to innovate, plan and develop products and services
- apply project management skills to organise resources and material to create quality products and services
- apply Work Health and Safety principles and industry standards when working independently and collaboratively
- apply communication, interpersonal and intrapersonal skills in a range of modes, mediums, and professional contexts
- apply industry specific literacy, numeracy and ICT skills for planning, designing and implementing industry applications
- reflect on learning, success and setbacks to make improvements to support resilience, safe risk taking and an improvement mindset.

Concepts, Knowledge and Skills

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

Concepts and Knowledge

- industry and services practices, processes, and procedures
- industry and services concepts and theories
- industry and services technical information and equipment specifications
- industry and services communication formats and terminology
- ethics and sustainability
- industry materials and equipment
- workplace conduct and relationships
- principles and practices of Work Health and Safety .

Skills

- analysing and evaluating proposals, plans and results using industry and services specific concepts and knowledge
- problem solving using industry and services specific concepts and knowledge efficiently
- prioritising demands to organise workflows
- independent decision making in projects and solving problems
- apply industry and services concepts and knowledge
- collaboration and teamwork skills to create industry products and services
- reflecting on own learning and work to consider improvements
- apply industry and services literacy and numeracy to simulated or actual work
- apply interpersonal and intrapersonal strategies to simulated or actual work
- communicate effectively with customer/clients and colleagues for work
- apply transferable workplace skills

Teaching Strategies

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

Assessment

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

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

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

Rubrics use the assessment criteria relevant for a particular task and can be used to assess a continuum that indicates levels of student performance against each criterion.

Assessment Criteria

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

- knowledge and understanding
- skills.

Assessment Task Types

Suggested Tasks include:

- test
- folio
- assignment
- research project
- cooperative task
- planning tasks
- risk assessments
- presentations
- drawings
- demonstration
- individual project/activity
- group project
- continuous observation
- workplace simulation
- real-life project implementation
- reflection and evaluation report
- validation task

No task should be greater than 60% for a 1.0 or 0.5 unit

Additional Assessment Advice

- 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.
- Each assessment item must enable students to demonstrate higher order thinking.
- Duration or length of student responses should be determined by the nature of the task and requirements of the Achievement Standards.
- For tasks completed in unsupervised conditions, schools need to have mechanisms to uphold academic integrity, for example: assessment design, student declaration, plagiarism software, oral defence, interview, or other validation tasks.

