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Indigenous Culture and Languages

A/T/M

Front Cover Art provided by Canberra College student Aidan Giddings

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# The ACT Senior Secondary System

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

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

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

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

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

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

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

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

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

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

# ACT Senior Secondary Certificate

Courses of study for the ACT Senior Secondary Certificate:

* provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
* enable students to develop the essential capabilities for twenty-first century learners
* empower students as active participants in their own learning
* engage students in contemporary issues relevant to their lives
* foster students’ intellectual, social, and ethical development
* nurture students’ wellbeing, and physical and spiritual development
* enable effective and respectful participation in a diverse society.

Each course of study:

* comprises an integrated and interconnected set of knowledge, skills, behaviours, and dispositions that students develop and use in their learning across the curriculum
* is based on a model of learning that integrates intended student outcomes, pedagogy, and assessment
* outlines teaching strategies which are grounded in learning principles and encompass quality teaching
* promotes intellectual quality, 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)

* 1. 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)

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

(Metacognition)

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

(Self-concept)

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

(High expectations)

* 1. Learners learn in different ways and at different rates.

(Individual differences)

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

(Socio-cultural effects)

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

(Collaborative learning)

* 1. 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](http://www.australiancurriculum.edu.au).

### Literacy

This course provides a learning platform for developing skills in literacy through reading written text, listening to indigenous voice, media, film, radio, and multi-media. Students extract key ideas, make their own texts and representations, and justify their ideas. Students explore indigenous language explicitly, making connections to English structural forms.

Through analysis of sources and identifying concepts such as context, purpose, intent, relevance, inference, bias, and reliability, they engage in literacy.

Through engagement with local community and each other, students learn respectful ways of communicating.

### Numeracy

In Indigenous Culture and Languages, students extend numeracy skills through activities such as examining time-lines, interpreting, and representing data, and reading maps and graphic representations.

### Information and Communication Technology (ICT) Capability

In this subject, students extend and apply their ICT capability by, for example:

* researching and accessing information using a variety of technologies
* learning from Aboriginal voices through digital, audio visual, and multimedia sources
* students may collect, represent, and analyse data electronically, collaborating in a digital environment; for example, using social media. They will present information and findings using multimodal formats.

### Critical and Creative Thinking

Indigenous Culture and Languages makes high demands on students to critically appraise and synthesise information from a variety of sources. It challenges thinking and requires students to justify attitudes and viewpoints. Examining concepts through different lenses and contexts requires critical and creative thinking. An interdisciplinary approach to understanding political, health, economic, social, and historical influences requires rigour in thinking.

### Personal and Social Capability

Students demonstrate and develop collaborative skills and inter-personal capabilities in interacting both with indigenous community members and with peers, developing and extending respect for a variety of experiences and viewpoints. Students develop social capability in being receptive to changing their thinking, developing knowledge and attitudes in promoting social justice and equity and in influencing society to make the future more just and inclusive. They self-reflect on their own learning.

### Ethical Understanding

Students appreciate the diversity of viewpoints and interpretations, and make judgements and decisions based on their own values and attitudes. They debate the conflicting ideas from various historical and contemporary perspectives and explore ethical considerations.

### Intercultural Understanding

In this subject, students extend and apply their intercultural understanding capability by, for example, developing and extending understanding of the diversity of Aboriginal peoples’ identities and experiences, and exploring Aboriginal peoples’ ongoing resistance and survival to understand the impact on diversity, identities, and achievements.

Students learn about and appreciate the diversity and importance of Aboriginal cultural expressions, including language, literature, painting, music, performance, and oral traditions.

They respect and understand cultural protocols including intellectual and cultural property rights. Students establish informed attitudes about how the past influences the present and the future, acknowledging and applying understanding of narratives and accomplishments as told by Aboriginal peoples.

# Cross-Curriculum Priorities

### Aboriginal and Torres Strait Islander Histories and Cultures

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

ACARA’s organising ideas provide a coherent framework for the priority. This course directly studies these key concepts.

Students study the special connection to Country/Place by Aboriginal and Torres Strait Islander peoples and the unique belief systems that connect people physically and spiritually to Country/Place.

They develop knowledge of the diversity of Aboriginal and Torres Strait Islander peoples’ culture through language, ways of life and experiences as expressed through historical, social, and political lenses. It provides opportunities for students to gain a deeper understanding of Aboriginal and Torres Strait Islander peoples’ ways of being, knowing, thinking, and doing.

The course addresses the diversity of Aboriginal and Torres Strait Islander societies and the ways they have been represented and misrepresented.

### Asia and Australia’s Engagement with Asia

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

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

The Asia and Australia’s engagement with Asia priority has been developed around three key concepts; Asia and its diversity, achievements, and contributions of the peoples of Asia and Asia-Australia engagement. These concepts are regarded as fundamental to learning in the priority. Each concept comprises a range of organising ideas that provide a scaffold for developing related knowledge, understanding and skills. These are embedded in each learning area according to the relevance of its content to the organising ideas. An organising idea may draw on content from more than one learning area. Taken as a set, the organising ideas provide a coherent framework for the priority.

The first key concept highlights the diversity within and between the countries of the Asia region, from their cultures, societies, and traditions through to their diverse environments and the effects of these on the lives of people.

The second key concept examines the past and continuing achievements of the peoples of Asia, identifies their contribution to world history and acknowledges the influences that the Asia region has on the world’s aesthetic, and creative pursuits.

The third key concept addresses the nature of past and ongoing links between Australia and Asia, and develops the knowledge, understanding and skills, which make it possible to engage actively and effectively with peoples of the Asia region.

### Sustainability

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

This priority will allow all young Australians to develop the knowledge, skills, values, and world views necessary for them to act in ways that contribute to more sustainable patterns of living. It will enable individuals and communities to reflect on ways of interpreting and engaging with the world. The Sustainability priority 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.

