COMMUNITY LEARNING

Course Framework

From 2015

COMMUNITY LEARNING

COURSE FRAMEWORK

B S S S

AUSTRALIAN CAPITAL TERRITORY
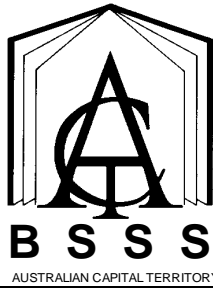
INTRODUCTION

All courses of study for the ACT Year 12 Certificate should enable students to develop essential capabilities for twenty-first century learners. These 'capabilities' comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum.

The capabilities include:

- Literacy

- Numeracy

- Information and communication technology (ICT) capability

- Critical and creative thinking

- Personal and social capability

- Ethical behaviour

- Intercultural understanding

Courses of study for the ACT Year 12 Certificate should be both relevant to the lives of students and incorporate the contemporary issues they face. Hence, courses address the following three priorities. These priorities are:

- Aboriginal and Torres Strait Islander histories and cultures

- Asia and Australia's engagement with Asia

- Sustainability

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

COURSE FRAMEWORKS

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

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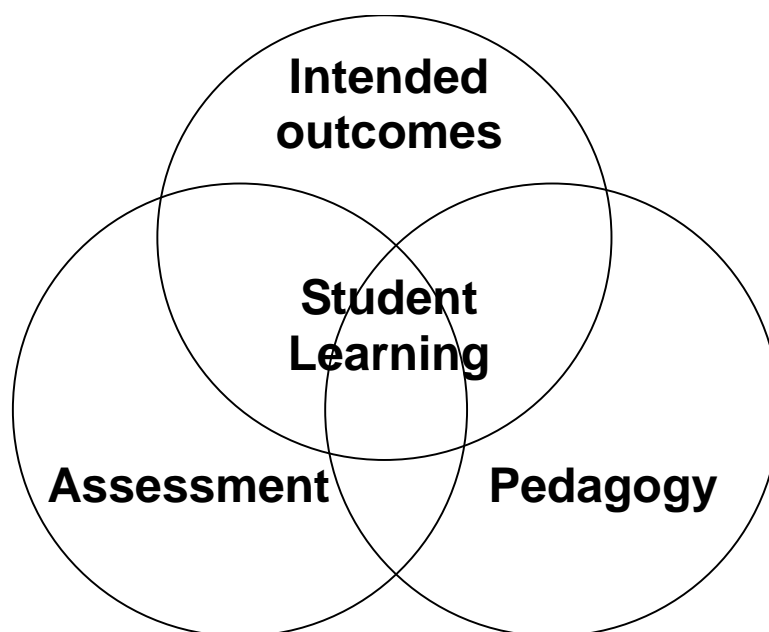
Underpinning beliefs

- All students are able to learn.

- Learning is a partnership between students and teachers

- Teachers are responsible for advancing student learning.

Learning principles

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

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

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

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

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

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

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

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

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

A, **V** and **M** courses may be developed under this framework. Eligibility to study an **M** course is determined by BSSS Modified course policy. Modified courses/units are designed for students:

- who satisfy the Education and Training Directorate Disability Criteria accepted as a common definition for census and other system processes by all sectors, public and non-government,

- where the principal has deemed exceptional circumstances due to the students' significant needs and previous levels of support.

Provisions for students with special needs are outlined in the *BSSS Equitable Assessment and Special Consideration in Assessment in Years 11 and 12* guidelines.

RATIONALE

The Community Learning Course Framework encompasses the study of personal development, community participation and learning processes. Students develop knowledge and skills for transitions in adult life and lifelong learning.

Through authentic learning experiences, students reflect on their identity and develop insights as to how they can be active and effective participants in a changing world. Courses written under this framework promote flexible pathways through differentiated learning and individualised planning.

Students develop their creative, critical thinking, and communication skills. They apply knowledge and skills in practical ways, reflect on their learning and refine their strategies to work independently.