Achievement Standards

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

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

Achievement Standards Industry and Services Year 12 T					
12T	A	B	C	D	E
Knowledge and Understanding	evaluate relevant practices and procedures to make conclusions	analyse relevant practices and procedures to make plausible conclusions	explain practices and procedures required to complete the task	describe required practices and procedures within a task	describe fundamental practices and procedures in the area of study
	critically analyse theories and concepts to draw own conclusions	analyse theories and concepts to draw own conclusions	explain theories and concepts relevant to an industry and services context	describe theories and concepts relevant to an industry and services context	identify theories and concepts relevant to an industry and services context.
	evaluate relevant technical information and specifications for a designated purpose	analyse relevant technical information and specifications for a designated purpose	explain relevant technical information and specifications for a designated purpose	describe technical information and specifications for designated purpose	describe some technical information and specifications for a designated purpose
	evaluate materials or resources to enhance a product or service	analyse materials or resources suitable for a product or service	explain choice of materials or resources for a product or services	describe materials or resources used in a product or service	identify materials or resources used in a product or service
	evaluate plans and results using the principles of sustainability or ethics to make well-researched conclusions	analyse plans and results using the principles of sustainability or ethics using research to make plausible conclusions	explain how their plans and results are sustainable or ethical using research	describe sustainable or ethical plans and results	identify sustainable or ethical plans or results
Skills	create products or services to an industry standard independently for familiar and unfamiliar contexts	create products or services to an industry standard with some success for familiar and unfamiliar contexts	create products or services to an industry standard with direction for familiar contexts	create products or services with some functionality with direction in familiar contexts	create products or services with limited functionality with direction in familiar contexts
	synthesise knowledge understanding and practical skills to solve non-routine problems efficiently	apply knowledge understanding and practical skills to solve non-routine problems	use knowledge understanding and practical skills under direction to solve routine problems	use knowledge understanding and practical skills under direction to attempt to solve routine problems	use knowledge understanding and practical skills under direction to attempt to solve simple problems
	apply project management skills for planning and undertaking tasks efficiently and to completion	apply project management skills to planning and undertaking tasks to completion	uses plans and keep to schedules under direction to completion	use plans and schedules under direction with limited success	attempts to follow plans and schedules
	apply relevant terminology and communication skills to clearly justify ideas and proposals	apply relevant terminology and communication skills to justify ideas and proposals	use relevant terminology and communication skills to explain ideas and proposals	use relevant terminology and communication protocols and processes to attempt to describe ideas and proposals	use relevant terminology and communication protocols and processes to attempt to describe ideas and proposals
	synthesise transferable work skills to work effectively in familiar and unfamiliar contexts	apply transferable work skills to work effectively in familiar and unfamiliar contexts	use transferable work skills work effectively in familiar contexts	use transferable work skills work effectively in familiar contexts with some direction	use a limited set of transferable work skills work in familiar contexts
	apply Work Health and Safety principles to self and others using best practice for familiar and unfamiliar contexts	apply Work Health and Safety principles to self and others with some independence for familiar and unfamiliar contexts	follow Work Health and Safety protocols and processes for self with limited direction for familiar contexts	follow Work Health and Safety protocols and processes for self with direction for familiar contexts	follow Work Health and Safety protocols and processes for self with regular direction for familiar contexts
	reflect with insight on learning, successes and setbacks and accurately to propose well-reasoned improvements	reflect on learning, successes and setbacks accurately to propose plausible improvements	reflect on learning, successes and setbacks accurately to propose improvements	reflect on learning, successes and setbacks to propose improvements	reflect on learning, successes and setbacks with direction

Achievement Standards Industry and Services Year 12 A					
12A	A	B	C	D	E
Knowledge and Understanding	analyse relevant practices and procedures to make plausible conclusions	explain practices and procedures with examples required to complete the task	describe practices and procedures required to complete the task	describe some practices and procedures within a task	describe some practices and procedures with limited accuracy
	analyse a range theories and concepts to draw own conclusion	explain theories and concepts relevant to an industry and services context	describe theories and concepts relevant to an industry and services context	identify theories and concepts relevant to an industry and services context	identify some theories and concepts relevant to an industry and services context
	analyse a range of relevant technical information and specifications for a variety of equipment and resources	explain a range of relevant technical information and specifications for equipment and resources	describe a range of technical information and specifications for required equipment and resources	describe some technical information and equipment specifications	describe some technical information and equipment specifications with limited accuracy
	analyse a range of materials or resources to enhance a product or service	explain a range of materials or resources for a product or service	describe a range of materials or resources used in a product or service	identify relevant materials or resources used in a product or service	identify some materials or resources used in a product or service
	analyse plans and results using the principles of sustainability or ethics to make plausible conclusions	explain how their plans and results are sustainable or ethical using research	describe sustainable or ethical plans and results	identify sustainable or ethical plans and results	identify sustainable or ethical plans or results with limited accuracy
Skills	create products or services to an industry standard for familiar and unfamiliar contexts	create products or services to an industry standard with some success for familiar and unfamiliar contexts	create products or services to an industry standard with direction for familiar contexts	create products or services with some functionality with direction in familiar contexts	create products or services with limited functionality with direction in familiar contexts
	synthesise knowledge understanding and practical skills to solve non-routine problems efficiently	apply knowledge understanding and practical skills to solve non-routine problems	use knowledge understanding and practical skills under direction to solve routine problems	use knowledge understanding and practical skills under direction to attempt to solve routine problems	use knowledge understanding and practical skills under direction to attempt to solve simple problems
	apply project management skills for planning and undertaking tasks efficiently to completion	apply project management skills to planning and undertaking tasks to completion	uses plans and keep to schedules under direction to completion	use plans and schedules under direction with limited success	attempts to follow plans and schedules
	apply relevant terminology and communication skills to clearly justify ideas and proposals	apply relevant terminology and communication skills to justify ideas and proposals	use relevant terminology and communication protocols and processes to explain ideas and proposals	use relevant terminology and communication protocols and processes to attempt to describe ideas and proposals	use relevant terminology and communication protocols and processes to attempt to describe ideas and proposals
	apply transferable work skills to work effectively in familiar and unfamiliar contexts	apply skills transferable work skills in range of familiar and unfamiliar contexts	use transferable work skills to work effectively under direction for familiar contexts	use transferable work skills to work effectively under direction for familiar contexts with some success	use a limited set transferable work skills in familiar contexts
	apply Work Health and Safety principles to self and others using best practice in familiar and unfamiliar contexts	apply Work Health and Safety principles to self and others with some independence in familiar and unfamiliar contexts	follow Work Health and Safety protocols and processes for self with limited direction for familiar contexts	follow Work Health and Safety protocols and processes for self with direction for familiar contexts	follow Work Health and Safety protocols and processes for self with regular direction for familiar contexts
	reflect with insight on learning, successes and setbacks and accurately to propose well-reasoned improvements	reflect on learning, successes and setbacks accurately to propose plausible improvements	reflect on learning, successes and setbacks accurately to propose improvements	reflect on learning, successes and setbacks to propose improvements	reflect on learning, successes and setbacks with direction