The Sustainability priority is futures-oriented and calls on students to act sustainably as individuals and to participate in collective endeavours that are shared across local, regional, and global communities. It emphasises the interdependence of environmental, social, cultural, and economic systems.

**Indigenous Culture and Languages**

**A/T/M**

# Rationale

In this course, students explore the complexities, diversity, and unifying characteristics, as well as the rich opportunities of shared worlds and cultures. In studying Indigenous Culture and Languages, students will explore identity, social justice, and human rights issues relevant in local, national, and global contexts with particular reference to the world’s oldest continuing culture, the Australian Aboriginal and Torres Strait Islander peoples. The course provides learning that allows students to examine and reflect on how indigenous culture impacts on their own learning, and on the development of their knowledge and attitudes.

This course makes provision for students to engage with Ngunnawal culture and language in their own community. In addition, students will engage with indigenous language and culture in a range of contexts.

# Goals

This course should enable students to:

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

# Unit Titles

* Communities, Cultures, and Identities
* Representation and Perspectives
* Ways of Knowing
* Language and Wellbeing
* Independent Study

# Organisation of Content

### Communities, Cultures, and Identities

In this unit, students will explore the diversity of indigenous peoples and communities. Students will learn through local, national, and global contexts, building understanding of historical, socio-political, socio-economic, linguistic, and cultural concepts. This will have a strong community context with students learning to explore and reflect on the complexities of identity and the individual experience. Students will gain an appreciation of the resilience of the world’s oldest continuing culture in Aboriginal and Torres Strait Islander Australia and other global indigenous cultures.

### Representation and Perspectives

In this unit, students will explore the representations and misrepresentations of Indigenous peoples and communities through local, national, and global contexts and perspectives. Students will learn about the conflicts and triumphs of various communities and peoples over time. They will examine how narratives and language have positioned indigenous people throughout history. Students will explore social justice and human rights issues.

### Ways of Knowing

In this unit, students will develop insights into Aboriginal and/or Torres Strait Islander peoples through comparison with local, national, and global communities. Students will explore the complexities and rich opportunities of the concept of shared worlds and cultures, considering the personal experiences of community members. Students will investigate traditional and contemporary ways in which communities transfer language, knowledge, beliefs, and values including protocol, roles, and responsibilities. Students will engage with the arts, literature, and story-telling.

### Language and Wellbeing

In this unit, students will study the diversity and relatedness of languages in local, national, and global contexts and the extent to which language connects people to land and culture. Students will explore the connection between language and identity. Students will learn the history and complexities behind loss of language in Aboriginal and/or Torres Strait Islander communities and the consequences that flow from the loss of language. Students will come to appreciate the benefits, including wellbeing and connection to country, that come from language maintenance, recovery, revitalisation, and newer languages and language change.

### Independent Study

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

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

# Protocols for Teaching and Learning

Protocols for teaching and learning in this subject include:

* consult with elders who are valued and shown respect
* learn from Aboriginal and Torres Strait Islander people and communities
* access local resources and embed these into the learning
* acknowledge and respect the intellectual and cultural property of Aboriginal and Torres Strait Islander people
* access Aboriginal and Torres Strait Islander authored and produced materials
* provide opportunities for students to link traditional knowledge with contemporary contexts, where appropriate.

# Assessment

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

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

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

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

## Assessment Criteria

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

* knowledge and understanding
* skills.

## Assessment Task Types

|  |  |
| --- | --- |
| Suggested tasks:   * interview based report * commentary * annotated bibliography * in-class essay * debate * portfolio * field work * lab research * viva voce * document/source analysis * report * role play * research and design report * test/exam | * oral (seminar) * empathetic response * writing task * response to stimulus * exposition * extended response * essay * website * multimodal * creative response * interview * discussion forum * practical project * workshop |
| Weightings in A/T/M 1.0 and 0.5 Units:  No task 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 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 no later than at the distribution of the assessment task so that success criteria are clear.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Achievement Standards Humanities and Social Sciences A Course Year 11** | | | | | |
|  | *A student who achieves an* ***A*** *grade typically* | *A student who achieves a* ***B*** *grade typically* | *A student who achieves a* ***C*** *grade typically* | *A student who achieves a* ***D*** *grade typically* | *A student who achieves an* ***E*** *grade typically* |
| **Knowledge and understanding** | analyses histories, environments, systems, data and cultures | 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 ideas, events, texts, or people with a range of evidence | explains the significance of ideas, events, texts, or people with evidence | describes the significance of ideas, events, texts, or people with evidence | identifies ideas, events, texts, or people with some evidence and reference to significance | identifies ideas, events, texts, or people with little to no reference to evidence |
| analyses the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/ society/culture | explains the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/ society/culture | describes the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/ society/culture | describes some aspects of the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/ culture | recognises nil or minimal different interpretations, representations and perspectives related to individuals/institutions/ society/culture |
| 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 | undertakes an inquiry, demonstrating little to no self-management of the process, using minimal evidence |
| 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 with insight on own thinking and learning and the significance of the Humanities and Social Sciences in shaping values and attitudes | reflects with some insight on own thinking and learning and the significance of the Humanities and Social Sciences in shaping values and attitudes | reflects on own thinking and learning and the significance of the Humanities and Social Sciences | reflects on own learning with some description of the significance of the Humanities and Social Sciences | reflects on own learning with little or no reference to the significance of Humanities and Social Sciences |

