# UC H Course
# Introduction to Creative Writing

Written under the English Course Framework 2020 Edition

Accredited from 2022 – 2026

Picture by University of Canberra

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# H Courses

H classification is given to a year 11 and 12 course which is designed and accredited by the Board of Senior Secondary Studies (BSSS) and an Australian university, and where successful completion of the course will be recognised both towards the ACT Senior Secondary Certificate and an undergraduate degree with that university.

The BSSS considers H courses as complementary to studies in the home college. These extension courses allow students to pursue depth of study in an area of interest, while also gaining experience in a tertiary context to prepare for future studies.

# The ACT Senior Secondary System

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

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

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

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

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

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

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

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

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

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

# ACT Senior Secondary Certificate

Courses of study for the ACT Senior Secondary Certificate:

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

Each course of study:

- comprises an integrated and interconnected set of knowledge, skills, behaviours, and dispositions that students develop and use in their learning across the curriculum
- is based on a model of learning that integrates intended student outcomes, pedagogy, and assessment
- outlines teaching strategies which are grounded in learning principles and encompass quality teaching
- promotes intellectual quality, establish a rich learning environment, and generate relevant connections between learning and life experiences
- provides formal assessment and certification of students' achievements.

## Underpinning beliefs

- All students are able to learn.

- Learning is a partnership between students and teachers.

- Teachers are responsible for advancing student learning.
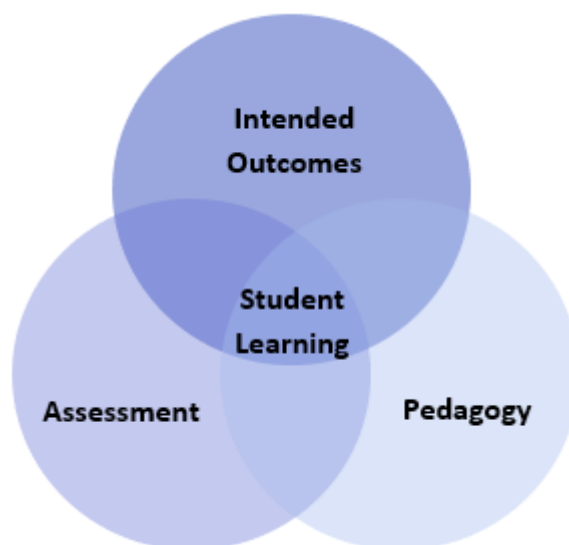


# Learning Principles

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

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

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

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

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

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

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

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

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

# General Capabilities

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

The capabilities include:

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

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

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

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

### Literacy

Literacy is important in the development of the skills and strategies needed to express, interpret, and communicate complex information and ideas. In *Introduction to Creative Writing*, students apply, extend, and refine their repertoire of literacy skills and practices by establishing and articulating their views through creative response and analysing creative technique. They experiment with different modes, mediums, and forms to create new texts and understand the power of language to represent ideas, events, and people.

### Numeracy

Students use numeracy in *Introduction to Creative Writing* when they practise and apply the skills of interpreting and analysing, comparing, and contrasting, making connections, posing, and proving arguments, making inferences and problem solving as they create and respond to a range of texts. For example, students use numeracy skills when they create and interpret sequences and spatial information in non-fiction texts or consider timing and sequence when developing photo stories. They draw conclusions from statistical information and interpret and use quantitative data as evidence in analytical and imaginative texts.

## Information and Communication Technology (ICT) Capability

There is a particular focus in *Introduction to Creative Writing* on ICT through the use of digital texts and on understanding and creating multimodal texts. In this course students discern the quality of information and ideas presented in multimodal texts. They develop understanding of the relative possibilities, limitations, and consequences of using different forms of digital technologies to explore, interpret and create literary texts. They develop skills in reading, viewing, and responding to digital and multimodal texts, and in analysing the effects of the use of different mediums on meaning and interpretation, particularly in new and emerging literary forms, for example digital storytelling and hypertext fiction.

## Critical and Creative Thinking

Critical and creative thinking is an integral feature of the study of and creation of texts in *Introduction to Creative Writing*. Students analyse and evaluate issues and ideas presented in texts. In both thinking about and creating their own texts, they recognise and develop arguments and creative vision, use evidence, and draw reasoned conclusions and create plausible fictive worlds. Students experiment with text structures and language features as they transform and adapt texts for different purposes, contexts, and audiences. Students use critical thinking when they use their knowledge of language to analyse a range of texts in relation to their purpose, context, audience, structural and language features, and underlying and unstated assumptions. They investigate the ways language is used to position individuals and social and cultural groups. Creative thinking enables students to apply imaginative and inventive capacities in the creation of their own original works.

