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|  | Humanities & Social Science Framework |

# Introduction

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

The capabilities include:

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

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

* Aboriginal and Torres Strait Islander histories and cultures
* Asia and Australia’s engagement with Asia
* Sustainability.

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

# Frameworks

Frameworks make provision for development of courses with their own discrete knowledge, symbols, language, processes and skills. In addition, frameworks will also make provision for courses that draw knowledge, symbols, languages, processes and skills across or within disciplines.

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

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

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### Underpinning beliefs

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

### Learning principles

* Learning builds on existing knowledge, understandings and skills.

(Prior knowledge)

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

(Deep knowledge and connectedness)

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

(Metacognition)

* Learners’ sense of self and motivation to learn affects learning.

(Self-concept)

* Learning needs to take place in a context of high expectations.

(High expectations)

* Learners learn in different ways and at different rates.

(Individual differences)

* Different cultural environments, including the use of language, shape learner understandings and the way they learn.

(Socio-cultural effects)

* Learning is a social and collaborative function as well as an individual one.

(Collaborative learning)

* Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.

(Explicit expectations and feedback)

# Rationale

Humanities & Social Science is the study of how people process and document the human experience and their place in it. It empowers students to better understand humankind, society and culture and communicate ideas for the future. Humanities & Social Science examines what it means to be human and to ask questions about society and its institutions.

By analysing how people have tried to make moral, spiritual and intellectual sense of the world, it promotes empathy and understanding. It also requires students to deal critically and logically with what can be subjective, complex and imperfect information.

Humanities & Social Science courses provide a context for the contemporary world and a framework for students to critically and creatively assess possible, probable and preferred futures for themselves and the world in which they live. It empowers students to make informed and reasoned decisions for the public good as citizens of a culturally diverse and complex and interdependent world.

The study of Humanities & Social Science promotes well-rounded, thinking, analytical young citizens equipped for the demands of the 21st Century globalised world.

Courses written under this framework focus on concepts from a discipline or draw ideas from a number of disciplines. The analytical, critical and communication skills taught in the Humanities & Social Science will be valuable for future study, work or profession.

# Goals

All courses based on this Framework should enable students to:

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

# 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**

* identity
* society
* change
* culture
* environment
* relationships
* empathy
* responsibility

**Knowledge**

* discipline knowledge
* perspectives/issues/ideas
* methodologies
* institutions

**Skills**

* critical and creative thinking
* self-reflection and management
* futures thinking
* synthesis of information
* creating solutions
* analysing and evaluating
* problem solving
* decision making
* reflecting on own learning
* interpersonal and intrapersonal strategies
* communicating.

# Teaching Strategies

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

# Assessment

The identification of criteria within the achievement standards 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** 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

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| **Suggested tasks:**   * interview based report * commentary * annotated bibliography * in-class essay * debate * portfolio * field work * lab research * viva voce * document/source analysis * report * role play * research & design report * test/exam | * oral (seminar) * empathetic response * writing task * response to stimulus * exposition * extended response * essay * website * multimodal * creative response * interview * discussion forum * practical project * workshop |
| **Weightings in A/T/M 1.0 and 0.5 Units:**  No task be weighted more than 40% for a standard 1.0 unit.  No task be weighted more than 50% for a half-standard 0.5 unit. | |

### Additional Assessment Advice

* For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five.
* For a half standard unit (0.5), students must complete a minimum of two and a maximum of three assessment tasks.
* Assessment tasks for a standards (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