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| **Achievement Standards Humanities and Social Sciences T Course Year 11** | | | | | |
|  | *A student who achieves an* ***A*** *grade typically* | *A student who achieves a* ***B*** *grade typically* | *A student who achieves a* ***C*** *grade typically* | *A student who achieves a* ***D*** *grade typically* | *A student who achieves an* ***E*** *grade typically* |
| **Knowledge and understanding** | evaluates histories, environments, systems, data and cultures to understand individual and collective behaviour | 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 |
| critically analyses the significance and impact of ideas, events, texts, or people with the use of a range of evidence to draw conclusions | analyses the significance and impact of ideas, events, texts, or people with the use of a range of evidence to draw conclusions | explains the significance and impact of ideas, events, texts, or people with the use of evidence to draw conclusions | describes ideas, events, texts, or people, and identifies significance, with some use of evidence | identifies ideas, events, texts, or people with minimal use of evidence or reference to significance |
| critically analyses the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture | analyses the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture | explains the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture | describes the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture | identifies different interpretations, representations and perspectives related to individuals/institutions/society/culture |
| critically analyses processes of change to understand our world and our place in the world | 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 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 an explanation of credible sources | undertakes an inquiry, with some self-managing of the process, selecting and using relevant evidence | 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 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 Humanities and Social Sciences, evaluating the potential for HASS to generate knowledge in the public good | reflects thoughtfully on own thinking and learning in Humanities and Social Sciences, analysing the potential for HASS to generate knowledge in the public good | reflects with some thought on own thinking and learning in Humanities and Social Sciences, explaining the potential for HASS to generate knowledge in the public good | reflects with minimal thought on own learning in Humanities and Social Sciences and describes the potential to generate knowledge in the public good | reflects on own learning in Humanities and Social Sciences with little or no reference to the potential to generate knowledge in the public good |

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| --- | --- | --- | --- | --- | --- |
| **Achievement Standards Humanities and Social Sciences A Course Year 12** | | | | | |
|  | *A student who achieves an* ***A*** *grade typically* | *A student who achieves a* ***B*** *grade typically* | *A student who achieves a* ***C*** *grade typically* | *A student who achieves a* ***D*** *grade typically* | *A student who achieves an* ***E*** *grade typically* |
| **Knowledge and understanding** | analyses histories, environments, systems, data and cultures to understand individual and collective behaviour | 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 and impact of ideas, events, texts, or people with the critical use of evidence to draw logical conclusions, or predict possible futures | explains the significance of ideas, events, texts, or people with the use of a range of evidence to draw reasoned conclusions, or predict possible futures | describes the significance of ideas, events, texts, or people with the use of evidence to draw conclusions, or predict possible futures | describes ideas, events, texts, or people with some reference to significance, and accurate use of evidence | identifies ideas, events, texts, or people with minimal use of evidence and reference to their significance and impact |
| analyses the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture and their relationship to a fair, secure, resilient society | explains the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture and explains the relationship to a fair, secure, resilient society | describes the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture and describes the relationship to a fair, secure, resilient society | identifies the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture with some reference to its relationship with a fair, secure, resilient society | identifies different interpretations, representations and perspectives related to individuals/institutions/society/culture with little to no reference to their relationship with a fair, secure, resilient society |
| 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 | 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 and Social Sciences in shaping values and attitudes | reflects thoughtfully on own thinking and learning with some insight into the significance of the Humanities and Social Sciences in shaping values and attitudes | reflects on own thinking and learning with some explanation of the significance of the Humanities and Social Sciences in shaping values and attitudes | reflects on own learning with some description of the significance of the Humanities and Social Sciences | reflects with little or no thought on own learning or the significance of Humanities and Social Sciences |
| 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 in a range of modes using relevant evidence, appropriate language and accurate referencing | communicates ideas and coherent arguments in a range of modes 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 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Achievement Standards Humanities and Social Sciences T Course Year 12** | | | | | |
|  | *A student who achieves an* ***A*** *grade typically* | *A student who achieves a* ***B*** *grade typically* | *A student who achieves a* ***C*** *grade typically* | *A student who achieves a* ***D*** *grade typically* | *A student who achieves an* ***E*** *grade typically* |
| **Knowledge and understanding** | evaluates histories, environments, systems, data and cultures to understand individual and collective behaviour | 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 and impact of ideas, events, texts, or people with the critical use of evidence to draw justified conclusions, or predict possible futures | analyses the significance and impact of ideas, events, texts, or people with the use of a range of evidence to draw logical conclusions, or predict possible futures | explains the significance and impact of ideas, events, texts, or people with the use of evidence to draw conclusions or predict possible futures | describes ideas, events, texts, or people and identifies their significance and impact with some use of evidence | identifies ideas, events, texts, or people with minimal use of evidence and reference to their significance and impact |
| critically analyses the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture and evaluates their relationships to a fair, secure, resilient society | analyses the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture and explains their relationships to a fair, secure, resilient society | explains the contestable nature of different interpretations, representations and perspectives related to individuals/ institutions/society/culture and describes their relationships to a fair, secure, resilient society | describes the contestable nature of different interpretations, representations and perspectives related to individuals/institutions/society/culture with some reference to their relationships with a fair, secure, resilient society | identifies different interpretations, representations and perspectives related to individuals/institutions/society/culture with little to no reference to their relationships with a fair, secure, resilient society |
| 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 |
| 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 an explanation of 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 and Social Sciences, evaluating the impact on values and attitudes, and the potential for Humanities and Social Sciences to generate knowledge in the public good | reflects on own thinking and learning in Humanities and Social Sciences, analysing the impact on values and attitudes, and the potential for Humanities and Social Sciences to generate knowledge in the public good | reflects on own thinking and learning in Humanities and Social Sciences, explaining the impact on values and attitudes, and the potential for Humanities and Social Sciences to generate knowledge in the public good | reflects on own thinking and learning in Humanities and Social Sciences and describes impact on values and attitudes, and potential to generate knowledge in the public good | reflects on own thinking and learning in Humanities and Social Sciences with little or no reference to the impact on values and attitudes, and potential to generate knowledge in the public good |
| 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 in a range of modes 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 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Achievement Standards Humanities and Social Sciences 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 |

# Communities, Cultures, and Identities Value: 1.0

Communities, Cultures, and Identities a Value 0.5

Communities, Cultures, and Identities b Value 0.5

## Unit Description

In this unit, students will explore the diversity of indigenous peoples and communities. Students will learn through local, national, and global contexts, building understanding of historical, socio-political, socio-economic, linguistic, and cultural concepts. This will have a strong community context with students learning to explore and reflect on the complexities of identity and the individual experience. Students will gain an appreciation of the resilience of the world’s oldest continuing culture in Aboriginal and Torres Strait Islander Australia and other global indigenous cultures.