Courses developed under this framework are inclusive and enable students to learn and grow.

GOALS

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

- demonstrate creativity, originality and innovation in their learning

- locate, select and interpret information

- understand diverse attitudes, values and social complexities in local and global communities

- understand the relationship between technology, the individual, society and the environment

- apply knowledge and skills across a variety of contexts to be active and responsible participants in their learning environment, community or workplace

- use experiences to achieve personal growth and gain awareness of individual and social identity

- demonstrate capabilities to live, learn and participate in a changing world

- demonstrate collaboration and teamwork skills

- understand how knowledge is developed and organised

- reflect on their learning

Literacy in Community Learning

Students should develop and refine their literacy skills in Community Learning*, through:*

- Developing an understanding of, and using, the specific knowledge and appropriate subject terminology

- Communicating an understanding of their own learning

- Applying information literacy skills to identify, select and interpret information from different sources

- Demonstrating literacy skills through written, oral, multimodal, and/or visual forms of communication, as relevant and appropriate to the context

- Communicating effectively with a range of people with differing expertise, in different settings, to develop and share their understanding.

Numeracy in Community Learning

Students should develop and refine their numeracy skills in Community Learning*, through:*

- Developing an understanding of, and using, mathematical concepts appropriate to subject content

- Using, collating, and interpreting numerical, statistical, and spatial information that can be applied to their learning activity.[1]

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[1] *The developers acknowledge the SACE Community Studies 2010 curriculum document in the development of literacy and numeracy skills.*

Concepts, Knowledge and Skills

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

Concepts and Knowledge

Personal development

- personal and social identity
- autonomy and self-determination
- health, including: physical, mental, spiritual, social and emotional
- relationships
- leadership

Community Participation

- types of communities
- cultural diversity
- community roles, rights and responsibilities
- active community engagement
- ethics in the community

Learning Processes

- learning strategies
- self-direction
- learning styles
- motivation
- innovation and creativity

Skills

- locating, selecting and interpreting information
- problem solving
- reflecting
- metacognition
- transferring knowledge and skills
- interpersonal and communication skills
- teamwork and collaboration
- using a range of technologies
- goal setting and planning
- resilience
- adaptability
- using feedback

Vocational Courses

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

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

TEACHING STRATEGIES

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

Teaching strategies that are particularly relevant and effective in Community Learning include, but are not limited to:

Reviewing prior learning, knowledge and experiences

- brainstorming individual, pair and group work
- student reflection on their prior learning, knowledge and experiences relevant to the concepts and skills that are taught

Introducing new material

- exposure to quality materials through a variety of media
- exposure to experiences outside the school environment

Providing demonstration, guided practice and application

- demonstration and modelling
- scaffolding tasks
- simulated work and problem solving scenarios
- strategies for problem solving

Promoting independent practice and application

- enquiry based learning
- planning activities – process of planning, implementing and evaluating negotiated activities
- regular and meaningful feedback and reflection

ASSESSMENT

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

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

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

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

VET Assessment

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

Assessment Criteria

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

- knowledge and understanding

- skills.

Assessment Task Types - A

Task Type		Community Learning
Evidence portfolio	diary journal learning/contract portfolio	**Practical experiences may include:** • community projects and events • internship • work experience **Evidence of learning may include:** • plan • report • assessment evidence • work diary • journal • record of interview
Presentations	practical project reports multimedia presentations oral presentation panel presentation	• employment performance report/appraisal or reflection **Self directed research may include:** • interviews • surveys • observations • data collection
Weightings in A 1.0 Units	40% - 75%	25% - 60%
Weightings in A 0.5 Units	40% - 75%	25% - 60%

Assessment Task Types - M

Task Type		Community Learning
Evidence portfolio	diary journal learning/contract portfolio	**Practical experiences may include:** • community projects and events • internship • work experience **Evidence of learning may include:** • plan • report • assessment evidence • work diary
Presentations	practical project reports multimedia presentations oral presentation panel presentation	• journal • record of interview • employment performance report/appraisal or reflection **Self directed research may include:** • interviews • surveys • observations • data collection
Weightings in M 1.0 Units	10 - 90%	10 - 90%
Weightings in M 0.5 Units	10 - 90%	10 - 90%

Additional Assessment Advice for A and M

A variety of task types is recommended.