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

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

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| **Achievement Standards Humanities & Social Science A Course Year 11** | | | | | |
|  | A student who achieves an **A** grade typically | A student who achieves a **B** grade typically | A student who achieves a **C** grade typically | A student who achieves a **D** grade typically | A student who achieves an **E** grade typically |
| Knowledge and understanding | analyses histories, environments, systems, data and cultures | explains histories, environments, systems, data and cultures | describes histories, environments, systems, data and cultures | describes some histories, environments, systems, data and cultures | identifies histories, environments, systems, data and cultures |
| analyses the significance of issues/events | explains the significance of issues/events | describes the significance of issues/events | identifies issues/events and their significance | identifies issues/events with little to no reference to their significance |
| analyses the contestable nature of different interpretations, representations and perspectives related to individuals/ society/institutions | explains the contestable nature of different interpretations, representations and perspectives related to individuals/ society/institutions | describes the contestable nature of different interpretations, representations and perspectives related to individuals/ society/institutions | describes some aspects of the contestable nature of different interpretations, representations and perspectives related to individuals/ society/institutions | recognises nil or minimal different interpretations, representations and perspectives related to individuals/ society/institutions |
| * analyses concepts in personal, cultural, social and or historical contexts | explains concepts and principles in personal, cultural, social and or historical contexts | describes concepts and principles in personal, cultural, social and or historical contexts | describes some concepts and principles in personal, cultural, social and or historical contexts | identifies concepts and principles in personal, cultural, social and or historical contexts |
| Skills | * undertakes an inquiry, self-managing elements of the process, selecting and using relevant evidence based on evaluation of credible sources | * undertakes an inquiry, self-managing elements of the process, selecting and using relevant evidence based on analysis of credible sources | * undertakes an inquiry, self-managing elements of the process, selecting and using relevant evidence based on credible sources | undertakes an inquiry, with some self-managing of elements of the process, selecting and using relevant evidence based on credible sources | * undertakes an inquiry, demonstrating little to no self-management of the process, using minimal evidence and sources |
| * applies critical and/or creative thinking skills and appropriate methodologies to investigate a need, problem or challenge | applies critical thinking skills and appropriate methodologies to investigate a need, problem or challenge | applies some critical thinking skills and appropriate methodologies to investigate a need, problem or challenge | * applies few critical thinking skills and appropriate methodologies to investigate a need, problem or challenge | * applies minimal or no critical thinking skills and appropriate methodologies to investigate a need, problem or challenge |
| analyse different disciplines’ theories, concepts and or principles to inform decision making to solve a problem | explains different disciplines’ theories, concepts and or principles to inform decision making to solve a problem | describes different disciplines’ theories, concepts and or principles to inform decision making to solve a problem | uses different disciplines’ theories, concepts and or principles to inform decision making to solve a problem | identifies minimal different disciplines’ theories, concepts and principles to inform decision making to solve a problem |
| communicates complex ideas and coherent arguments using relevant evidence, appropriate language and accurate referencing | communicates ideas and coherent arguments using relevant evidence, appropriate language and accurate referencing | communicates ideas and arguments appropriately using relevant evidence, appropriate language and accurate referencing | communicates ideas and arguments using some evidence, appropriate language and referencing | communicates basic ideas and arguments using minimal evidence, language and referencing |
| * reflects on own thinking and learning with insight into the significance of the Humanities & Social Science in shaping values and attitudes | * reflects on own thinking and learning with some insight into the significance of the Humanities & Social Science in shaping values and attitudes | * reflects on own thinking and learning referring to the significance of the Humanities & Social Science | * reflects on own learning with little or no insight into the significance of the Humanities & Social Science | * reflects with minimal insight on own learning or the significance of Humanities and Social Science |