## Personal and Social Capability

Students develop personal and social capability in *Introduction to Creative Writing* by enhancing their communication skills, for example, through collaborative research, reflective practices, and developing empathy with and appreciation of the perspectives of others. Close critical engagement with texts assists students to understand different personal and social experiences, perspectives, challenges, and emotions. Students identify and express their own opinions, beliefs, and responses by interacting with a range of texts. Students work collaboratively in teams and also independently as part of their learning and research endeavours.

## Ethical Understanding

Through the study of *Introduction to Creative Writing* students come to develop an increased understanding of complex issues and the questions surrounding rights and responsibilities in our modern world. Students develop greater empathy for the attitudes and opinions of others by interacting with and interrogating a range of texts. Ethical understanding is explored through the selection of texts for study, for example, when students engage with ethical dilemmas presented in texts, considering reasons for actions and implications of decisions. They explore and question values, attitudes, perspectives, and assumptions in texts, examining how they are presented, their impact on audiences and how they are reflected in their own responses.

## Intercultural Understanding

In *Introduction to Creative Writing*, intercultural understanding encourages students to make connections between their own experiences and the experiences of others. Through the study of contemporary texts, texts from the past and texts from diverse cultures, and the creation of their own texts, students explore and analyse these connections. Students understand and can express the interdependence of language, culture, identity, and values, particularly in the Australian context, and are able to appreciate and empathise with the cultural beliefs, attitudes, and values of others. They study how cultural concepts, beliefs, practices, and perspectives are represented in a range of textual forms and for a variety of purposes and audiences. They pay special attention to the contribution of Aboriginal and Torres Strait Islander Peoples and Asian cultures to literature and creativity.

# Cross-Curriculum Priorities

## Aboriginal and Torres Strait Islander Histories and Cultures

The senior secondary English curriculum values the histories, cultures, traditions, and languages of Aboriginal and Torres Strait Islander Peoples, and their central place in contemporary Australian society and culture. Through the study and creation of texts, students are provided with opportunities to develop their understanding and appreciation of the diversity of cultures and histories of First nations Australians and their contribution.

## Asia and Australia's Engagement with Asia

There are strong social, cultural, and economic reasons for Australian students to engage with Asia and with the contribution of Asian Australians to our society and heritage. It is through the study texts from Asia that a creative and forward-looking Australia can engage with our place in the region. Through story articulated in a range of mediums, students are provided with opportunities to develop understanding of the diversity of Asia's peoples, environments, and traditional and contemporary cultures.

## Sustainability

Each of the senior English subjects provides the opportunity for the development of informed and reasoned points of view, discussion of issues, research and problem solving. In this context, teachers are encouraged to select texts and issues for discussion connected with sustainability. Through the creation of texts, students have the opportunity to research and discuss this global issue and learn the importance of respecting and valuing a wide range of world views.

# UC H Course
# Introduction to Creative Writing

## Rationale

*Introduction to Creative Writing* engages students with diverse forms of imaginative writing, while introducing concepts that are core to sound creative development. As students read and write poetry, fiction, essays, screenplays, and multimedia texts they foster skills in language, narrative and creativity that can be applied beyond the given form and beyond the classroom. Students will be encouraged to develop their writer's eye, to keep a writing journal, and to make disciplined and inventive use of the revision process.

## Goals

All senior secondary English subjects aim to develop students':

- skills in listening, speaking, reading, viewing, and writing

- capacity to create texts for a range of purposes, audiences, and contexts

- understanding and appreciation of different uses of language

- ability to respond personally, critically, and imaginatively to a range of literary texts drawn from Australian and other historical, contemporary, and cultural contexts and traditions

- capacity to contest complex and challenging ideas in order to form their own interpretations informed by a range of critical perspectives

- capacity to critically reflect on connections, resonances and patterns of language that are shared between texts.

## Unit Titles

- The Writer's Craft
- Innovations in Writing

# Organisation of Content

### The Writers Craft

*The Writers Craft* engages students with diverse forms of writing within traditional forms and introduces concepts that are core to sound creative development. As students read and write a range of established genres and forms, they foster skills in language, narrative and creativity that can be applied beyond the given form and beyond the classroom. Students develop their writer's eye, to keep a writing journal, and to make disciplined and inventive use of the revision process.