The Board recommends 3-5 assessment tasks across a standard unit (1.0) and 2-3 assessment tasks for a half standard unit (0.5). Assessment is to be differentiated for A and M courses. Assessment tasks in all courses need to be appropriate to the classification and cater for the needs of students. Creative, open-ended and rich learning tasks are recommended.

ACHIEVEMENT STANDARDS

Student achievement in A and M units is reported based on system standards as an A-E grade. Grade descriptors, and standard work samples where available, provide a guide for teacher judgement of students' achievement over the unit.

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

VET

Students must demonstrate competency according to training package and industry requirements. Achievement benchmarks are documented as elements of competence under each Unit of Competency

Achievement Standards for (A) courses - Year 11

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Knowledge and understanding	• explains perspectives and attitudes in texts and social interactions • applies knowledge and skills in a range of situations to achieve an outcome solutions • explains problems and develops solutions • reflects on the process of their learning and considers feedback to make informed decisions	• describes perspectives and attitudes in texts and social interactions • applies knowledge and skills in familiar situations to achieve an outcome • classifies problems and proposes solutions • reflects on the process of their learning and considers feedback	• describes attitudes in texts and social interactions • applies skills in familiar situations to achieve an outcome • identifies problems and determines a solution • reflects on and identifies individual learning preferences	• identifies attitudes in texts and social interactions • applies basic skills in familiar situations to achieve an outcome • summarises problems • identifies individual learning preferences	• with guidance, identifies attitudes in social interactions • with guidance, applies basic skills in familiar situations • with guidance, recognises problems • with guidance, identifies individual learning preferences
Skills	• communicates effectively using a range of techniques and technologies to deliver clear and purposeful presentations • uses accurate terminology and specific knowledge of concepts • uses a range of communication techniques to effectively interact and collaborate with peers and the wider community	• communicates using appropriate techniques and technologies to deliver clear presentations • uses appropriate terminology and specific knowledge of concepts • uses some communication techniques to interact and collaborate with peers	• communicates using techniques and technologies to deliver presentations • use terminology and relevant knowledge of concepts • uses basic communication techniques to interact with peers	• communicates using basic techniques and some technologies to deliver presentations • uses some terminology and relevant knowledge of concepts • uses a limited number of communication techniques to interact with peers	• with guidance, communicates using basic techniques and some technologies to deliver presentations • with guidance, uses terminology • with guidance, uses appropriate communication techniques

