



Interdisciplinary Inquiry

A/T/M

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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:

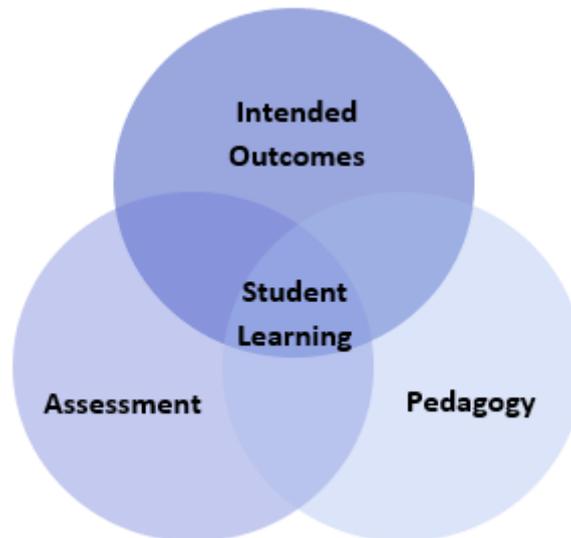
- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in 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, establish a rich learning environment and generate relevant connections between learning and life experiences
- provides formal assessment and certification of students' achievements.

Underpinning beliefs

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



Learning Principles

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

General Capabilities

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

The capabilities include:

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

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

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

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

Literacy

Students develop literacy capability as they learn how to build knowledge in relation to inquiry information, concepts and ideas. Students progressively learn to use a wide range of informational and persuasive texts in multiple modes. These texts include stories, narrative recounts, reports, explanations, arguments, debates, timelines, maps, tables, graphs and images, often supported by references from primary and secondary sources.

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. These include inquiry topic-specific vocabulary; appropriate tense verbs; and complex sentences that describe sequential, cause-and-effect and comparative relationships. Students also participate in debates and discussions, and develop a considered point of view when communicating conclusions to a range of audiences.

Numeracy

Students develop numeracy capability as they apply numeracy skills in relation to inquiries. Students measure data and information, construct and interpret tables and graphs, and calculate and interpret statistics in their investigations.

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 data and inquiry information and represent their findings in numerical and graphical form. Students may use numeracy to understand the principles of financial management, and to make informed financial and business decisions that relate to their inquiry. 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 interdisciplinary relevance, being aware of intellectual property. 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 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 significance, whilst using an awareness of personal security protocols and ethical responsibilities.

Critical and Creative Thinking

This course provides explicit teaching around these fluencies. Students develop critical and creative thinking as they investigate 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 transdisciplinary ways of thinking, 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 issues 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 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 through their inquiry about people, places, processes and phenomena. Through inquiry and explicit teaching of content related to skills of collaboration and reflective practice, students develop an appreciation of the insights and perspectives of others, and an understanding of what informs their personal identity. 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 the capacity to achieve desired outcomes peacefully and 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 an interdisciplinary inquiry. Students investigate the ways that diverse values and principles have influenced human activity within different fields and recognise that examining the nature of evidence deepens their understanding of ethical issues. Students learn about ethical procedures for investigating and working with data collection, science and other disciplines, people and places. 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 consumer choices, and about current issues against criteria such as environmental protection, economic prosperity and scientific advancement, social justice and well-being, 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 support Australian democracy and citizenship.

As students develop informed, ethical values and attitudes as they explore different perspectives, ambiguities and ethical considerations related to inquiry issues, they become aware of their own roles, rights and responsibilities as participants in their social, economic, scientific and natural world. They consider the consequences of personal, civic and legal decisions, for individuals and society

Intercultural Understanding

Students develop explicit intercultural understandings in the collaboration inquiry. Their personal inquiry may lead to further understanding as they learn about the diversity of the world's places, peoples and their lives, cultural practices, values, beliefs and ways of knowing. Students come to see the critical role of shared beliefs and values in an evolving Australian identity. They reflect on their own intercultural experiences and explore how people interact across cultural boundaries, considering how factors such as group membership, traditions, customs and religious and cultural practices impact on civic life. 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. They demonstrate respect for cultural diversity and the human rights of all people and learn to facilitate dialogue to understand different perspectives.

Cross-Curriculum Priorities

While the significance of the cross-curriculum priorities for interdisciplinary inquiry varies, there are opportunities for students to select contexts that incorporate the key concepts from each priority.

Aboriginal and Torres Strait Islander Histories and Cultures

Through an investigation of contexts that draw on Aboriginal and Torres Strait Islander histories and cultures students could investigate contemporary and historical issues of Aboriginal and Torres Strait Islander peoples

Asia and Australia's Engagement with Asia

Contexts that draw on Asian history and development and collaborative endeavours in the Asia Pacific region provide an opportunity for students to investigate Asia and Australia's engagement with Asia.

Sustainability

Sustainability addresses the ongoing capacity of Earth to maintain all life.

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

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

Interdisciplinary Inquiry

A/T/M

Rationale

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

This course promotes interdisciplinary, multidisciplinary and transdisciplinary approaches. Students can learn how to transfer capabilities such as the research process, information management, critical thinking, creativity, effective teambuilding, leadership, and collaborative decision making and will communicate with a diverse range of people.

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

This course is suited for students with diverse abilities and learning styles, including students preparing to enter the workforce, as well as those planning to study at university.

Goals

This course enables students to:

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

Unit Titles

- Communication Inquiry
- Creativity and Innovation Inquiry
- The Critical Thinking Inquiry
- Collaboration Inquiry
- Independent Study

Organisation of Content

Communication Inquiry

In this unit, students study modes of inquiry, formulate a question and select the medium for an interdisciplinary inquiry. They develop methods of communication to improve their own work while conducting and reporting on an inquiry. They learn about the theory and practice of communication including ways of communicating findings, such as presentation of data. While the emphasis is on communication, the inquiry incorporates elements of critical thinking, collaboration and creativity/innovation. The inquiry leads to deep knowledge in a defined area as well as transferable knowledge, understanding and skills. Students evaluate their inquiry and reflect on their learning.