### Innovations in Writing

*Innovations in Writing* engages students with contemporary innovations in form, genre and style and explores contemporary approaches to the creative process and creative text development. As students read and write contemporary genres and forms, they foster skills in language, narrative and creativity that can be applied beyond the given form and beyond the classroom. Students will develop their writer's eye, to keep a writing journal, and to make disciplined and inventive use of the revision process.

# Assessment

The identification of criteria within the achievement standards and assessment tasks 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:

- responding
- creating

## Assessment Task Types

| Criteria | Task Types |
|---|---|
| **Responding** | • Respond to fiction, nonfiction and/or multimodal texts. Students may respond in spoken, written or analytical multimodal forms such as:<br>   – short responses, essays, reports, reviews, articles, blogs, documentaries, seminars, journal<br>• Students must complete an independent investigation task each semester. An investigative task requires students to plan, research into and draw conclusions about key unit concepts. Students may respond in forms such as:<br>   – essays, reports, interviews, film making, oral presentation, writing for publication, journal, creative rationale |
| **Creating** | • Create imaginative, persuasive, interpretative or informative texts. Students may create in spoken, written, or creative multimodal forms such as:<br>   – short stories, letters, websites, character interviews, short films, theatrical scripts, poetry |
| **Weightings in A/T/M 1.0:**<br>No task to be weighted more than 60% for a standard 1.0 unit | |

## Additional Assessment Information for A/T/M Courses

### Requirements

- For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five.

- Students are required to create a variety of texts in a range of modes and mediums (spoken, written and multimodal texts) in a course of study. Duration or length of student responses should be determined by the nature of the task and requirements of the Achievement Standards.

- At least one task in each of Year 11 and 12 must be delivered through speaking or speaking and listening tasks, such as: interviews, workshops, speeches, seminars, podcasts, debates, group discussion etc.

- Creative tasks must be supported by a critical explanation of creative choices, for example a rationale or a statement of aims.

- For tasks completed in unsupervised conditions, schools need to have mechanisms to uphold academic integrity, for example: student declaration, plagiarism software, oral defence, interview, or other validation tasks.

# Achievement Standards

A Year 12 student in any unit is assessed using the Year 12 achievement standards. A Year 11 student in any unit is assessed using the Year 11 achievement standards. Year 12 achievement standards reflect higher expectations of student achievement compared to the Year 11 achievement standards. Years 11 and 12 achievement standards are differentiated by cognitive demand, the number of dimensions and the depth of inquiry.

An achievement standard cannot be used as a rubric for an individual assessment task. Assessment is the responsibility of the college. Student tasks may be assessed using rubrics or marking schemes devised by the college. A teacher may use the achievement standards to inform development of rubrics. The verbs used in achievement standards may be reflected in the rubric. In the context of combined Years 11 and 12 classes, it is best practice to have a distinct rubric for Years 11 and 12. These rubrics should be available for students prior to completion of an assessment task so that success criteria are clear.