Achievement Standards for (A) courses - Year 12

	A student who achieves an **A** grade typically	A student who achieves a **B** grade typically	A student who achieves a **C** grade typically	A student who achieves a **D** grade typically	A student who achieves an **E** grade typically
Knowledge and understanding	• explains perspectives, values and attitudes in texts and social interactions	• examines perspective and attitudes in texts and social interactions	• describes perspectives and attitudes texts and social interactions	• recognise perspectives and attitudes in texts and social interactions	• with guidance, recognises attitudes in texts and social interactions
	• adapts knowledge and skills in a range of situations to achieve a intended outcome	• applies knowledge and skills in a range of situations to achieve an outcome	• applies knowledge and skills in familiar situations to achieve an outcome	• applies skills in familiar situations to achieve an outcome a solution	• with guidance, applies skills in familiar situations
	• explains problems and creates innovative solutions	• examines problems and develops solutions	• classifies problems and proposes solutions	• identifies problems	• with guidance, recognises problems
	• reflects on the process of their learning and examines feedback to inform a preferred outcome	• reflects on the process of their learning and considers feedback to inform a preferred outcome	• reflects on the process of their learning and considers feedback	• identifies the process of their learning	• with guidance, recognises the process of their learning
Skills	• communicates effectively using a range of techniques and technologies to convey purposeful, original and insightful presentations	• communicates using a range of techniques and technologies to convey purposeful and clear presentations	• communicates using appropriate techniques and technologies to convey clear presentations	• communicates using basic techniques and technologies to presentations	• with guidance, communicates and interacts using basic techniques and technologies to presentations
	• consistently uses accurate terminology and specific knowledge of concepts	• uses accurate terminology and specific knowledge of concepts	• uses appropriate terminology and some knowledge of concepts	• uses terminology relevant to the discipline	• with guidance, uses terminology
	• uses a wide range of communication strategies to effectively interact and collaborate with peers and the wider community	• uses a range of communication strategies to effectively interact and collaborate with peers and the wider community	• uses some communication strategies to effectively interact with peers and the wider community	• uses a limited number of communication strategies to interact with peers and the wider community	• with guidance, uses appropriate communication strategies

Achievement Standards for (M) Courses -Years 11 and 12

	A student who achieves an A grade typically	*A student who achieves a B grade typically*	*A student who achieves a C grade typically*	*A student who achieves a D grade typically*	*A student who achieves an E grade typically*
Knowledge and understanding	• explains problems and create solutions applying a range of skills	• describes problems and identify solutions applying appropriate skills	• with some guidance, identifies problems with and applies skills	• with considerable guidance, identifies some problems	• with direct instruction, identifies basic problems
Skills	• communicates and interacts using a range of techniques and technologies	• communicates and interacts using techniques and technologies	• with some guidance, communicates and interacts using techniques and technologies	• with considerable guidance, communicates and interacts using basic techniques and technologies	• with direct instruction, communicates using basic technologies
	• selects relevant information and explains the main ideas	• selects relevant information and describes the main ideas	• with some guidance, identifies main ideas from a given text	• with considerable guidance, identifies some main ideas from a given text	• with direct instruction, identifies basic information from a given text
	• uses communication and collaboration to interact positively with peers and the wider community	• uses communication to interact positively with peers and the wider community	• with some guidance, uses communication to interact with peers and the wider community	• with considerable guidance, uses some communication to interact with peers and the wider community	• with direct instruction, communicates with peers and the wider community

MODERATION

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment

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

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

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

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

The Moderation Model

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

Moderation by Structured, Consensus-based Peer Review

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

Preparation for Structured, Consensus-based Peer Review

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

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

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

The College Course Presentation

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

- a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges

- a set of student portfolios containing marked and/or graded written and non-written assessment responses on which the unit grade decision has been made is to be included in the student review portfolios.

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

BIBLIOGRAPHY

References for Curriculum Development

Community Studies, Subject Outline Stage 1 and 2, 2013, SACE, Wayville SA

Cross-Disciplinary Studies, Subject Outline Stage 1 and 2013, SACE, Wayville SA

Technology Life Skills, Stage 6 Syllabus, 1997, NSW Board of Studies

Work and the Community Life Skills Course, 2007, NSW Board of Studies

Personal Development, Health and Physical Education Life Skills Course Syllabus, 2007, NSW Board of Studies

Human Society and Its Environment Life Skills Stage 6 Syllabus 2010, NSW Board of Studies

Disability Standards for Education 2005

Student Guide: Equitable assessment and special consideration in assessment in Years 11 and 12

COURSE FRAMEWORK GROUP

Name	College
Craig Edwards	Gungahlin College
Bridget Martin	Erindale College
Marie Uren	the Canberra College

The group gratefully acknowledges the work of previous groups who developed and revised the title Course Framework

Appendix A, Part A – Common Curriculum Elements

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

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

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