Creativity and Innovation Inquiry

In this unit students study the elements of creativity and innovation and apply this learning within their own inquiry. Students learn how creativity and innovation provide methodologies to improve one's own work.

Students explore different modes of inquiry, how to formulate an inquiry question, select and apply appropriate methodology in conducting the inquiry, and how to evaluate and communicate their process and findings. The inquiry leads to deep knowledge in a defined area as well as transferable knowledge, understanding and skills. Students evaluate their inquiry and reflect on their learning. While the emphasis is on creativity/innovation, inquiries incorporate elements of critical thinking, collaboration and communication.

The Critical Thinking Inquiry

In this unit students study theories and processes of critical thinking such as the laws of logic, different modes of reasoning, identifying, constructing and evaluating arguments, detecting inconsistencies, biases and other barriers to critical thinking. They learn modes and methodologies of inquiry. This knowledge is applied in constructing and conducting an inquiry, solving problems systematically, where evidence is tested. Understanding of Critical thinking provides methodologies to improve students' own work. The inquiry leads to deep knowledge in a defined area as well as transferable knowledge, understanding and skills. Students evaluate their inquiry and reflect on their learning. While the emphasis is on critical thinking, inquiries incorporate elements of communication, collaboration and creativity/innovation.

Collaboration Inquiry

In this unit students learn how collaboration skills can be practiced and developed for use in different contexts. They study elements such as socio-emotional awareness, giving and receiving feedback, recognising talents, leadership, organisation, conflict resolution strategies, stakeholder perspectives and cultural awareness. Students explore different modes and methodologies in inquiry. These processes are applied in communicating with others in planning and conducting an inquiry which may be a group or individual project. Understanding of Collaboration provides

methodologies to improve one's own work. The inquiry leads to deep knowledge in a defined area as well as transferable knowledge, understanding and skills. Students evaluate their inquiry and reflect on their learning. While the emphasis is on collaboration, inquiries incorporate elements of critical thinking, communication and creativity/innovation.

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. Students must have studied a minimum of three standard 1.0 units from this course.

This unit allows for the negotiation of the lens through which the inquiry project will be conducted. Although the project can be viewed through lenses of communication, creativity/innovation, critical thinking or collaboration, the independent study must have a prime focus on a different lens. The unit will develop this lens through further research in methodologies and theories into the lens, as well as applying the learning to the inquiry project. For example, another lens could be intercultural understanding, digital technology or organisation and planning.

The selected skill provides methodologies to improve one's own work.

Assessment

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

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

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

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

Assessment Criteria

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

- knowledge and understanding
- skills.

Assessment Task Types

Weightings	Knowledge and understanding	Skills
	<p>Students synthesise their key findings (knowledge, skills, and ideas) to produce an outcome.</p> <p>Suggested tasks include:</p> <ul style="list-style-type: none"> • written results, conclusions, recommendations, or question (e.g. an essay, a report, a booklet, or an article) • a product (e.g. an artefact, a manufactured article, or a work of art or literature) • a display or exhibition • a multimedia presentation or podcast 	<p>Students demonstrate their skills in a variety of ways.</p> <p>Suggested tasks include:</p> <ul style="list-style-type: none"> • viva voce • field work • event management • social intelligence (teamwork, collaboration, leadership) • reflection on the research process • decision making • project management (including time management/organisation) • journal (reflecting on the process of learning).
Weightings for A/T 2.0 unit	40 - 60%	40 - 60%
Weightings for A/T 1.0 unit	40 - 60%	40 - 60%
Weightings for A/T 0.5 unit	40 - 60%	40 - 60%
Weightings for M 1.0 and 0.5 units	10 - 90%	10 - 90%

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.

Unit Achievement Standards for Interdisciplinary Inquiry A Course - Year 11

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

Unit Achievement Standards for Interdisciplinary Inquiry T Course - Year 11

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

Unit Achievement Standards for Interdisciplinary Inquiry A Course Year 12

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

Unit Achievement Standards for Interdisciplinary Inquiry T Course Year 12

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

Unit Achievement Standards for Interdisciplinary Inquiry M Course Years 11 and 12

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Knowledge and understanding	<ul style="list-style-type: none"> describes researchers, processes, issues or themes with independence describes knowledge and ideas with independence 	<ul style="list-style-type: none"> describes researchers, processes, issues or themes with some assistance describes knowledge and ideas with some assistance 	<ul style="list-style-type: none"> recounts researchers, processes, issues or themes with occasional assistance recounts knowledge and ideas with occasional assistance 	<ul style="list-style-type: none"> identifies researchers, processes, issues or themes with continuous guidance identifies information and ideas with continuous guidance 	<ul style="list-style-type: none"> identifies some researchers, processes, issues or themes with direct instruction identifies information with direct instruction
Skills	<ul style="list-style-type: none"> plans and undertakes independent inquiries demonstrates communication, interpersonal and intrapersonal skills in a range of contexts communicates ideas using appropriate language, with independence 	<ul style="list-style-type: none"> plans and undertakes independent inquiries with some assistance demonstrates communication, interpersonal and intrapersonal skills in familiar contexts communicates ideas using appropriate language with some assistance 	<ul style="list-style-type: none"> plans and undertakes independent inquiries with occasional assistance demonstrates some communication, interpersonal and intrapersonal skills in familiar contexts communicates ideas with occasional assistance, with some lapses of appropriate language use 	<ul style="list-style-type: none"> plans and undertakes independent inquiries with continuous guidance demonstrates with assistance, communication, interpersonal and intrapersonal skills in familiar contexts communicates ideas with continuous guidance, with lapses of appropriate language use 	<ul style="list-style-type: none"> plans and undertakes independent inquiries with direct instruction demonstrates with direction, communication, interpersonal and intrapersonal skills in familiar contexts communicates ideas with direct instruction, with lapses of appropriate language use