## Specific Unit Goals

This unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * understand and reflect on the diversity, complexity and unity of Aboriginal and Torres Strait Islander culture and language | * understand and reflect on the diversity, complexity and unity of Aboriginal and Torres Strait Islander culture and language | * understand and reflect on the diversity, complexity and unity of Aboriginal and Torres Strait Islander culture and language |
| * explore concepts of identity and community | * analyse concepts of identity and community | * describe concepts of identity and community |

## Content Descriptions

All knowledge, understanding and skills below must be delivered:

| A Course | T Course | M Course |
| --- | --- | --- |
| Concepts and Ideas | | |
| * understand the significance of the Ngunnawal context and the role of the United Ngunnawal Elders Council in communities, cultures, and identities * recognise the value of strong community involvement and interaction (learning from and with) * understand the significance of the immense diversity of communities, cultures, and identities across Aboriginal Australia in both contemporary and historical settings | * understand the significance of the Ngunnawal context and the role of the United Ngunnawal Elders Council in communities, cultures, and identities * recognise the value of strong community involvement and interaction (learning from and with) * critically analyse the significance of the immense diversity of communities, cultures, and identities across Aboriginal Australia in both contemporary and historical settings | * understand the significance of the Ngunnawal context and the role of the United Ngunnawal Elders Council in communities, cultures, and identities * recognise the value of strong community involvement and interaction (learning from and with) * describe the immense diversity of communities, cultures, and identities across Aboriginal Australia |
| * analyse the relationship between language and identity for individuals and communities | * evaluate the relationship between language and identity for individuals and communities | * describe the concept of cause and effect within the context of Indigenous Australian identity |
| * understand the link between culture, spirituality, and expression as a unifying thread amongst communities and individual identities | * evaluate the importance of the link between culture, spirituality, and expression, as a unifying thread amongst communities and individual identities | * recognise the importance of language, culture and spirituality and expression as a unifying thread amongst communities and individual identities |
| * understand the link between the environment, land-use and connection to country, and identity | * understand the link between the environment, land-use and connection to country, and identity | * describe what connection to country means |
| * analyse the relationship constructs, kinship, rights, and responsibilities of various Aboriginal and/or Torres Strait Islander communities | * critically analyse the relationship constructs, kinship, rights, and responsibilities of various Aboriginal and/or Torres Strait Islander communities |  |
| * conduct an inquiry, engaging with sources and presenting and justifying ideas | * conduct an inquiry, engaging with a variety of sources, presenting findings, and justifying ideas | * undertake an inquiry, presenting findings |
| Contexts | | |
| * investigate and analyse the historical context and demonstrate an understanding of key timelines, events, and policies relevant to Aboriginal and/or Torres Strait Islander Australia | * evaluate and analyse the historical context and demonstrate an understanding of key timelines, events, and policies relevant to Aboriginal and/or Torres Strait Islander Australia |  |
| * analyse Aboriginality and what it means to identify in diverse contexts and communities | * critically analyse Aboriginality and what it means to identify in diverse contexts and communities | * recognise the challenges of identity and Aboriginality in diverse contexts and communities |
| * explore and interpret the challenges and complexities of identity for Aboriginal and/or Torres Strait Islander peoples in an intercultural community context | * investigate and interpret the challenges and complexities of identity for Aboriginal and/or Torres Strait Islander peoples in an intercultural community context | * investigate interactions within and between other cultures and identities, nationally and globally |
| * investigate interactions within indigenous and between other cultures and identities, nationally and globally | * evaluate interactions within indigenous and between other cultures and identities, nationally and globally |  |

| A Course | T Course | M Course |
| --- | --- | --- |
| Communication | | |
| * communicate ideas in a range of modes in relation to Aboriginal and/or Torres Strait Islander cultures and communities including proposed solutions to create a more just, equitable and inclusive society | * communicate on complex ideas in a range of modes in relation to Aboriginal and/or Torres Strait Islander cultures and communities including possible solutions to create a more just, equitable and inclusive society | * communicate ideas |
| * use interpersonal skills to interact with others to develop understandings | * use interpersonal skills to interact with others to develop understandings | * use interpersonal skills to interact with others to develop understandings |
| * engage with Ngunnawal language and explore other languages where appropriate | * engage with Ngunnawal language and explore other languages where appropriate | * engage with Ngunnawal language and explore other languages where appropriate |
| Reflection | | |
| * reflect on how indigenous culture impacts on students; on their own learning and on the development of their knowledge and attitudes | * reflect on how indigenous culture impacts on students; on their own learning and on the development of their knowledge and attitudes | * reflect on how indigenous culture impacts on students; on their own learning and on the development of their knowledge and attitudes |

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

### Course Specific Requirements

Colleges should be mindful of cultural considerations, sensitivities, and protocols within their community. Colleges in the ACT and region must liaise with the United Ngunnawal Elders Council informing them that they intend to deliver this course. Prior to course adoption Colleges must confirm that consultation with the United Ngunnawal Elders Council has taken place and that an ongoing relationship and participation have been established.