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| **Achievement Standards Humanities & Social Science T Course Year 11** | | | | | |
|  | A student who achieves an **A** grade typically | A student who achieves a **B** grade typically | A student who achieves a **C** grade typically | A student who achieves a **D** grade typically | A student who achieves an **E** grade typically |
| Knowledge and understanding | * evaluates histories, environments, systems, data and cultures to understand individual and collective behaviour | * analyses histories, environments, systems, data and cultures to understand individual and collective behaviour | * explains histories, environments, systems, data and cultures to understand individual and collective behaviour | * describes histories, environments, systems, data and cultures demonstrating some understanding individual and collective behaviour | * describes histories, environments, systems, data and cultures with little to no reference to the individual and collective behaviour |
| * evaluates the significance of issues/events with the use of evidence | * analyses the significance of issues/events with the use of evidence | * explains the significance of issues/events with the use of evidence | * describes issues/events and identifies its significance with some use of evidence | * identifies issues/events with little to no reference to its significance and minimal use of evidence |
| * critically analyses the contestable nature of different interpretations, representations and perspectives related to individuals/society/institutions | * analyses the contestable nature of different interpretations, representations and perspectives related to individuals/society/institutions | * explains the contestable nature of different interpretations, representations and perspectives related to individuals/society/institutions | * describes the contestable nature of different interpretations, representations and perspectives related to individuals/society/institutions | * identifies different interpretations, representations and perspectives related to individuals/society/institutions |
| * critically analyses processes of change to understand our world and our place in the world | * analyses processes of change to understand our world and our place in the world | * explains processes of change to understand our world and our place in the world | * describes processes of change to understand our world and our place in the world | * identifies processes of change with little to no reference our world and our place in the world |
| * critically analyses concepts and principles, ideas, movements and developments and evaluates their significance in personal, cultural, social and or historical context | * analyses concepts and principles, ideas, movements and developments, and explains their significance in personal, cultural, social and or historical context | * explains concepts and principles, ideas, movements and developments, and explains their significance in personal, cultural, social and or historical context | * describes concepts and principles, ideas, movements and developments with some reference to their significance in personal, cultural, social and or historical context | * identifies concepts and principles, ideas, movement and developments with little to no reference to their significance in personal, cultural, social and or historical context |
| Skills | * undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on critical evaluation of credible sources | * undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on critical analysis of credible sources | * undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on analysis of credible sources | * undertakes an inquiry, with some self-managing of the process, selecting and using relevant evidence based some analysis of sources | * undertakes an inquiry, demonstrating with little to no self-management of the process, using minimal evidence |
| * applies critical and creative thinking skills and appropriate methodologies to investigate a complex need, problem or challenge | * applies critical thinking skills and appropriate methodologies to investigate a complex need, problem or challenge | * applies critical thinking skills and appropriate methodologies to investigate a need, problem or challenge | * applies some critical thinking skills and appropriate methodologies to investigate a need, problem or challenge | * applies few or no critical thinking skills and appropriate methodologies to investigate a need, problem or challenge |
| * selects, constructs and uses appropriate representations to analyse patterns, trends, interconnections, and relationships such as cause and effect | * selects, constructs and uses appropriate representations to explain patterns, trends, interconnections and relationships such as cause and effect | * selects, constructs and uses appropriate representations to describe patterns, trends, interconnections, and relationships such as cause and effect | * selects, constructs and uses appropriate representations and identifies some patterns, trends, interconnections, and relationships such as cause and effect | * selects, constructs and uses appropriate representations and identifies little or no patterns, trends, interconnections, and relationships such as cause and effect |
| * synthesises theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making | * analyses theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making | * explains theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making | * describes theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making | * identifies some theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making |
| * communicates complex ideas and coherent and sustained arguments using relevant evidence, appropriate language and accurate referencing | * communicates ideas and coherent arguments using relevant evidence, appropriate language and accurate referencing | * communicates ideas and arguments applicably using relevant evidence, appropriate language and accurate referencing | * communicates ideas and arguments using some evidence, appropriate language and accurate referencing | * communicates basic ideas and arguments using minimal evidence, language and accurate referencing |
| * reflects with insight on own thinking and learning in HASS, evaluating the impact on attitudes and values and the potential for HASS to generate knowledge in the public good | * reflects on own thinking and learning in Humanities & Social Science, analysing the impact on values and attitudes, and the potential for HASS to generate knowledge in the public good | * reflects on own thinking and learning in Humanities & Social Science, explaining the impact on values and attitudes, and the potential for HASS to generate knowledge in the public good | * reflects on own thinking and learning in Humanities & Social Science and describes the impact on values and attitudes, and potential to generate knowledge in the public good | * reflects on own thinking and learning in Humanities & Social Science with little or no reference to the impact on values and attitudes, and potential to generate knowledge in the public good |