Communication Inquiry

Value 1.0

Communication Inquiry a

Value 0.5

Communication Inquiry b

Value 0.5

Unit Description

In this unit, students study modes of inquiry, formulate a question and select the medium for an interdisciplinary inquiry. They develop methods of communication to improve their own work while conducting and reporting on an inquiry. They learn about the theory and practice of communication including ways of communicating findings, such as presentation of data. While the emphasis is on communication, the inquiry incorporates elements of critical thinking, collaboration and creativity/innovation. The inquiry leads to deep knowledge in a defined area as well as transferable knowledge, understanding and skills. Students evaluate their inquiry and reflect on their learning.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> understand that there are theories and practices in communication formulate an inquiry question select and apply appropriate medium and mode of communication for the inquiry evaluate and communicate their process and findings reflect on their learning. 	<ul style="list-style-type: none"> evaluate theories and practices in communication formulate an inquiry question select and apply appropriate medium and mode of communication for the inquiry evaluate and communicate their process and findings reflect on their learning. 	<ul style="list-style-type: none"> formulate an inquiry question use appropriate medium and mode of communication for the inquiry communicate their process and findings reflect on their learning

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Communication		
<ul style="list-style-type: none"> understand that communication skills can be learnt analyse models, theories and methodologies (e.g. formats, informal/formal, presenting data and findings, communication as strategic practice) 	<ul style="list-style-type: none"> understand that communication skills can be learnt evaluate models, theories and methodologies (e.g. formats, informal/formal, presenting data and findings, communication as strategic practice) 	<ul style="list-style-type: none"> understand that communication skills can be learnt use models, theories and methodologies (e.g. formats, informal/formal, presenting data and findings, communication as strategic practice)

A Course	T Course	M Course
<ul style="list-style-type: none"> • evaluate indicators of quality communication • communication may have legal and ethical implications • apply modes and mediums of communication in a range of contexts over varied topics 	<ul style="list-style-type: none"> • evaluate indicators of quality communication • communication may have legal and ethical implications • apply modes and mediums of communication in a range of contexts over varied topics 	<ul style="list-style-type: none"> • evaluate indicators of quality communication • apply modes and mediums of communication in a range of contexts
Types of inquiry		
<ul style="list-style-type: none"> • understand that there are different types of inquiry and established methodologies within and across disciplines • formulate a significant inquiry based on either an idea or issue, a technical or practical challenge, a hypothesis, creating an artefact, or solving a problem • apply appropriate methodology/ies to own inquiry 	<ul style="list-style-type: none"> • understand that there are different types of inquiry and established methodologies within and across disciplines • formulate a substantial and significant inquiry based on either an idea or issue, a technical or practical challenge, a hypothesis, creating an artefact, or solving a problem • evaluate and apply appropriate methodology/ies to own inquiry 	<ul style="list-style-type: none"> • formulate an inquiry based on either an idea or issue, a technical or practical challenge, a hypothesis, creating an artefact, or solving a problem
Background research and ethics		
<ul style="list-style-type: none"> • understand theories, concepts and principles of ethics in research • conduct inquiry/ies within ethical guidelines and set procedures • analyse theories, themes, models, researchers, ideas or issues informing the inquiry 	<ul style="list-style-type: none"> • analyse theories, concepts and principles of ethics in research • conduct inquiry/ies within ethical guidelines and set procedures • critically analyse theories, themes, models, researchers, ideas or issues informing the inquiry 	<ul style="list-style-type: none"> • conduct inquiry/ies within ethical guidelines and set procedures

A Course	T Course	M Course
Planning and conducting inquiry		
<ul style="list-style-type: none"> • identify an inquiry topic with rationale and impacted stakeholders • plan research processes appropriate to the identified research question • applies an inquiry/research process (e.g. formulating questions, selecting resources and technologies, analysing and evaluating information) • applies creative thinking skills throughout inquiry (e.g. generating models of thinking and synthesis) • uses higher order thinking strategies incorporating evaluation, synthesis and analysis • understand cognitive bias and expectation bias within research • understand that unexpected outcomes are an important component of inquiry, investigations are iterative 	<ul style="list-style-type: none"> • identify an inquiry topic with rationale and impacted stakeholders • plan research processes appropriate to the identified research question • applies an inquiry/research process (e.g. formulating questions, selecting resources and technologies, analysing and evaluating information) • applies creative thinking skills throughout inquiry (e.g. generating models of thinking and synthesis) • uses higher order thinking strategies incorporating evaluation, synthesis and analysis • understand the impact of cognitive bias and expectation bias within research and apply to inquiry project • understand that unexpected outcomes are an important component of inquiry, investigations are iterative 	<ul style="list-style-type: none"> • identify an inquiry topic • applies an inquiry/research process • understand that there is bias within research • understand that unexpected outcomes are an important component of inquiry learning

A Course	T Course	M Course
Interdisciplinary understandings		
<ul style="list-style-type: none"> • understands that research can be interdisciplinary • makes connections with inquiry and other areas 	<ul style="list-style-type: none"> • evaluates interdisciplinary nature of research • understands broader implications and applications of the inquiry • demonstrates understanding of broader and interdisciplinary implications of inquiry 	
Communication		
<ul style="list-style-type: none"> • communicates with different audiences and purposes in real life situations • apply creative and collaborative methodologies (e.g. interactive listening, teamwork, cooperative planning, leadership) • use appropriate texts, media and vocabulary to communicate the inquiry and key findings with identified audiences with appropriate referencing conventions 	<ul style="list-style-type: none"> • communicates with different audiences and purposes in real life situations as an iterative part of the inquiry • apply creative and collaborative methodologies (e.g. interactive listening, teamwork, cooperative planning, leadership) • evaluate and select appropriate texts, media and vocabulary to communicate the inquiry and key findings with identified audiences with appropriate referencing conventions 	<ul style="list-style-type: none"> • participate in creative and collaborative methodologies (e.g. interactive listening, teamwork, cooperative planning, leadership) • use appropriate vocabulary and formats to communicate the inquiry
Reflection		
<ul style="list-style-type: none"> • justify process of inquiry • evaluates decisions made in response to challenges and/or opportunities specific to the research processes used • applies feedback given throughout the inquiry process • evaluates the quality of the outcomes of the inquiry project and own associated learning 	<ul style="list-style-type: none"> • justify process of inquiry • evaluate decisions made in response to challenges and/or opportunities specific to the research processes used • applies feedback given throughout the inquiry process • evaluates the quality of the outcomes of the inquiry project and own associated learning 	<ul style="list-style-type: none"> • justify process of inquiry • evaluate decisions made in response to challenges and/or opportunities specific to the research processes used • applies feedback given throughout the inquiry process • evaluates the quality of the outcomes of own inquiry project and associated 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 emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 10-12.