## Assessment

Refer to pages 10-11.

# Representations and Perspectives Value: 1.0

Representation and Perspectives a Value 0.5

Representation and Perspectives b Value 0.5

## Unit Description

In this unit, students will explore the representations and misrepresentations of indigenous peoples and communities through local, national, and global contexts and perspectives. Students will learn about the conflicts and triumphs of various communities and peoples over time. They will examine how narratives and language have positioned indigenous people throughout history. Students will explore social justice and human rights issues.

## Specific Unit Goals

This unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * explore perspectives in the representations and misrepresentations of Aboriginal and/or Torres Strait Islander peoples and communities in local, national, and global contexts | * evaluate perspectives in the representations and misrepresentations of Aboriginal and/or Torres Strait Islander peoples and communities in local, national, and global contexts and the implications of these | * recognise perspectives in the representations and misrepresentations of Aboriginal and/or Torres Strait Islander peoples and communities in local, national, and global contexts |
| * understand the challenges, social justice and human rights issues faced by Aboriginal and/or Torres Strait Islander peoples and communities in local, national, and global contexts | * understand the challenges, social justice and human rights issues faced by Aboriginal and/or Torres Strait Islander peoples and communities in local, national, and global contexts | * recognise the challenges, social justice and human rights issues faced by Aboriginal and/or Torres Strait Islander peoples and communities in local, national, and global contexts |

## Content Descriptions

All knowledge, understanding and skills below must be delivered:

| A Course | T Course | M Course |
| --- | --- | --- |
| Concepts and Ideas | | |
| * analyse the concepts and significance of custodianship and control of culture and heritage * explore the role of community voice and self determination | * critically analyse the concepts and significance of custodianship and control of culture and heritage * assess the role of community voice and self determination |  |
| * investigate through inquiry, representations, and perspectives evident in both the suppression of and promotion of language and or culture | * investigate through inquiry, representations, and perspectives evident in both the suppression of and promotion of culture and language | * conduct an inquiry relating to the way history has represented and misrepresented individuals, communities, events and or cultures across Aboriginal and Torres Strait Islander Australia |
| * analyse the extent to which representation and misrepresentation influences fairness, equity, marginalisation, and social disadvantage in Australia and globally | * critically analyse the extent to which representation and misrepresentation influences fairness, equity, marginalisation, and social disadvantage in Australia and globally | * recognise the extent to which representation and misrepresentation influences fairness and social disadvantage |
| Contexts | | |
| * explore how historical perspectives have contributed to accurate and inaccurate interpretations of indigenous culture | * critically analyse the extent to which historical perspectives have contributed to accurate and inaccurate interpretations of indigenous culture |  |
| * compare representations throughout history which excluded indigenous perspectives nationally and globally such as: terra nullius, assimilation, Stolen Generations, Black Wars, and relevant global examples | * contrast representations throughout history which excluded indigenous perspectives nationally and globally such as: terra nullius, assimilation, Stolen Generations, Black Wars, and relevant global examples | * identify and describe some examples of misrepresentation nationally and globally |
| * investigate social justice and human rights for indigenous peoples in local, national, and global contexts | * investigate social justice and human rights for indigenous peoples in local, national, and global contexts | * investigate social justice and human rights for indigenous peoples in local, national, and global contexts |
| Communication | | |
| * communicate ideas conveyed in representations of Aboriginal and/or Torres Strait Islander cultures and communities | * communicate ideas conveyed in representations of Aboriginal and/or Torres Strait Islander cultures and communities | * communicate ideas about Aboriginal and/or Torres Strait Islander cultures and communities |
| * present ideas to create a just, equitable and inclusive society | * present and justify ideas to create a just, equitable and inclusive society |  |
| * interact with others to communicate and promote understanding | * interact with others to communicate and promote understanding | * interact with others to communicate and promote understanding |
| * engage with Ngunnawal language and explore other languages where appropriate | * engage with Ngunnawal language and explore other languages where appropriate | * engage with Ngunnawal language and explore other languages where appropriate |
| Reflection | | |
| * reflect on how indigenous culture impacts on students; on their own learning and on the development of their knowledge and attitudes | * reflect on how indigenous culture impacts on students; on their own learning and on the development of their knowledge and attitudes | * reflect on how indigenous culture impacts on students; on their own learning and on the development of their knowledge and attitudes |

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

### Course Specific Requirements

Colleges should be mindful of cultural considerations, sensitivities, and protocols within their community. Colleges in the ACT and region must liaise with the United Ngunnawal Elders Council informing them that they intend to deliver this course. Prior to course adoption Colleges must confirm that consultation with the United Ngunnawal Elders Council has taken place and that an ongoing relationship and participation have been established.

## Assessment

Refer to pages 10-11.

# Ways of Knowing Value: 1.0

Ways of Knowing a Value 0.5

Ways of Knowing b Value 0.5

## Unit Description

In this unit, students will develop insights into Aboriginal and/or Torres Strait Islander peoples through comparison with local, national, and global communities. Students will explore the complexities and rich opportunities of the concept of shared worlds and cultures, considering the personal experiences of community members. Students will investigate traditional and contemporary ways in which communities transfer language, knowledge, beliefs, and values including protocol, roles, and responsibilities. Students will engage with the arts, literature, and story-telling.