**Achievement Standards for English H Courses – Year 11**

| | *A student who achieves an A grade typically* | *A student who achieves a B grade typically* | *A student who achieves a C grade typically* | *A student who achieves a D grade typically* | *A student who achieves an E grade typically* |
|---|---|---|---|---|---|
| **Responding** | • critically analyses the relationship between context, purpose, and audience and how they shape meaning<br><br>• critically analyses how literary conventions, language and stylistic features are used in different modes and mediums to position audiences<br><br>• research independently, synthesising, and interpreting information and viewpoints for an argument, applying the principles of academic integrity<br><br>• evaluates arguments and viewpoints, justifies responses using a discerning and concise selection of evidence, examples and/or textual references<br><br>• reflects independently on their learning to extend and refine their thinking and approaches to learning | • analyses the relationship between context, purpose, and audience and how they shape meaning<br><br>• analyses how literary conventions, language and stylistic features are used in different modes and mediums to position audiences<br><br>• research widely and independently, analysing, and interpreting information and viewpoints for a range of purposes, applying the principles of academic integrity<br><br>• analyses arguments and viewpoints, justifies responses using a discerning selection of evidence, examples and/or textual references<br><br>• reflects on their learning to develop and refine their thinking and approaches to learning | • explains the relationship between context, purpose, and audience to convey meaning<br><br>• explains how literary conventions, language and stylistic features are used in different modes and mediums for different audiences<br><br>• research independently, explaining information for a range of purposes, applying the principles of academic integrity<br><br>• explains arguments in a structured manner and selects relevant evidence, examples and/or textual references<br><br>• reflects on their learning and adjusts their approach to thinking and learning | • describes context, purpose, and audience with some reference to how meaning<br><br>• describes how literary conventions, language and stylistic features are used for different audiences<br><br>• research information and presents ideas in a familiar context, inconsistently applying the principles of academic integrity<br><br>• describes ideas with some evidence or examples and/or textual references<br><br>• reflects on their thinking with some adjustment to their learning | • identifies context, purpose and audience and makes some reference to meaning<br><br>• identifies language or stylistic features with little or no reference to meaning and consideration of audience<br><br>• research information in a familiar context and attempting to apply the principles of academic integrity through inconsistent and inaccurate referencing techniques<br><br>• identifies straightforward ideas with little or no use of evidence or examples and/or textual references<br><br>• reflects on their thinking with little or no adjustment to their learning |
| **Creating** | • communicates insightful ideas and complex concepts across a range of sustained texts for different purposes, contexts, and audiences<br><br>• manipulates stylistic features and conventions to craft work in different modes, mediums and genres for specific purposes and audiences in an innovative manner<br><br>• communicates fluently and expressively using precise expression and language conventions | • communicates thoughtful ideas, concepts across a range of texts for different purposes, contexts, and audiences<br><br>• effectively selects stylistic features and conventions in different modes, mediums and genres for specific purposes and audiences<br><br>• communicates fluently using accurate expression and language conventions | • communicates ideas across a range of texts for different purposes, contexts, and audiences<br><br>• uses stylistic features and conventions in different modes, mediums and genres for specific purposes and audiences<br><br>• communicates clearly using mainly accurate expression and language conventions | • communicates ideas for different purposes with some consideration of contexts and audiences<br><br>• uses stylistic features for specific purposes and audiences with some consideration of conventions in different modes<br><br>• communicates using some accurate expression and some understanding of language conventions | • communicates straightforward ideas for different purposes with little or no reference to context and audiences<br><br>• uses basic stylistic features in texts with little or no consideration of conventions in different modes<br><br>• communicates using some accurate expression |