Achievement Standards Industry and Services Year 11 T					
11 T	A	B	C	D	E
Knowledge and Understanding	evaluate relevant practices and procedures to make plausible conclusions	analyse relevant practices and procedures to draw conclusions	explain practices and procedures required to complete the task	describe some practices and procedures within a task	describe some fundamental practices and procedures
	analyse a range of theories and concepts to draw own conclusions relevant to an industry and services context	analyse theories and concepts in a response relevant to an industry and services context	explain theories and concepts relevant to an industry and services context	describe relevant theories and concepts relevant to an industry and services context	identify some theories and concepts relevant to an industry and services context
	analyse most relevant technical information specifications for a designated purpose	analyse technical information and specifications for a designated purpose	explain technical information and specifications for a designated purpose	describe some technical information and equipment specifications for a designated purpose	describe some technical information and equipment specifications with limited accuracy
	analyse materials or resources suitable for a product or service	analyse materials or resources suitable for a product or service	explain choice of materials or resources for a product or service	describe relevant materials or resources for a product or service	identify some materials or resources suitable for a product or service
	evaluate plans and results using the principles of sustainability and ethics to make logical conclusions	analyse how their plans and results are sustainable or ethical using research	explain sustainable and ethical plans and results with examples	describe sustainable and ethical plans and results	identify sustainable or ethical plans and results with limited accuracy
Skills	create products or services to an industry standard with some success for familiar and unfamiliar	create products or services to an industry standard with direction for familiar contexts	create products or services with some functionality with direction in familiar contexts	create products or services with limited functionality with direction in familiar contexts	create components of products or services in familiar contexts
	apply knowledge understanding and practical skills to solve non-routine problems efficiently	use knowledge understanding and practical skills under direction to solve routine problems	use knowledge understanding and practical skills under direction to attempt to solve routine problems	use knowledge understanding and practical skills under direction to attempt to solve simple problems	use knowledge understanding and practical skills to attempt to solve simple problems under direction with limited success
	apply project management skills to planning and undertaking tasks effectively to completion	uses plans and keep to schedules under limited direction with success	use plans and schedules under direction with success	attempts to follow plans and schedules under direction with some success	attempts to follow plans and schedules under direction with limited success
	apply relevant terminology and communication skills to justify ideas and proposals	use relevant terminology and communication skills to explain ideas and proposals,	use relevant terminology and communication skills to attempt to explain ideas and proposals,	use terminology and communication protocols and processes to attempt to describe ideas and proposals,	use terminology and communication protocols and processes with assistance to describe ideas and proposals
	apply transferable work skills in range of professional contexts with some direction in familiar and unfamiliar contexts	use transferable work skills in range of professional contexts under direction for familiar contexts	use transferable work skills in professional contexts under direction with some success for familiar contexts	use transferable work skills in familiar professional contexts	use basic transferable work skills in professional contexts for familiar contexts
	apply Work Health and Safety principles to self and others in familiar and unfamiliar contexts	apply Work Health and Safety principles to self with some success in familiar and unfamiliar contexts	follow Work Health and Safety protocols and processes for self with limited direction in familiar contexts	follow Work Health and Safety protocols and processes for self with direction in familiar contexts	follow Work Health and Safety protocols and processes for self with regular direction in familiar contexts
	reflect with insight on learning, successes and setbacks and accurately to propose well-reasoned improvements	reflect on learning, successes and setbacks accurately to propose plausible improvements	reflect on learning, successes and setbacks accurately to propose improvements	reflect on learning, successes and setbacks to propose improvements	reflect on learning, successes and setbacks with direction