## Specific Unit Goals

This unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * explore traditional and contemporary ways in which communities transfer language, knowledge, beliefs, and values including protocol, roles, and responsibilities | * understand traditional and contemporary ways in which communities transfer language, knowledge, beliefs, and values including protocol, roles, and responsibilities | * recognise traditional and contemporary ways in which communities transfer language, knowledge, beliefs, and values including protocol, roles, and responsibilities |
| * engage with the arts, literature, and story-telling | * engage with the arts, literature, and story-telling | * engage with the arts, literature, and story-telling |

## Content Descriptions

All knowledge, understanding and skills below must be delivered:

| A Course | T Course | M Course |
| --- | --- | --- |
| Concepts and Ideas | | |
| * understand the significance of the Ngunnawal context and the role of the United Ngunnawal Elders Council | * understand the significance of the Ngunnawal context and the role of the United Ngunnawal Elders Council | * understand the significance of the Ngunnawal context and the role of the United Ngunnawal Elders Council |
| * recognise the value of strong community involvement and interaction by sharing the personal experiences of community members | * recognise the value of strong community involvement and interaction by sharing the personal experiences of community members | * recognise the value of strong community involvement and interaction by sharing the personal experiences of community members |
| * analyse the many concepts, mediums and the complexities of dreaming, storytelling; and connection to language | * critically analyse the many concepts, mediums and the complexities of dreaming, storytelling; and connection to language | * recognise the concepts and complexity of dreaming and storytelling |
| * analyse the significance of the arts in the expression of culture | * evaluate the significance of the arts in the expression of culture |  |
| * recognise and understand the concept of non-linear time and ways of knowing | * recognise and understand the concept of non-linear time and ways of knowing | * recognise the significance of the arts in the expression of culture |
| * explore various social and cultural protocols such as: hierarchy, kinship, and community constructs | * analyse various social and cultural protocols such as: hierarchy, kinship, and community constructs |  |
| * understand the link between connection to country and cultural practice | * understand the link between connection to country and cultural practice | * recognise the link between connection to country and cultural practice |
| * analyse the concept of shared worlds and cultures and understand how people evolve and change while sustaining tradition and culture | * critically analyse the concept of shared world and cultures and understand how people evolve and change while sustaining tradition and culture | * explore the concept of shared worlds and cultures |
| Contexts | | |
| * compare and contrast the diversity of communities, cultures, and ways of knowing across Aboriginal and/or Torres Strait Islander Australia | * analyse and contrast the diversity of communities, cultures, and ways of knowing across Aboriginal and/or Torres Strait Islander Australia | * recognise the diversity of communities, cultures, and ways of knowing across Aboriginal and/or Torres Strait Islander Australia |
| * analyse interactions between indigenous and non-indigenous societies across the globe, and the impact on ways of knowing and cultural practice | * critically analyse interactions between indigenous and non-indigenous societies across the globe, and the impact on ways of knowing and cultural practice | * describe interactions between indigenous and non-indigenous societies across the globe |
| * investigate the impact of, and barriers to, passing on knowledge and cultural practice within contemporary, historical, and linguistic contexts | * evaluate the impact of, and barriers to, passing on knowledge and cultural practice within contemporary, historical, and linguistic contexts |  |
| Communication | | |
| * communicate ideas on ways of knowing for Aboriginal and/or Torres Strait Islander cultures and communities | * communicate on ways of knowing for Aboriginal and/or Torres Strait Islander cultures and communities | * communicate ideas on ways of knowing for Aboriginal and/or Torres Strait Islander cultures and communities |
| * present ideas to create a just, equitable and inclusive society | * present and justify ideas to create a just, equitable and inclusive society |  |
| * interact with others to communicate and promote understanding | * interact with others to communicate and promote understanding | * interact with others to communicate and promote understanding |
| * engage with Ngunnawal language and explore other languages where appropriate | * engage with Ngunnawal language and explore other languages where appropriate | * engage with Ngunnawal language and explore other languages where appropriate |
| Reflection | | |
| * reflect on how indigenous culture impacts on students; on their own learning and on the development of their knowledge and attitudes | * reflect on how indigenous culture impacts on students; on their own learning and on the development of their knowledge and attitudes | * reflect on how indigenous culture impacts on students; on their own learning and on the development of their knowledge and attitude |

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

### Course Specific Requirements

Colleges should be mindful of cultural considerations, sensitivities, and protocols within their community. Colleges in the ACT and region must liaise with the United Ngunnawal Elders Council informing them that they intend to deliver this course. Prior to course adoption Colleges must confirm that consultation with the United Ngunnawal Elders Council has taken place and that an ongoing relationship and participation have been established.

## Assessment

Refer to pages 10-11.

# Language and Wellbeing Value: 1.0

Language and Wellbeing a Value 0.5

Language and Wellbeing b Value 0.5

## Unit Description

In this unit, students will study the diversity and relatedness of languages in local, national, and global contexts and the extent to which language connects people to land and culture. Students will explore the connection between language and identity. Students will learn the history and complexities behind loss of language in Aboriginal and/or Torres Strait Islander communities and the consequences that flow from the loss of language. Students will come to appreciate the benefits, including wellbeing and connection to country, that come from language maintenance, recovery, revitalisation, and newer languages and language change.

## Specific Unit Goals

This unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * understand the diversity and relatedness of languages in Australia and how language connects people to land and culture | * analyse the diversity and relatedness of languages in Australia and how language connects people to land and culture | * describe the diversity and relatedness of languages in Australia and how language connects people to land and culture |
| * understand the consequences that flow from the loss of language | * evaluate the consequences that flow from the loss of language | * recognise the consequences of loss of language |
| * understand the benefits, including wellbeing and connection to country, that come from language recovery and revitalisation | * understand the benefits, including wellbeing and connection to country, that come from language recovery and revitalisation | * describe the connection between recovery of language and well-being |