**Achievement Standards for English H Courses – Year 12**

|  |  | A student who achieves an **A** grade typically | A student who achieves a **B** grade typically | A student who achieves a **C** grade typically | A student who achieves a **D** grade typically | A student who achieves an **E** grade typically |
|---|---|---|---|---|---|---|
| **Responding** | | • critically analyses the relationships between context, purpose, and audience and how successfully they shape meaning, convey attitudes and values, and achieve particular effects | • analyses the relationships between context, purpose, and audience and how successfully they shape meaning, convey attitudes and values, and achieve particular effects | • explains the relationships between context, purpose, and audience and how they shape meaning, convey attitudes and values, and achieve particular effects | • describes the relationships between context, purpose, and audience with reference to meaning, attitudes and values | • identifies aspects of context, purpose and audience and makes some reference to meaning |
| | | • critically analyses how literary conventions, language and stylistic features are integrated in different modes and mediums to position audiences | • analyses how literary conventions language and stylistic features are integrated in different modes and mediums to position audiences | • explains how literary conventions, language and stylistic features are used in different modes and mediums to position audiences | • describes how literary conventions, language or stylistic features are used to position audiences | • identifies language and stylistic features used and makes some reference to meaning |
| | | • evaluates through a comparison of texts how personal, social and/or cultural perspectives, ideas and concepts are represented in texts | • analyses through a comparison of texts how personal, social and/or cultural perspectives, ideas and concepts are represented in texts | • explains through a comparison of texts how personal, social and/or cultural perspectives, ideas and concepts are represented in texts | • describes how personal, social and/or cultural perspectives are represented in texts | • identifies how personal, social and/or cultural perspectives are used in texts |
| | | • research widely and independently, synthesising and interpreting information and reconciling diverse viewpoints to construct an argument, applying the principles of academic integrity | • research widely and independently, analysing, and interpreting information and diverse viewpoints to construct an argument, applying the principles of academic integrity | • research independently, explaining information and viewpoints to construct an argument, applying the principles of academic integrity | • research information and presents ideas to construct an argument, sometimes applying the principles of academic integrity including some accurate referencing | • research and relay information and attempting to apply the principles of academic integrity through an inconsistent and inaccurate referencing technique |
| | | • evaluates arguments and viewpoints, justifies responses using a discerning selection of evidence, examples and/or textual references | • analyses arguments and viewpoints, justifies responses using a discerning selection of evidence, examples and/or textual references | • explains arguments in a structured manner and selects relevant evidence, examples and/or textual references | • describes ideas with some evidence or examples and/or textual references | • identifies straightforward ideas with little or no use of evidence or examples and/or textual references |
| | | • reflects independently on their learning to extend and refine their thinking and approaches to learning | • reflects on their learning to develop and refine their thinking and approaches to learning | • reflects on their learning in order to adjust their approach to thinking and learning | • reflects on their thinking with some adjustment to their learning | • reflects on their thinking with little or no adjustment to their learning |
| **Creating** | | • communicates insightful ideas, complex concepts and considered perspectives across a range of sustained texts for different purposes, contexts, and audiences | • communicates thoughtful ideas, complex concepts and considered perspectives across a range of sustained texts for different purposes, contexts, and audiences | • communicates ideas and perspectives across a range of texts for different purposes, contexts, and audiences | • communicates perspectives in a range of texts for different purposes, contexts, and audiences | • communicates fragmented perspectives for different purposes, contexts, and audiences |
| | | • manipulates stylistic features and conventions to craft work in different modes, mediums and genres for specific purposes and audiences in an innovative manner | • employs stylistic features and conventions in different modes, mediums and genres for specific purposes and audiences in a creative manner | • uses stylistic features and conventions in different modes, mediums and genres for specific purposes and audiences | • uses stylistic features in different modes, mediums and genres for specific purposes and audiences | • use basic stylistic features for a purpose and audience |
| | | • communicates fluently and expressively using concise, precise, and nuanced language | • communicates fluently using precise expression | • communicates clearly using accurate expression | • communicates using mainly accurate expression | • communicates using some accurate expression |

# The Writer's Craft                                          Value: 1.0

## Unit Description

*The Writer's Craft* engages students with diverse forms of writing within traditional forms and introduces theories, processes and techniques that are core to sound creative development. As students read and write a range of established genres and forms, they foster skills in language, narrative and creativity that can be applied beyond the given form and beyond the classroom. Students will be encouraged to develop their writer's eye, to keep a writing journal, and to make disciplined and inventive use of the revision process.

## Specific Unit Goals

This unit should enable students to:

- critically analyse texts to evaluate use of techniques and forms

- evaluate creative processes and apply to own creativity

- create texts using traditional forms for the assigned purpose

- apply communication, interpersonal and intrapersonal skills to the workshop and revision process

## Content Descriptions

All knowledge, understanding and skills below must be delivered:

**Responding**

- critically analyse canonical texts from a range of contexts to understand context, audience, and purpose

- evaluate use of techniques and forms in literary texts to draw conclusions about success

- evaluate commentaries and criticism of literary texts to inform own arguments

- evaluate own purpose and use of technique, genre, style, and forms to draw conclusions about success and effectiveness

**Creating**

- create own texts by evaluating and selecting creative theories and processes

- create own texts by evaluating and selecting literary techniques

- create texts for an assigned audience and purpose using traditional forms, styles, and genre

- evaluate the impact or personal context and perspective on own work

**Communication and Collaboration**

- synthesise interpersonal, intrapersonal and communication skills to apply a workshop and revision process

- evaluate own work and work of others using workshop and revision processes, for example, journaling, editing, conferencing

- apply accurate referencing and conventions of academic integrity

- apply communication, collaboration, and ICT skills to engage in dialogue and acknowledge diverse creative, critical, and cultural perspectives respectfully

**Reflection**

- reflect critically on their own learning habits and achievement of own goals

- reflect on own creative process to evaluate effectiveness

## A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

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

## Assessment

Refer to pages 8 and 9.

# Innovations in Writing                                          Value: 1.0

## Unit Description

*Innovations in Writing* engages students with contemporary innovations in form, genre and style and explores contemporary approaches to the creative process and creative text development. As students read and write contemporary genres and forms, they foster skills in language, narrative and creativity that can be applied beyond the given form and beyond the classroom. Students will develop their writer's eye, to keep a writing journal, and to make disciplined and inventive use of the revision process. They will investigate audiences and markets for their own writing.