Creativity and Innovation Inquiry

Value 1.0

Creativity and Innovation Inquiry a

Value 0.5

Creativity and Innovation Inquiry b

Value 0.5

Unit Description

In this unit students study the elements of creativity and innovation and apply this learning within their own inquiry. Students learn how creativity and innovation provide methodologies to improve one’s own work.

Students explore different modes of inquiry, how to formulate an inquiry question, select and apply appropriate methodology in conducting the inquiry, and how to evaluate and communicate their process and findings. The inquiry leads to deep knowledge in a defined area as well as transferable knowledge, understanding and skills. Students evaluate their inquiry and reflect on their learning. While the emphasis is on creativity/innovation, inquiries incorporate elements of critical thinking, collaboration and communication.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> • explore and apply the elements of creativity and innovation • formulate an inquiry question • select and apply appropriate mode and methodology in conducting the inquiry • evaluate and communicate their process and findings • reflect on their learning. 	<ul style="list-style-type: none"> • explore and apply the elements of creativity and innovation • formulate an inquiry question • select and apply appropriate mode and methodology in conducting the inquiry • evaluate and communicate their process and findings • reflect on their learning. 	<ul style="list-style-type: none"> • explore the elements of creativity and innovation • formulate an inquiry question • use appropriate methodology in conducting the inquiry • communicate their process and findings • reflect on their learning

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Innovation and creativity		
<ul style="list-style-type: none"> • understand that innovation skills and creativity can be learnt • use models, theories and methodologies of innovation (e.g. business, social, disruptive, architectural, routine, radical) and creativity 	<ul style="list-style-type: none"> • understand that innovation skills and creativity can be learnt • analyse and evaluate models, theories and methodologies of innovation (e.g. business, social, disruptive, architectural, routine, radical) and creativity 	<ul style="list-style-type: none"> • understand that innovation skills and creativity can be learnt

A Course	T Course	M Course
<ul style="list-style-type: none"> • apply quality indicators of innovation and creativity • apply innovation skills (e.g. questioning, associating, observing details, brainstorming) and elements of creativity in a range of contexts over varied topics 	<ul style="list-style-type: none"> • evaluate and apply quality indicators of innovation and creativity • evaluate and apply innovation skills (e.g. questioning, associating, observing details, brainstorming) and elements of creativity in a range of contexts over varied topics 	<ul style="list-style-type: none"> • recognise innovation and creativity • use aspects of innovation and creativity in different contexts
Types of inquiry		
<ul style="list-style-type: none"> • understand that there are different types of inquiry and established methodologies within and across disciplines • formulate a significant inquiry based on either an idea or issue, a technical or practical challenge, a hypothesis, creating an artefact, or solving a problem • apply appropriate methodology/ies to own inquiry 	<ul style="list-style-type: none"> • understand that there are different types of inquiry and established methodologies within and across disciplines • formulate a substantial and significant inquiry based on either an idea or issue, a technical or practical challenge, a hypothesis, creating an artefact, or solving a problem • evaluate and apply appropriate methodology/ies to own inquiry 	<ul style="list-style-type: none"> • formulate a significant inquiry based on either an idea or issue, a technical or practical challenge, a hypothesis, creating an artefact, or solving a problem
Background research and ethics		
<ul style="list-style-type: none"> • conduct inquiry/ies within ethical guidelines and set procedures • analyse theories, themes, models, researchers, ideas or issues informing the inquiry 	<ul style="list-style-type: none"> • conduct inquiry/ies within ethical guidelines and set procedures • critically analyse theories, themes, models, researchers, ideas or issues informing the inquiry 	<ul style="list-style-type: none"> • conduct inquiry/ies within ethical guidelines and set procedures
Planning and conducting inquiry		
<ul style="list-style-type: none"> • identify an inquiry topic with rationale and impacted stakeholders • plan research processes appropriate to the identified research question 	<ul style="list-style-type: none"> • identify an inquiry topic with rationale and impacted stakeholders • plan research processes appropriate to the identified research question 	<ul style="list-style-type: none"> • identify an inquiry topic