Achievement Standards Industry and Services Year 11 A					
11 A	A	B	C	D	E
Knowledge and Understanding	analyse relevant practices or procedures to make plausible conclusions	explain relevant practices or procedures with examples in a response	describe practices or procedures required to complete the task	describe some practices or procedures required to complete the task	describe some practices or procedures required to complete the task with limited accuracy
	analyse theories and concepts in a response relevant to an industry and services context	explain theories and concepts relevant to an industry and services context	describe theories and concepts relevant to an industry and services context	identify theories and concepts relevant to an industry and services context	identify concepts relevant to an industry and services context
	analyse relevant technical information and specifications for equipment and resources	explain relevant technical information and specifications for equipment and resources	describe technical information and specifications for equipment and resources	describe some technical information and specifications for equipment and resources	describe some technical information and specifications for equipment and resources with limited accuracy
	analyse materials or resources suitable for a product or service	explain choices of materials or resources for a product or service	describe materials or resources chosen for a product or service	identify materials or resources chosen for a product or service	identify some materials or resources chosen for a product or service
	analyse plans and results using the principles of sustainability or ethics	explain how their plans and results are sustainable or ethical	describe sustainable or ethical plans and results	identify sustainable or ethical plans and results	identify sustainable or ethical plans and results limited accuracy
Skills	create products or services to an industry standard with some success for familiar and unfamiliar contexts	create products or services to an industry standard with direction for familiar contexts	create products or services with some functionality with direction for familiar contexts	create products or services with limited functionality with direction for familiar contexts	create components of products or services for familiar contexts
	apply knowledge, understanding and practical skills with some independence to solve non-routine problems	use knowledge, understanding and practical skills under direction to solve routine problems	use knowledge, understanding and practical skills under direction to attempt to solve routine problems	use knowledge, understanding and practical skills under direction to attempt to solve simple problems	use knowledge, understanding and practical skills to attempt to solve simple problems under direction with limited success
	apply project management skills to planning and undertaking tasks effectively	uses plans and keep to schedules under limited direction with success	use plans and schedules under direction with success	attempts to follow plans and schedules under direction with some success	attempts to follow plans and schedules under direction with limited success
	apply relevant terminology and communication skills to justify ideas and proposals,	use relevant terminology and communication skills to explain ideas and proposals,	use relevant terminology and communication protocols and processes to attempt to explain ideas and proposals,	use terminology and communication protocols and processes to attempt to describe ideas and proposals	use terminology and communication protocols and processes with assistance to identify ideas and proposals
	apply transferable work skills in range of professional contexts in familiar and unfamiliar contexts with some direction	use transferable work skills in range of professional contexts under direction for familiar contexts	use transferable work skills in professional contexts under direction with some success for familiar contexts	use a limited set of transferable work skills in familiar professional contexts	use basic transferable work skills in familiar professional contexts
	apply Work Health and Safety principles to self and others in familiar and unfamiliar contexts	apply Work Health and Safety principles to self with some success in familiar and unfamiliar contexts	follow Work Health and Safety protocols and processes for self with limited direction for familiar contexts	follow Work Health and Safety protocols and processes for self with direction for familiar contexts	follow Work Health and Safety protocols and processes for self with regular direction for familiar contexts
	reflect with insight on learning, successes and setbacks and accurately to propose well-reasoned improvements	reflect on learning, successes and setbacks accurately to propose plausible improvements	reflect on learning, successes and setbacks accurately to propose improvements	reflect on learning, successes and setbacks to propose improvements	reflect on learning, successes and setbacks with direction