## Specific Unit Goals

This unit should enable students to:

- critically analyse contemporary texts to evaluate use of techniques and forms

- evaluate innovative creative processes and apply to own creativity

- create texts for the assigned purpose using contemporary forms, techniques, styles, or genre

- apply communication, interpersonal and intrapersonal skills to the workshop and revision process

## Content Descriptions

All knowledge, understanding and skills below must be delivered:

**Responding**

- critically analyse contemporary texts from a range of contexts texts to understand context, audience, and purpose

- evaluate use of techniques and forms in literary texts to draw conclusions about success

- evaluate commentaries and criticism of literary texts to inform own arguments

- evaluate own purpose and use of technique and forms to draw conclusions about success

**Creating**

- create own texts using innovative forms, techniques, styles, or genre by evaluating creative processes

- create own texts by evaluating and selecting literary techniques

- create texts for an assigned audience and purpose using innovative forms, techniques, styles, or genre

- evaluate the impact of personal context and perspective on own work

- evaluate own work against criteria for publication by target publishers/contexts

**Communication and Collaboration**

- synthesise interpersonal, intrapersonal and communication skills to apply a workshop and revision process

- evaluate own work and work of others using workshop and revision processes, for example, journaling, editing, conferencing

- apply accurate referencing and conventions of academic integrity

- apply communication, collaboration, and ICT skills to engage in dialogue and acknowledge diverse creative, critical, and cultural perspectives respectfully

- investigate and engage with the communities and marketplaces that support contemporary writing

**Reflection**

- reflect critically on their own learning habits and achievement of own goals

- reflect on own creative process to evaluate effectiveness

## A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

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

## Assessment

Refer to pages 8 and 9.

# 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.

| Course | Number of standard units to meet course requirements |
|--------|------------------------------------------------------|
| Minor  | Minimum of 2 units                                   |

Units in this course can be delivered in any order.

### Co-requisites for the course or units within the course

Students must be studying a major from the English Framework in their home college to be eligible for this course.

## 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.

# 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, as well as statistical moderation of course scores, including small group procedures, for T courses.

## Moderation by Structured, Consensus-based Peer Review

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

## Preparation for Structured, Consensus-based Peer Review

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

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A, 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

- 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 memoranda and Information Papers.

**Visual evidence for judgements made about practical performances**

**(also refer to BSSS Website Guidelines)**

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

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

Teachers should consult the BSSS guidelines at:

http://www.bsss.act.edu.au/grade_moderation/moderation_information_for_teachers

for current information regarding all moderation requirements including subject specific and photographic evidence.

## Appendix B – Course Developers

| Name | College |
|------|---------|
| Dr Paul Magee | University of Canberra |
| Julia Braguina | Hawker College |

## Appendix B – Course Developers

## Appendix C – Common Curriculum Elements

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

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

# Appendix D – Glossary of Verbs

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

# Appendix E – Glossary for ACT Senior Secondary Curriculum

Courses will detail what teachers are expected to teach and students are expected to learn for year 11 and 12. They will describe the knowledge, understanding and skills that students will be expected to develop for each learning area across the years of schooling.

**Learning areas** are broad areas of the curriculum, including English, mathematics, science, the arts, languages, health, and physical education.

A **subject** is a discrete area of study that is part of a learning area. There may be one or more subjects in a single learning area.

**Frameworks** are system documents for Years 11 and 12 which provide the basis for the development and accreditation of any course within a designated learning area. In addition, frameworks provide a common basis for assessment, moderation and reporting of student outcomes in courses based on the framework.

The **course** sets out the requirements for the implementation of a subject. Key elements of a course include the rationale, goals, content descriptions, assessment, and achievement standards as designated by the framework.

BSSS courses will be organised into units. A unit is a distinct focus of study within a course. A standard 1.0 unit is delivered for a minimum of 55 hours generally over one semester.

**Core** units are foundational units that provide students with the breadth of the subject.

**Additional** units are avenues of learning that cannot be provided for within the four core 1.0 standard units by an adjustment to the program of learning.

A **negotiated study unit** makes provision for students, classes, groups, or individuals to negotiate the program of learning based on the specific unit goals, content descriptions, assessment, and achievement standards of 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.