A Course	T Course	M Course
<ul style="list-style-type: none"> • apply an inquiry/ research process (e.g. formulating questions, selecting resources and technologies, analysing and evaluating information) • apply creative thinking skills throughout inquiry (e.g. generating models of thinking and synthesis) • use higher order thinking strategies incorporating evaluation, synthesis and analysis • understand cognitive bias and expectation bias within research • understand that unexpected outcomes are an important component of inquiry; investigations are iterative 	<ul style="list-style-type: none"> • apply an inquiry/ research process (e.g. formulating questions, selecting resources and technologies, analysing and evaluating information) • evaluate and apply creative thinking skills throughout inquiry (e.g. generating models of thinking and synthesis) • use higher order thinking strategies incorporating evaluation, synthesis and analysis • understand the impact of cognitive bias and expectation bias within research and apply to inquiry project • understand that unexpected outcomes are an important component of inquiry; investigations are iterative 	<ul style="list-style-type: none"> • apply an inquiry/ research process • understand that there is bias within research • understand that unexpected outcomes are an important component of inquiry learning
Interdisciplinary understandings		
<ul style="list-style-type: none"> • understand that research can be interdisciplinary • make connections with inquiry and other areas 	<ul style="list-style-type: none"> • evaluate interdisciplinary nature of research • understand and demonstrate broader implications and applications of the inquiry 	
Communication		
<ul style="list-style-type: none"> • communicate with different audiences and purposes in real life situations • apply creative and collaborative methodologies (e.g. interactive listening, teamwork, cooperative planning, leadership) 	<ul style="list-style-type: none"> • communicate with different audiences and purposes in real life situations as an iterative part of the inquiry • apply creative and collaborative methodologies (e.g. interactive listening, teamwork, cooperative planning, leadership) 	<ul style="list-style-type: none"> • participate in creative and collaborative methodologies (e.g. interactive listening, teamwork, cooperative planning, leadership)

A Course	T Course	M Course
<ul style="list-style-type: none"> • use appropriate texts, media and vocabulary to communicate the inquiry and key findings with identified audiences with appropriate referencing conventions 	<ul style="list-style-type: none"> • evaluate and select appropriate texts, media and vocabulary to communicate the inquiry and key findings with identified audiences with appropriate referencing conventions 	<ul style="list-style-type: none"> • use appropriate vocabulary and formats to communicate the inquiry
Reflection		
<ul style="list-style-type: none"> • justify process of inquiry • evaluate decisions made in response to challenges and/or opportunities specific to the research processes used • apply feedback given throughout the inquiry process • evaluate the quality of the outcomes of the inquiry project and own associated learning 	<ul style="list-style-type: none"> • justify process of inquiry • evaluate decisions made in response to challenges and/or opportunities specific to the research processes used • apply feedback given throughout the inquiry process • -evaluate the quality of the outcomes of the inquiry project and own associated learning 	<ul style="list-style-type: none"> • justify process of inquiry • evaluate decisions made in response to challenges and/or opportunities specific to the research processes used • apply feedback given throughout the inquiry process • evaluate the quality of the outcomes of the inquiry project and own associated 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 emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 10-12.

Critical Thinking Inquiry

Value 1.0

Critical Thinking Inquiry a

Value 0.5

Critical Thinking Inquiry b

Value 0.5

Unit Description

In this unit students study theories and processes of critical thinking such as the laws of logic, different modes of reasoning, identifying, constructing and evaluating arguments, detecting inconsistencies, biases and other barriers to critical thinking. They learn modes and methodologies of inquiry. This knowledge is applied in constructing and conducting an inquiry, solving problems systematically, where evidence is tested. Critical thinking provides methodologies to improve students' own work. The inquiry leads to deep knowledge in a defined area as well as transferable knowledge, understanding and skills. Students evaluate their inquiry and reflect on their learning

While the emphasis is on critical thinking, inquiries incorporate elements of, communication collaboration and creativity/innovation.

Specific Unit Goals

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
<ul style="list-style-type: none"> • understand that Critical Thinking is a transferable set of skills which can be practiced and developed for use in different contexts • formulate an inquiry question • select and apply appropriate methodology including critical thinking in conducting the inquiry • evaluate and communicate their process and findings • reflect on their learning. 	<ul style="list-style-type: none"> • understand that Critical Thinking is a transferable set of skills which can be practiced and developed for use in different contexts • formulate an inquiry question • select and apply appropriate methodology including critical thinking in conducting the inquiry • evaluate and communicate their process and findings • reflect on their learning. 	<ul style="list-style-type: none"> • understand that Critical Thinking is a transferable set of skills which can be practiced and developed for use in different contexts • formulate an inquiry question • use appropriate methodology including critical thinking in conducting the inquiry • communicate their process and findings • reflect on their learning

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Critical Thinking		
<ul style="list-style-type: none"> • understand that critical thinking can be learnt • analyse theories that define critical thinking 	<ul style="list-style-type: none"> • understand that critical thinking can be learnt • evaluate theories that define critical thinking 	<ul style="list-style-type: none"> • understand that critical thinking can be learnt

A Course	T Course	M Course
<ul style="list-style-type: none"> • understand quality indicators of critical thinking • apply critical thinking skills in a range of contexts over varied topics (e.g. systematic approaches, predicting objections to a position, integration of diverse sources of knowledge) 	<ul style="list-style-type: none"> • evaluate quality indicators of critical thinking • apply critical thinking skills in a range of contexts over varied topics (e.g. systematic approaches, predicting objections to a position, integration of diverse sources of knowledge) 	<ul style="list-style-type: none"> • use critical thinking skills in one or more contexts over varied topics (e.g. systematic approaches, predicting objections to a position, integration of diverse sources of knowledge)
Types of inquiry		
<ul style="list-style-type: none"> • understand that there are different types of inquiry and established methodologies within and across disciplines • formulate a significant inquiry based on either an idea or issue, a technical or practical challenge, a hypothesis, creating an artefact, or solving a problem • apply appropriate methodology/ies to own inquiry 	<ul style="list-style-type: none"> • understand that there are different types of inquiry and established methodologies within and across disciplines • formulate a significant inquiry based on either an idea or issue, a technical or practical challenge, a hypothesis, creating an artefact, or solving a problem • evaluate and apply appropriate methodology/ies to own inquiry 	<ul style="list-style-type: none"> • formulate a significant inquiry based on either an idea or issue, a technical or practical challenge, a hypothesis, creating an artefact, or solving a problem • apply methodology/ies to own inquiry
Background research and ethics		
<ul style="list-style-type: none"> • conduct inquiry/ies within ethical guidelines and set procedures • understand theories, themes, models, researchers, ideas or issues informing the inquiry 	<ul style="list-style-type: none"> • conduct inquiry/ies within ethical guidelines and set procedures • critically analyse theories, themes, models, researchers, ideas or issues informing the inquiry 	<ul style="list-style-type: none"> • conduct inquiry/ies within ethical guidelines and set procedures