## Content Descriptions

All knowledge, understanding and skills below must be delivered:

| A Course | T Course | M Course |
| --- | --- | --- |
| Concepts and Ideas | | |
| * understand the significance of the Ngunnawal context and the role of the United Ngunnawal Elders Council | * understand the significance of the Ngunnawal context and the role of the United Ngunnawal Elders Council | * understand the significance of the Ngunnawal context and the role of the United Ngunnawal Elders Council |
| * recognise the value of strong community involvement and interaction by sharing the personal experiences of community members | * recognise the value of strong community involvement and interaction by sharing the personal experiences of community members | * recognise the value of strong community involvement and interaction by sharing the personal experiences of community members |
| * compare and contrast the diversity of communities, cultures, and languages and dialects across Aboriginal and/or Torres Strait Islander Australia | * evaluate the diversity of communities, cultures, and languages and dialects across Aboriginal and/or Torres Strait Islander Australia |  |
| * analyse the significance of ownership, belonging and sense of place to identity and language | * critically analyse the significance of ownership, belonging and sense of place to identity and language |  |
| * investigate through an enquiry, how loss of language or revitalisation of language, affects wellbeing | * investigate through an enquiry, how loss of language or revitalisation of language, affects wellbeing | * conduct an inquiry to understand how loss of language or revitalisation of language, affects wellbeing |
| * explore the complexity of language across Aboriginal and/or Torres Strait Islander Australia and the communication strategies by which diverse communities interact | * evaluate the complexity of language across Aboriginal and/or Torres Strait Islander Australia and the communication strategies by which diverse communities interact | * recognise the complexity of language across Aboriginal and/or Torres Strait Islander Australia and the communication strategies by which diverse communities interact |
| * analyse the diverse linguistic structures, and the differences and similarities across Aboriginal and/or Torres Strait Islander languages through the use of multimodal technologies | * critically analyse the diverse linguistic structures, and the differences and similarities across Aboriginal and/or Torres Strait Islander languages through the use of multimodal technologies |  |
| Contexts | | |
| * understand the link between language and wellbeing in local and global contexts | * understand the link between language and wellbeing in local and global contexts | * recognise different contexts which have been impacted by language loss and/or revitalisation |
| * understand the impact of language barriers on equitable decision making, and education and health | * analyse the impact of language barriers on equitable decision making, and education and health |  |
| * Investigate the historical context and events that impact upon the acquisition and maintenance of language for various Aboriginal and/or Torres Strait Islander peoples and communities | * understand historical contexts and events that impact upon the acquisition and maintenance of language for various Aboriginal and/or Torres Strait Islander peoples and communities |  |

| A Course | T Course | M Course |
| --- | --- | --- |
| Communication | | |
| * communicate ideas on the relationship between language and wellbeing within for Aboriginal and/or Torres Strait Islander cultures and communities | * communicate on the relationship between language and wellbeing within Aboriginal and/or Torres Strait Islander cultures and communities | * communicate ideas on the relationship between language and wellbeing within Aboriginal and/or Torres Strait Islander cultures and communities |
| * present ideas on concepts, for example, a just, equitable and inclusive society | * present ideas on concepts, for example, a just, equitable and inclusive society |  |
| * interact with others to communicate and promote understanding of language and wellbeing * engage with Ngunnawal language and explore other languages where appropriate | * interact with others to communicate and promote understanding of language and wellbeing * engage with Ngunnawal language and explore other languages where appropriate | * interact with others to communicate and promote understanding of language and wellbeing * engage with Ngunnawal language and explore other languages where appropriate |
| Reflection | | |
| * reflect on how indigenous culture impacts on students; on their own learning and on the development of their knowledge and attitudes | * reflect on how indigenous culture impacts on students; on their own learning and on the development of their knowledge and attitudes | * reflect on how indigenous culture impacts on students; on their own learning and on the development of their knowledge and attitudes |

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

### Course Specific Requirements

Colleges should be mindful of cultural considerations, sensitivities, and protocols within their community. Colleges in the ACT and region must liaise with the United Ngunnawal Elders Council informing them that they intend to deliver this course. Prior to course adoption Colleges must confirm that consultation with the United Ngunnawal Elders Council has taken place and that an ongoing relationship and participation have been established.

## Assessment

Refer to pages 10-11.

# Independent Study Value: 1.0

Independent Study a Value 0.5

Independent Study b Value 0.5

## Prerequisites

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

## Unit Description

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

## Specific Unit Goals

This unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * understand the diversity, complexity and unity of indigenous culture and languages in local or national or global contexts | * evaluate the diversity, complexity and unity of indigenous culture and languages in local or national or global contexts | * describe a key concept within indigenous culture and languages |
| * develop and reflect on ideas, values, and attitudes | * analyse and reflect on ideas, values, and attitudes | * identify and reflect on ideas, values, and attitudes |

## Content Descriptions

All knowledge, understanding and skills below must be delivered:

| A Course | T Course | M Course |
| --- | --- | --- |
| Concepts and Ideas | | |
| * recognise the value of strong community involvement and interaction by sharing the personal experiences of community members | * recognise the value of strong community involvement and interaction by sharing the personal experiences of community members | * recognise the value of strong community involvement and interaction by sharing the personal experiences of community members |
| * compare the diversity and unifying characteristics of indigenous peoples | * evaluate the diversity and unifying characteristics of indigenous peoples |  |
| * use multimodal technologies to analyse the area of study | * use multimodal technologies to critically analyse the area of study | * use multi-modal technologies to explore the focus of study |

| A Course | T Course | M Course |
| --- | --- | --- |
| Contexts | | |
| * understand different contexts and events that impact on indigenous peoples | * evaluate different contexts and events that impact on Indigenous peoples | * recognise different contexts and events which have influence on indigenous communities |
| Communication | | |
| * communicate ideas in relation to the area of study | * communicate complex ideas in relation to the area of study | * communicate ideas in relation to the area of study |
| * present ideas to create a just, equitable and inclusive society | * present and justify ideas to create a just, equitable and inclusive society |  |
| * interact with others to communicate and promote understanding | * interact with others to communicate and promote understanding | * interact with others to communicate and promote understanding |
| Reflection | | |
| * reflect on how indigenous culture impacts on students; on their own learning and on the development of their knowledge and attitudes | * reflect on how indigenous culture impacts on students; on their own learning and on the development of their knowledge and attitudes | * reflect on how indigenous culture impacts on students; on their own learning and on the development of their knowledge and attitudes |

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

**Course Specific Requirements**

Colleges should be mindful of cultural considerations, sensitivities, and protocols within their community. Colleges in the ACT and region must liaise with the United Ngunnawal Elders Council informing them that they intend to deliver this course. Prior to course adoption Colleges must confirm that consultation with the United Ngunnawal Elders Council has taken place and that an ongoing relationship and participation have been established.