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| **Achievement Standards Humanities & Social Science A Course Year 12** | | | | | |
|  | A student who achieves an **A** grade typically | A student who achieves a **B** grade typically | A student who achieves a **C** grade typically | A student who achieves a **D** grade typically | A student who achieves an **E** grade typically |
| Knowledge and understanding | * analyses histories, environments, systems, data and cultures to understand individual and collective behaviour | * explains histories, environments, systems, data and cultures to understand individual and collective behaviour | * describes histories, environments, systems, data and cultures to understand individual and collective behaviour | * describes histories, environments, systems, data and cultures demonstrating some understanding of individual and collective behaviour | * describes histories, environments, systems, data and cultures with little to no reference to the individual and collective behaviour |
| * analyses the significance of issues/events with the use of evidence and analyses impacts to predict possible futures | * explains the significance of issues/events with the use of evidence and explains impacts to predict possible futures | * describes the significance of issues/events with the use of evidence and describes impacts to predict possible futures | * describes issues/events and identifies their significance and impacts with some use of evidence | * identifies issues/events with little to no reference to their significance and impact with minimal use of evidence |
| * analyses the contestable nature of different interpretations, representations and perspectives related to individuals/society/institutions and their relationship to a fair, secure, resilient society | * explains the contestable nature of different interpretations, representations and perspectives related to individuals/society/institutions and explains the relationship to a fair, secure, resilient society | * describes the contestable nature of different interpretations, representations and perspectives related to individuals/society/institutions and describes the relationship to a fair, secure, resilient society | * identifies the contestable nature of different interpretations, representations and perspectives related to individuals/society/institutions with some reference to its relationship with a fair, secure, resilient society | * identifies different interpretations, representations and perspectives related to individuals/society/institutions with little to no reference to their relationship with a fair, secure, resilient society |
| * analyses concepts and principles and evaluates the significance of ideas, movements, developments in personal, cultural, social and or historical contexts | * explains concepts and principles and the significance of ideas, movements, developments in personal, cultural, social and or historical contexts | * describes concepts and principles and the significance of ideas, movements, developments in personal, cultural, social and or historical contexts | * describes concepts and principles with some reference to the significance of ideas, movements, developments in personal, cultural, social and or historical contexts | * identifies concepts and principles with little to no reference to the significance of ideas, movements, developments in personal, cultural, social and or historical contexts |
| * analyses and evaluates processes of change to understand our world and our place in the world | * analyses processes of change to understand our world and our place in the world | * explains processes of change to understand our world and our place in the world | * describes processes of change to understand our world and our place in the world | * identifies processes of change with little to no reference to our world and our place in the world |
| Skills | * undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on evaluation of credible sources | * undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on analysis of credible sources | * undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on credible sources | * undertakes an inquiry, with some self-managing of the process, selecting and using relevant evidence based on some credible sources | * undertakes an inquiry, demonstrating little to no self-management of the process, using minimal evidence |
| * applies critical and creative thinking skills and appropriate methodologies to coherently investigate a need, problem or challenge | * applies critical and creative thinking skills and appropriate methodologies to investigate a need, problem or challenge | * applies critical thinking skills and appropriate methodologies to investigate a need, problem or challenge | * applies some critical thinking skills and appropriate methodologies to investigate a need, problem or challenge | * applies minimal critical thinking skills and appropriate methodologies to investigate a need, problem or challenge |
| * selects, constructs and uses appropriate representations to analyse patterns, trends, interconnections and relationships such as cause and effect | * selects, constructs and uses appropriate representations to explain patterns, trends, interconnections and relationships such as cause and effect | * selects, constructs and uses appropriate representations to describe patterns, trends, interconnections and relationships such as cause and effect | * selects, constructs and uses appropriate representations and identifies some patterns, trends, interconnections and relationships such as cause and effect | * selects, constructs and uses appropriate representations and identifies few or no patterns, trends, interconnections and relationships such as cause and effect |
| * reflects with insight on own thinking and learning and the significance of the Humanities & Social Science in shaping values and attitudes | * reflects on own thinking and learning with some insight into the significance of the Humanities & Social Science in shaping values and attitudes | * reflects on own thinking and learning with some insight into the significance of the Humanities & Social Science | * reflects on own learning with little or no insight into the significance of the Humanities & Social Science | * reflects with minimal insight on own learning or the significance of Humanities and Social Science |
| * analyses different disciplines’ theories, concepts and or principles to propose plausible solutions to problems and inform decision making | * explains different disciplines’ theories, concepts and or principles to propose plausible solutions to problems and inform decision making | * describes different disciplines’ theories, concepts and or principles to propose plausible solutions to problems and inform decision making | * uses different disciplines’ theories, concepts and or principles to propose solutions to problems and inform decision making | * identifies minimal or no different disciplines’ theories, concepts and or principles to propose solutions to problems and inform decision making |
| * communicates complex ideas and coherent and sustained arguments using relevant evidence, appropriate language and accurate referencing | * communicates ideas and coherent arguments using relevant evidence, appropriate language and accurate referencing | * communicates applicable ideas and arguments using relevant evidence, appropriate language and accurate referencing | * communicates ideas and arguments using some evidence, appropriate language and referencing | * communicates basic ideas and arguments using minimal evidence, language or referencing |