A Course	T Course	M Course
Planning and conducting inquiry		
<ul style="list-style-type: none"> • identify an inquiry topic with rationale and impacted stakeholders • plan research processes appropriate to the identified research question • applies an inquiry/research process (e.g. formulating questions, selecting resources and technologies, analysing and evaluating information) • applies creative thinking skills throughout inquiry (e.g. generating models of thinking and synthesis) • uses higher order thinking strategies • understand cognitive bias and expectation bias within research • understand that unexpected outcomes are an important component of inquiry, investigations are iterative 	<ul style="list-style-type: none"> • identify an inquiry topic with rationale and impacted stakeholders • plan research processes appropriate to the identified research question • applies an inquiry/research process (e.g. formulating questions, selecting resources and technologies, analysing and evaluating information) • applies creative thinking skills throughout inquiry (e.g. generating models of thinking and synthesis) • uses higher order thinking strategies incorporating evaluation, synthesis and analysis • understand the impact of cognitive bias and expectation bias within research and apply to inquiry project • understand that unexpected outcomes are an important component of inquiry, investigations are iterative 	<ul style="list-style-type: none"> • identify an inquiry topic • applies an inquiry / research process • understand that there is bias within research • understand that unexpected outcomes are an important component of inquiry learning
Interdisciplinary understandings		
<ul style="list-style-type: none"> • understand that research can be interdisciplinary • make connections with inquiry and other areas 	<ul style="list-style-type: none"> • evaluate interdisciplinary nature of research • understand and demonstrate broader implications and applications of the inquiry 	

A Course	T Course	M Course
Communication		
<ul style="list-style-type: none"> • communicates with different audiences and purposes in real life situations • apply creative and collaborative methodologies (e.g. interactive listening, teamwork, cooperative planning, leadership) • use appropriate texts and media to communicate the inquiry and key findings with identified audiences with appropriate referencing conventions 	<ul style="list-style-type: none"> • communicates with different audiences and purposes in real life situations as an iterative part of the inquiry • apply creative and collaborative methodologies (e.g. interactive listening, teamwork, cooperative planning, leadership) • evaluate and select appropriate texts and media to communicate the inquiry and key findings with identified audiences with appropriate referencing conventions 	<ul style="list-style-type: none"> • participate in creative and collaborative methodologies (e.g. interactive listening, teamwork, cooperative planning, leadership) • use appropriate vocabulary and formats to communicate the inquiry
Reflection		
<ul style="list-style-type: none"> • justify process of inquiry • evaluation of decisions made in response to challenges and/or opportunities specific to the research processes used • applies feedback given throughout the inquiry process • evaluates the quality of the outcomes of the inquiry project and own associated learning 	<ul style="list-style-type: none"> • justify process of inquiry • evaluation of decisions made in response to challenges and/or opportunities specific to the research processes used • applies feedback given throughout the inquiry process • evaluates the quality of the outcomes of the inquiry project and own associated learning 	<ul style="list-style-type: none"> • justify process of inquiry • evaluation of decisions made in response to challenges and/or opportunities specific to the research processes used • applies feedback given throughout the inquiry process • evaluates the quality of the outcomes of the inquiry project and own associated 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 emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 10-12.

Collaboration Process Inquiry

Value 1.0

Collaboration Process Inquiry a

Value 0.5

Collaboration Process Inquiry b

Value 0.5

Unit Description

In this unit students learn how collaboration skills can be practiced and developed for use in different contexts. They study elements such as socio-emotional awareness, giving and receiving feedback, recognising talents, leadership, organisation, conflict resolution strategies, stakeholder perspectives and cultural awareness. Students explore different modes and methodologies in inquiry. These processes are applied in communicating with others in planning and conducting an inquiry which may be a group or individual project. Collaboration provides methodologies to improve one's own work. The inquiry leads to deep knowledge in a defined area as well as transferable knowledge, understanding and skills. Students evaluate their inquiry and reflect on their learning

While the emphasis is on collaboration, inquiries incorporate elements of critical thinking, communication and creativity/innovation.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> • understand that collaboration is a transferable set of interpersonal skills which can be practiced and developed for use in different contexts. • formulate an inquiry question • select and apply appropriate methodology in conducting the inquiry, • evaluate and communicate their process and findings 	<ul style="list-style-type: none"> • understand that collaboration is a transferable set of interpersonal skills which can be practiced and developed for use in different contexts. • formulate an inquiry question • select and apply appropriate methodology in conducting the inquiry, • evaluate and communicate their process and findings 	<ul style="list-style-type: none"> • understand that collaboration is a transferable set of interpersonal skills which can be practiced and developed for use in different contexts. • formulate an inquiry question • use appropriate methodology in conducting the inquiry • communicate their process and findings