Achievement Standards Industry & Services M Course

	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 industry practices and procedures independently • describes technical information and specifications independently • describes ethical and sustainable practices independently	• describes industry practices and procedures with some assistance • describes technical information and specifications with some assistance • describes ethical and sustainable practices with some assistance	• describes industry practices and procedures with assistance • describes technical information and specifications with assistance • recounts ethical and sustainable practices with assistance	• identifies industry practices and procedures with continuous guidance • identifies technical information with continuous guidance • recounts ethical and sustainable practices with continual guidance	• identifies some industry practices, and procedures with direct instruction • identifies some technical information with direct instruction • recounts ethical and sustainable practices with direct instruction
Skills	• uses industry practices, and procedures to deliver a service and/or create a product independently • uses technical information and specifications to create products and/or services independently • demonstrates industry specific literacy and numeracy skills to a range of tasks independently • demonstrates work, health and safety practices independently • demonstrates behaviours and attitudes that contribute positively to industry tasks independently • communicates ideas using appropriate terminology independently • reflect on learning to propose improvements independently	• uses industry practices, and procedures to deliver a service and/or create a product with some assistance • uses technical information and specifications to create products and/or services with some assistance • demonstrates industry specific literacy and numeracy skills to a range of tasks with some assistance • demonstrates work, health and safety practices with some assistance • demonstrates behaviours and attitudes that contribute positively to industry tasks with some assistance • communicates ideas using appropriate terminology with some assistance • reflect on learning to propose improvements with some assistance	• uses industry practices, and procedures to deliver a service and/or create a product with assistance • uses technical information and specifications to create products and/or services with assistance • demonstrates industry specific literacy and numeracy skills to a range of tasks with assistance demonstrates work, health and safety practices with assistance • demonstrates behaviours and attitudes that contribute positively to industry tasks with assistance • communicates ideas using appropriate terminology with assistance • reflect on learning to propose improvements with assistance	• follows industry practices, and procedures to deliver a service and/or create a product with continuous guidance • uses technical information and specifications to create products and/or services with continuous guidance • demonstrates industry specific literacy and numeracy skills to a range of tasks with continuous guidance • demonstrates work, health and safety directions with continuous guidance • demonstrates behaviours and attitudes that contribute positively to industry tasks with continuous guidance • communicates ideas using appropriate terminology with continuous guidance • reflect on learning to propose improvements with continuous guidance	• follows industry practices and procedures to deliver a service and/or create a product with direct instruction • applies technical information and specifications to products and/or services with direct instruction • demonstrates industry specific literacy and numeracy skills to a range of tasks with direct instruction • demonstrates work, health and safety practices with direct instruction • demonstrates behaviours and attitudes that contribute positively to industry tasks with direct instruction • communicates ideas using appropriate terminology with direct instruction • reflect on learning to propose improvements with direct instruction

Moderation

Moderation is a system designed and implemented to:

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

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

The Moderation Model

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

Moderation by Structured, Consensus-based Peer Review

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

Preparation for Structured, Consensus-based Peer Review

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

In the lead up to Moderation Day, a College Course Presentation is provided to 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 of Senior Secondary Studies through memoranda to colleges
- a set of student portfolios containing marked and/or graded written and non-written assessment responses on which the unit grade decision has been made is to be included in the student review portfolios

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

Visual evidence for judgements made about practical performances

(also refer to BSSS Website Guidelines)

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

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

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

Appendix A - Framework Group

Name	College
	Association of Independent Schools
	Catholic Education
	Charles Sturt University
	Education Directorate

Appendix B - Common Curriculum Elements

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