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| **Achievement Standards Humanities & Social Science T Course Year 12** | | | | | |
|  | A student who achieves an **A** grade typically | A student who achieves a **B** grade typically | A student who achieves a **C** grade typically | A student who achieves a **D** grade typically | A student who achieves an **E** grade typically |
| Knowledge and understanding | evaluates histories, environments, systems, data and cultures to understand individual and collective behaviour | analyses histories, environments, systems, data and cultures to understand individual and collective behaviour | explains histories, environments, systems, data and cultures to understand individual and collective behaviour | describes histories, environments, systems, data and cultures demonstrating some understanding of individual and collective behaviour | describes histories, environments, systems, data and cultures with little to no reference to the individual and collective behaviour |
| evaluates the significance of issues/events with the use of evidence and analyses impacts to predict possible futures | analyses the significance of issues/events with the use of evidence and explains impacts to predict possible futures | explains the significance of issues/events with the use of evidence and describes impacts to predict possible futures | describes issues/events and identifies their significance and impact with some use of evidence | identifies issues/events with little to no reference to their significance and impact with minimal use of evidence |
| critically analyses the contestable nature of different interpretations, representations and perspectives related to individuals/ society/institutions and evaluates their relationships to a fair, secure, resilient society | analyses the contestable nature of different interpretations, representations and perspectives related to individuals/ society/institutions and explains their relationships to a fair, secure, resilient society | explains the contestable nature of different interpretations, representations and perspectives related to individuals/ society/institutions and describes their relationships to a fair, secure, resilient society | describes the contestable nature of different interpretations, representations and perspectives related to individuals/ society/institutions with some reference to their relationships with a fair, secure, resilient society | identifies different interpretations, representations and perspectives related to individuals/society/institutions with little to no reference to their relationships with a fair, secure, resilient society |
| critically analyses processes of change to understand our world and our place in the world and evaluates the role of influences such as technologies and innovation | analyses processes of change to understand our world and our place in the world and explains the role of influences such as technologies and innovation | explains processes of change to understand our world and our place in the world and describes the role of influences such as technologies and innovation | describes processes of change to understand our world and our place in the world with some reference to the role of influences such as technologies and innovation | identifies processes of change with little to no reference to our world, our place in the world and influences such as the role of technologies and innovation in change |
| critically analyses concepts and principles, ideas, movements and developments and evaluates their significance in personal, cultural, social and/or historical contexts | analyses concepts and principles, ideas, movements and developments, and explains their significance in personal, cultural, social and/or historical contexts | explains concepts and principles, ideas, movements and developments, and explains their significance in personal, cultural, social and/or historical contexts | describes concepts and principles, ideas, movements and developments with some reference to their significance in personal, cultural, social and or historical contexts | identifies concepts and principles, ideas, movement and developments with little to no reference to their significance in personal, cultural, social and or historical contexts |
| Skills | applies critical and creative thinking skills and appropriate methodologies to investigate a complex need, problem or challenge | applies critical thinking skills and appropriate methodologies to investigate a complex need, problem or challenge | applies critical thinking skills and appropriate methodologies to investigate a need, problem or challenge | applies some critical thinking skills and appropriate methodologies to investigate a need, problem or challenge | applies few or no critical thinking skills and appropriate methodologies to investigate a need, problem or challenge |
| undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on evaluation of credible sources | undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on analysis of credible sources | undertakes an inquiry, self-managing the process, selecting and using relevant evidence based on credible sources | undertakes an inquiry, with some self-managing of the process, selecting and using relevant evidence based on some credible sources | undertakes an inquiry, demonstrating little to no self-management of the process, using minimal evidence |
| selects, constructs and uses appropriate representations to analyse patterns, trends, interconnections and relationships such as cause and effect | selects, constructs and uses appropriate representations to explain patterns, trends, interconnections and relationships such as cause and effect | selects, constructs and uses appropriate representations to describe patterns, trends, interconnections and relationships such as cause and effect | selects, constructs and uses appropriate representations to identify some patterns, trends, interconnections and relationships such as cause and effect | selects, constructs and uses appropriate representations to identify few or no patterns, trends, interconnections and relationships such as cause and effect |
| reflects with insight on own thinking and learning in Humanities & Social Science, evaluating the impact on values and attitudes, and the potential for Humanities & Social Science to generate knowledge in the public good | reflects on own thinking and learning in Humanities & Social Science, analysing the impact on values and attitudes, and the potential for Humanities & Social Science to generate knowledge in the public good | reflects on own thinking and learning in Humanities & Social Science, explaining the impact on values and attitudes, and the potential for Humanities & Social Science to generate knowledge in the public good | reflects on own thinking and learning in Humanities & Social Science and describes impact on values and attitudes, and potential to generate knowledge in the public good | reflects on own thinking and learning in Humanities & Social Science with little or no reference to the impact on values and attitudes, and potential to generate knowledge in the public good |
| synthesises theories, concepts and principles from a range of disciplines to propose plausible and creative solutions to problems and inform decision making | analyses theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making | explains theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making | describes theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making | identifies some theories, concepts and principles from a range of disciplines to propose plausible solutions to problems and inform decision making |
| communicates complex ideas and coherent and sustained arguments in a range of modes using relevant evidence, appropriate language and accurate referencing | communicates ideas and coherent arguments using relevant evidence, appropriate language and accurate referencing | communicates ideas and arguments appropriately using relevant evidence, appropriate language and accurate referencing | communicates ideas and arguments using some evidence, appropriate language and referencing | communicates basic ideas and arguments using minimal evidence, language and referencing |