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Collaboration		
<ul style="list-style-type: none"> understand that collaborative skills can be learnt analyse models, theories and methodologies (e.g. interactive listening, team building, cooperative planning 5Es, leadership styles) evaluate indicators of quality collaboration apply collaborative skills in a range of contexts over varied topics 	<ul style="list-style-type: none"> understand that collaborative skills can be learnt evaluate models, theories and methodologies (e.g. interactive listening, team building, cultural awareness, cooperative planning ,5Es, leadership styles) evaluate indicators of quality collaboration apply collaborative skills in a range of contexts over varied topics 	<ul style="list-style-type: none"> understand that collaborative skills can be learnt use models, theories and methodologies (e.g. interactive listening, team building, cooperative planning 5Es, leadership styles) evaluate indicators of quality collaboration apply collaborative skills in a range of contexts over varied topics
Types of inquiry		
<ul style="list-style-type: none"> understand that there are different types of inquiry and established methodologies within and across disciplines formulate a significant inquiry based on either an idea or issue, a technical or practical challenge, a hypothesis, creating an artefact, or solving a problem apply appropriate methodology/ies to own inquiry 	<ul style="list-style-type: none"> understand that there are different types of inquiry and established methodologies within and across disciplines formulate a substantial and significant inquiry based on either an idea or issue, a technical or practical challenge, a hypothesis, creating an artefact, or solving a problem evaluate and apply appropriate methodology/ies to own inquiry 	<ul style="list-style-type: none"> formulate a significant inquiry based on either an idea or issue, a technical or practical challenge, a hypothesis, creating an artefact, or solving a problem apply methodology/ies to own inquiry
Background research and ethics		
<ul style="list-style-type: none"> understand ethical guidelines for research conduct inquiry/ies within ethical guidelines and set procedures analyse theories, themes, models, researchers, ideas or issues informing the inquiry 	<ul style="list-style-type: none"> understand ethical guidelines for research conduct inquiry/ies within ethical guidelines and set procedures critically analyse theories, themes, models, researchers, ideas or issues informing the inquiry 	<ul style="list-style-type: none"> conduct inquiry/ies within ethical guidelines and set procedures

A Course	T Course	M Course
Planning and conducting inquiry		
<ul style="list-style-type: none"> • identify an inquiry topic with rationale and impacted stakeholders • plan research processes appropriate to the identified research question • apply an inquiry/ research process (e.g. formulating questions, selecting resources and technologies, analysing and evaluating information) • apply collaborative and creative thinking skills throughout inquiry (e.g. generating models of thinking and synthesis) • use higher order thinking strategies incorporating evaluation, synthesis and analysis • understand cognitive bias and expectation bias within research • understand that unexpected outcomes are an important component of inquiry, investigations are iterative 	<ul style="list-style-type: none"> • identify an inquiry topic with rationale and impacted stakeholders • plan research processes appropriate to the identified research question • apply an inquiry/ research process (e.g. formulating questions, selecting resources and technologies, analysing and evaluating information) • evaluate and apply collaborative and creative thinking skills throughout inquiry (e.g. generating models of thinking and synthesis) • use higher order thinking strategies incorporating evaluation, synthesis and analysis • understand the impact of cognitive bias and expectation bias within research and apply to inquiry project • understand that unexpected outcomes are an important component of inquiry, investigations are iterative 	<ul style="list-style-type: none"> • identify an inquiry topic • apply an inquiry/ research process • understand that there is bias within research • understand that unexpected outcomes are an important component of inquiry learning
Interdisciplinary understandings		
<ul style="list-style-type: none"> • understand that research can be interdisciplinary • make connections with inquiry and other areas 	<ul style="list-style-type: none"> • evaluate interdisciplinary nature of research • understand and demonstrate broader implications and applications of the inquiry 	

A Course	T Course	M Course
Communication		
<ul style="list-style-type: none"> • communicate with different audiences and purposes in real life situations • apply creative and collaborative methodologies (e.g. interactive listening, teamwork, cooperative planning, leadership) • use appropriate texts, media and vocabulary to communicate the inquiry and key findings with identified audiences with appropriate referencing conventions 	<ul style="list-style-type: none"> • communicate with different audiences and purposes in real life situations as an iterative part of the inquiry • apply creative and collaborative methodologies (e.g. interactive listening, teamwork, cooperative planning, leadership) • evaluate and select appropriate texts, media and vocabulary to communicate the inquiry and key findings with identified audiences with appropriate referencing conventions 	<ul style="list-style-type: none"> • participate in creative and collaborative methodologies (e.g. interactive listening, teamwork, cooperative planning, leadership) • use appropriate vocabulary and formats to communicate the inquiry
Reflection		
<ul style="list-style-type: none"> • justify process of inquiry • evaluate decisions made in response to challenges and/or opportunities specific to the research processes used • apply feedback given throughout the inquiry process • self-evaluate the quality of the outcomes of the inquiry project and own associated learning 	<ul style="list-style-type: none"> • justify process of inquiry • evaluate decisions made in response to challenges and/or opportunities specific to the research processes used • apply feedback given throughout the inquiry process • self-evaluate the quality of the outcomes of the inquiry project and own associated learning 	<ul style="list-style-type: none"> • justify process of inquiry • evaluate decisions made in response to challenges • apply feedback given throughout the inquiry process • self-evaluate the quality of the outcomes of the inquiry project and own associated 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 emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 10-12.

Independent Study

Value 1.0

Independent Study a

Value 0.5

Independent Study b

Value 0.5

Prerequisites

Students must have studied at least **THREE** standard 1.0 units from this course. A student can only study a maximum of one Independent Study unit in each course. An Independent Study unit requires the principal’s written approval. Independent study units are only available to individual students in Year 12. Principal approval is also required for a student in Year 12 to enrol concurrently in an independent unit and the third 1.0 unit in a course of study.

Duplication of Content

Students undertaking this unit may study any lens other than communication, creativity/innovation, critical thinking and collaboration.

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.

This unit allows for the negotiation of the lens through which the inquiry project will be conducted. Although the project can be viewed through lenses of communication, creativity/innovation, critical thinking or collaboration, the independent study must have a prime focus on a different lens. The unit will develop this lens through further research in methodologies and theories into the lens, as well as applying the learning to the inquiry project. For example, another lens could be intercultural understanding, digital technology or organisation and planning.