## Assessment

Refer to pages 10-11.

# 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

Students must have studied at least three standard 1.0 units from this course in order to access the Independent Study unit. An Independent Study unit requires the principal’s written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third or fourth 1.0 unit in this course of study.

## 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 0.5 standard units. Colleges are required to adopt the 0.5 standard units. However, colleges are not required to submit explicit documentation outlining their 0.5 standard units to the BSSS. Colleges must assess students using the 0.5 standard unit 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.

**Course Specific Requirements**

Colleges should be mindful of cultural considerations, sensitivities, and protocols within their community. Colleges in the ACT and region must liaise with the United Ngunnawal Elders Council informing them that they intend to deliver this course. Prior to course adoption Colleges must confirm that consultation with the United Ngunnawal Elders Council has taken place and that an ongoing relationship and participation have been established.

## Moderation

Moderation is a system designed and implemented to:

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

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

### The Moderation Model

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

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

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

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

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

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

### The College Course Presentation

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

* a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges, including marking schemes and rubrics for each assessment item
* a set of student portfolios containing marked and/or graded written and non-written assessment responses and completed criteria and standards feedback forms. Evidence of all assessment responses on which the Unit Grade decision has been made is to be included in the student review portfolios.

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

### Visual evidence for judgements made about practical performances

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

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

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

# Appendix B – Course Developers

|  |  |
| --- | --- |
| Name | College |
| Elinor Archer | Dickson College |
| Nanette Bragg | Burgmann Anglican School |
| Emily Bissaker | Lake Tuggeranong College |
| Robert Howatson | Dickson College |
| Frank Keighley | Canberra Academy of Languages |

# Appendix C – Resources and Contacts

### AIATSIS

[http://indigenous.gov.au/](https://www.accesscanberra.act.gov.au/app/answers/detail/a_id/2153/~/office-for-aboriginal-and-torres-strait-islander-affairs)

<https://www.accesscanberra.act.gov.au/app/answers/detail/a_id/2153/~/office-for-aboriginal-and-torres-strait-islander-affairs>

<https://www.abc.net.au/indigenous/about-us/>

det.wa.edu.au/aboriginaleducation/apac/detcms/navigation/general-resources/

### Publications

Marmion, D., Obata, K and Troy, J. 2014. *Community, identity, wellbeing: The report of the Second National Indigenous Languages Survey*. AITSIS, Canberra

The Australian Community Psychologist Volume 24 No 2 November 2012 “*Aboriginal Concepts of Place and Country and their Meaning in Mental Health*” Brian J Bishop et al

### ACARA

The Australian Curriculum: Framework for Aboriginal Languages and Torres Strait Islander Languages

### Courses from other jurisdictions

Indigenous languages of Victoria: Revival and Reclamation (Victorian Certificate of Education Study Guide to 2020)

South Australia Aboriginal Studies 2017

Western Australia: Aboriginal Languages of WA 2015

Queensland 2011 Aboriginal and Torres Strait Islander Languages

NSW Aboriginal Studies 2010 Stage 6 Syllabus Glossary

# Appendix D – 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 E – Glossary of Verbs

|  |  |
| --- | --- |
| Verbs | Definition |
| Analyse | Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities, and differences |
| Apply | Use, utilise or employ in a particular situation |
| Argue | Give reasons for or against something |
| Assess | Make a Judgement about the value of |
| Classify | Arrange into named categories in order to sort, group or identify |
| Compare | Estimate, measure or note how things are similar or dissimilar |
| Compose | The activity that occurs when students produce written, spoken, or visual texts |
| Contrast | Compare in such a way as to emphasise differences |
| Create | Bring into existence, to originate |
| Critically analyse | Analysis that engages with criticism and existing debate on the issue |
| Demonstrate | Give a practical exhibition an explanation |
| Describe | Give an account of characteristics or features |
| Discuss | Talk or write about a topic, taking into account different issues or ideas |
| Evaluate | Examine and judge the merit or significance of something |
| Examine | Determine the nature or condition of |
| Explain | Provide additional information that demonstrates understanding of reasoning and/or application |
| Extrapolate | Infer from what is known |
| Hypothesise | Put forward a supposition or conjecture to account for certain facts and 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 F – 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 G – Course Adoption**

**Conditions 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.

Colleges should be mindful of cultural considerations, sensitivities, and protocols within their community. Colleges in the ACT and region must liaise with the United Ngunnawal Elders Council informing them that they intend to deliver this course. Prior to course adoption Colleges must confirm that consultation with the United Ngunnawal Elders Council has taken place and that an ongoing relationship and participation have been established.

**Adoption Process**

Course adoption must be initiated electronically by an email from the principal or their nominated delegate to [bssscertification@ed.act.edu.au](mailto: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, and circling the **Classification/s** required.

|  |  |
| --- | --- |
| **College:** |  |
| **Course Title:** | Indigenous Culture and Languages |
| **Classification/s:** | A T M |
| **Accredited from:** | 2020 |
| **Framework:** | Humanities and Social Science Framework |