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| **Achievement Standards Humanities & Social Science M Course** | | | | | |
|  | *A student who achieves an* ***A*** *grade typically* | *A student who achieves a* ***B*** *grade typically* | *A student who achieves a* ***C*** *grade typically* | *A student who achieves a* ***D*** *grade typically* | *A student who achieves an* ***E*** *grade typically* |
| **Knowledge and understanding** | describes a significant issue/event with independence | describes a significant issue/event with some independence | describes a significant issue/event with assistance | describes a significant issue/event with repeated cueing | describes a significant issue/event with direct instruction |
| describes different perspectives and interpretations of an issue/event with independence | describes different perspectives and interpretations of an issue/event with some independence | describes different perspectives and interpretations of an issue/event with assistance | describes different perspectives and interpretations of an issue/event with repeated cueing | describes different perspectives and interpretations of an issue/event with direct instruction |
| **Skills** | undertakes an inquiry, self-managing the process with independence | undertakes an inquiry, self-managing the process with some independence | undertakes an inquiry, self-managing the process with assistance | undertakes an inquiry, self-managing the process with repeated cueing | undertakes an inquiry with direct instruction |
| applies appropriate methodology to investigate a need, problem or challenge with independence | applies appropriate methodology to investigate a need, problem or challenge with some independence | applies appropriate methodology to investigate a need, problem or challenge with assistance | applies appropriate methodology to investigate a need, problem or challenge with repeated cueing | applies appropriate methodology to investigate a need, problem or challenge with direct instruction |
| describes relationships such as cause and effect with independence | describes relationships such as cause and effect with some independence | describes relationships such as cause and effect with assistance | describes relationships such as cause and effect with repeated cueing | describes relationships such as cause and effect with direct instruction |
| draws ideas from different disciplines to propose a solution to a problem with independence | draws ideas from different disciplines to propose a solution to a problem with some independence | draws ideas from different disciplines to propose a solution to a problem with assistance | draws ideas from different disciplines to propose a solution to a problem with repeated cueing | draws ideas from different disciplines to propose a solution to a problem with direct instruction |
| communicates ideas using appropriate language with independence | communicates ideas using appropriate language with some independence | communicates ideas using appropriate language with assistance | communicates ideas using appropriate language with repeated cueing | communicates ideas using appropriate language with direct instruction |

# Moderation

Moderation is a system designed and implemented to:

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

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

### The Moderation Model

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

### Moderation by Structured, Consensus-based Peer Review

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

### Preparation for Structured, Consensus-based Peer Review

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

In the lead up to Moderation Day, a College Course Presentation (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.

# Framework Group

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| Name | College |
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# Appendix 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.

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| 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 B - Glossary of Verbs

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| 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 |