The selected skill provides methodologies to improve one’s own work.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> analyse the concepts underpinning the lens formulate an inquiry question select and apply appropriate methodology in conducting the inquiry, evaluate and communicate their process and findings 	<ul style="list-style-type: none"> analyse the concepts underpinning the lens formulate an inquiry question select and apply appropriate methodology in conducting the inquiry, evaluate and communicate their process and findings 	<ul style="list-style-type: none"> describe ideas underpinning the lens formulate an inquiry question use appropriate methodology in conducting the inquiry communicate their process and findings

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Theories and methodologies of selected lens		
<ul style="list-style-type: none"> understand that the skills of the lens can be learnt analyse models, theories and methodologies of the lens evaluate indicators of quality practices apply lens skills over a range of contexts during the inquiry project 	<ul style="list-style-type: none"> understand that the skills of the lens can be learnt evaluate models, theories and methodologies of the lens evaluate indicators of quality practices apply lens skills in a range of contexts during the inquiry project 	<ul style="list-style-type: none"> understand that the skills of the lens can be learnt use models, theories and methodologies of the lens evaluate indicators of quality practices apply lens skills in a range of contexts during the inquiry project
Types of inquiry		
<ul style="list-style-type: none"> understand that there are different types of inquiry and established methodologies within and across disciplines formulate a significant inquiry based on either an idea or issue, a technical or practical challenge, a hypothesis, creating an artefact, or solving a problem apply appropriate methodology/ies to own inquiry 	<ul style="list-style-type: none"> understand that there are different types of inquiry and established methodologies within and across disciplines formulate a substantial and significant inquiry based on either an idea or issue, a technical or practical challenge, a hypothesis, creating an artefact, or solving a problem evaluate and apply appropriate methodology/ies to own inquiry 	<ul style="list-style-type: none"> formulate a significant inquiry based on either an idea or issue, a technical or practical challenge, a hypothesis, creating an artefact, or solving a problem apply methodology/ies to own inquiry
Background research and ethics		
<ul style="list-style-type: none"> understand ethical guidelines for research conduct inquiry/ies within ethical guidelines and set procedures analyse theories, themes, models, researchers, ideas or issues informing the inquiry 	<ul style="list-style-type: none"> understand ethical guidelines for research conduct inquiry/ies within ethical guidelines and set procedures critically analyse theories, themes, models, researchers, ideas or issues informing the inquiry 	<ul style="list-style-type: none"> conduct inquiry/ies within ethical guidelines and set procedures

A Course	T Course	M Course
Planning and conducting inquiry		
<ul style="list-style-type: none"> • identify an inquiry topic with rationale and impacted stakeholders • plan research processes appropriate to the identified research question • apply an inquiry/research process (e.g. formulating questions, selecting resources and technologies, analysing and evaluating information) • apply collaborative and creative thinking skills throughout inquiry (e.g. generating models of thinking and synthesis) • use higher order thinking strategies incorporating evaluation, synthesis and analysis • understand cognitive bias and expectation bias within research • understand that unexpected outcomes are an important component of inquiry, investigations are iterative 	<ul style="list-style-type: none"> • identify an inquiry topic with rationale and impacted stakeholders • plan research processes appropriate to the identified research question • apply an inquiry/research process (e.g. formulating questions, selecting resources and technologies, analysing and evaluating information) • evaluate and apply collaborative and creative thinking skills throughout inquiry (e.g. generating models of thinking and synthesis) • use higher order thinking strategies incorporating evaluation, synthesis and analysis • understand the impact of cognitive bias and expectation bias within research and apply to inquiry project • understand that unexpected outcomes are an important component of inquiry, investigations are iterative 	<ul style="list-style-type: none"> • identify an inquiry topic • apply an inquiry/research process • understand that there is bias within research • understand that unexpected outcomes are an important component of inquiry learning
Interdisciplinary understandings		
<ul style="list-style-type: none"> • understand that research can be interdisciplinary • make connections with inquiry and other areas 	<ul style="list-style-type: none"> • evaluate interdisciplinary nature of research • understand and demonstrate broader implications and applications of the inquiry 	

A Course	T Course	M Course
Communication		
<ul style="list-style-type: none"> • communicate with different audiences and purposes in real life situations • apply creative and collaborative methodologies (e.g. interactive listening, teamwork, cooperative planning, leadership) • use appropriate texts, media and vocabulary to communicate the inquiry and key findings with identified audiences with appropriate referencing conventions 	<ul style="list-style-type: none"> • communicate with different audiences and purposes in real life situations as an iterative part of the inquiry • apply creative and collaborative methodologies (e.g. interactive listening, teamwork, cooperative planning, leadership) • evaluate and select appropriate texts, multi - media and vocabulary to communicate the inquiry and key findings with identified audiences with appropriate referencing conventions 	<ul style="list-style-type: none"> • participate in creative and collaborative methodologies (e.g. interactive listening, teamwork, cooperative planning, leadership) • use appropriate vocabulary and formats to communicate the inquiry
Reflection		
<ul style="list-style-type: none"> • justify process of inquiry • evaluate decisions made in response to challenges and/or opportunities specific to the research processes used • apply feedback given throughout the inquiry process • self-evaluate the quality of the outcomes of the inquiry project and own associated learning 	<ul style="list-style-type: none"> • justify process of inquiry • evaluate decisions made in response to challenges and/or opportunities specific to the research processes used • apply feedback given throughout the inquiry process • self-evaluate the quality of the outcomes of the inquiry project and own associated learning 	<ul style="list-style-type: none"> • justify process of inquiry • evaluate decisions made in response to challenges • apply feedback given throughout the inquiry process • self-evaluate the quality of the outcomes of the inquiry project and own associated learning

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

Assessment

Refer to pages 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, major, major/minor or double major course.

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

Units in this course can be delivered in any order.

Prerequisites for the course or units within the course

For the Independent Study Unit (if applicable), students must have studied a minimum of **THREE** standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Independent study units are only available to individual students in Year 12.

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 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 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
Jane O'Brien	Canberra Girls Grammar School
Stephen Box	Dickson College
Elliot Davis	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
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

This course and units are consistent with the philosophy and goals of the college and as an adopting college have the human and physical resources to implement the course.

Adoption Process

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

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

College:				
Course Title:	Interdisciplinary Inquiry			
Classification/s:	A	T	M	
Framework:	Integrated Learning 2015			
Dates of Course Accreditation:	from	2018	to	2022