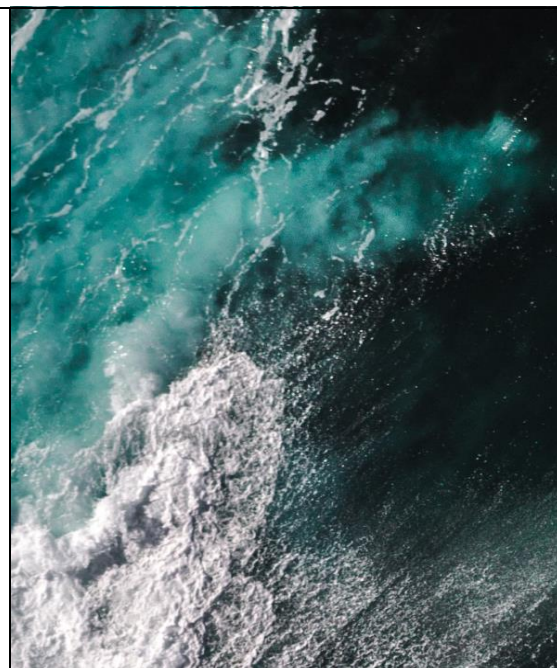


ENGLISH FRAMEWORK



From 2021

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Introduction

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

The capabilities include:

- literacy
- numeracy
- information and communication technology (ICT)
- critical and creative thinking
- personal and social
- ethical 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 student capabilities and priorities is available on the ACARA website at: www.australiancurriculum.com.au.

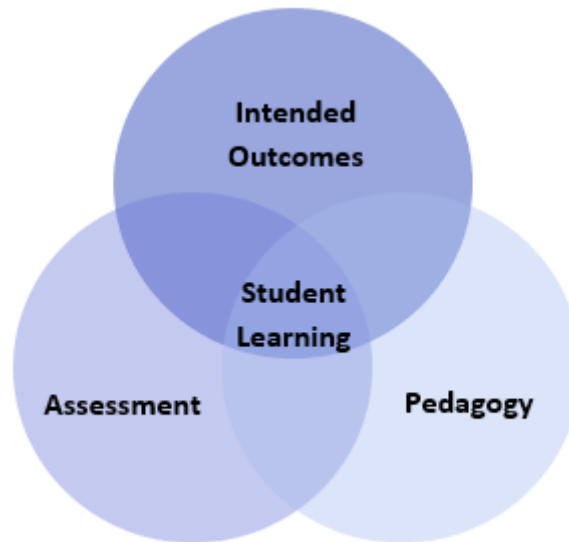
Frameworks

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

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

Underpinning Beliefs

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



Learning Principles

1. Learning builds on existing knowledge, understandings and skills.
(Prior knowledge)
2. When learning is organised around major concepts, principles and significant real world issues, within and across disciplines, it helps students make connections and build knowledge structures.
(Deep knowledge and connectedness)
3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.
(Metacognition)
4. Learners' sense of self and motivation to learn affects learning.
(Self-concept)
5. Learning needs to take place in a context of high expectations.
(High expectations)
6. Learners learn in different ways and at different rates.
(Individual differences)
7. Different cultural environments, including the use of language, shape 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)

Rationale

The study of English language, literacy and literature develops students' communication, analytical, creative and critical thinking skills in all language modes. Students engage with texts from the past and present, from Australian and other cultures. They investigate different perspectives through a wide range of texts created in diverse social, historical or political contexts, broadening their capacity for intercultural understanding and empathy. Through such engagement, students develop a growing sense of themselves, their world and their place in it. English and English as an Additional Language (EAL) courses written under this framework are inclusive; valuing and affirming the diversity of interests, backgrounds, knowledge and abilities of all students.

Students focus on developing their skills in responding to and creating texts for a range of purposes, audiences and contexts, building their understanding and appreciation of different uses of language. Through writing, reading, viewing, speaking and listening, students develop the ability to appreciate and evaluate the purpose, stylistic qualities and conventions of literary and non-literary texts. They create their own imaginative, interpretive and analytical responses. Students are encouraged to analyse, research, reconsider and refine meaning, and to reflect on their own processes of responding and composing.

The study of English facilitates the acquisition of skills for communication and learning in an English language context. It fosters skills to work both independently and collaboratively, equipping students for the dynamic world of the 21st Century, and the future demands of work and life.

Goals

All courses written under this Framework should enable students to:

- develop skills in reading, writing, speaking, listening and viewing
- understand and appreciate the use of language for effective communication
- critically analyse contexts, values, attitudes and ideas in texts
- understand the interrelationship between language, audience and purpose
- investigate and evaluate different interpretations, representations and perspectives
- communicate creatively and critically in a range of modes for a variety of purposes
- reflect on own thinking and learning.

Content

Concepts and Knowledge

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

Overview

English courses have two dimensions that underpin key aspects of responding to or creating texts. The dimensions are responding to oral, written and multimodal texts; and creating oral, written and multimodal texts. Texts are selected from a wide range of fiction and non-fiction (complete texts or extracts) in a range of forms and from a variety of contexts including earlier times, popular culture and different cultures.

The interrelated processes of listening, speaking, reading, viewing and writing, are incorporated in an integrated and interdependent way, in order to support students' effective learning.

Concepts and Knowledge

Concepts and knowledge include:

- the form, language and content of texts
- different uses of language to engage and persuade audiences
- text structures and language features used for specific purposes and effects
- the relationship between context, purpose and audience
- personal, social and or cultural perspectives, values and attitudes presented in text.

Skills

Skills include:

- communicate ideas with clarity and fluency
- language and communication skills in listening, speaking, reading, viewing and writing
- create texts for a range of purposes, audiences and contexts
- compare texts in a variety of contexts, mediums and modes
- present an argument using relevant evidence and examples
- respond to and create oral, written and multimodal texts
- research widely and independently
- reflect on their learning.

Teaching Strategies

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

Assessment

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

Assessment Criteria (the dimensions of quality that teachers look for in evaluating student work) provide a common and agreed basis for judgement of performance against unit and course goals, within and across colleges. Over a course, teachers must use all 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 B). 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 an understanding of:

- responding
- creating.

Assessment Task Types

| Criteria | Task Types |
|---|---|
| Responding | <ul style="list-style-type: none"> • Respond to fiction, nonfiction and/or multimodal texts. Students may respond in spoken, written or analytical multimodal forms such as: <ul style="list-style-type: none"> – short responses, essays, reports, reviews, articles, blogs, documentaries, seminars • 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: <ul style="list-style-type: none"> – essays, reports, interviews, film making, oral presentation, writing for publication |
| Creating | <ul style="list-style-type: none"> • Create imaginative, persuasive, interpretative or informative texts. Students may create in spoken, written, non-written or creative multimodal forms such as: <ul style="list-style-type: none"> – short stories, letters, websites, character interviews, short films, theatrical scripts and poetry |
| <p>Weightings in A/T/M 1.0 and 0.5 Units: No task to be weighted more than 60% for a standard 1.0 unit and half-standard 0.5 unit.</p> | |

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.
- For a half standard unit (0.5), students must complete a minimum of two and a maximum of three assessment tasks.
- 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

Years 11 and 12 achievement standards are written for A/T courses. A single achievement standard is written for M courses.

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

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

Achievement Standards for English A Courses – Year 11

| | <i>A student who achieves an A grade typically</i> | <i>A student who achieves a B grade typically</i> | <i>A student who achieves a C grade typically</i> | <i>A student who achieves a D grade typically</i> | <i>A student who achieves an E grade typically</i> |
|-------------------|---|---|---|---|---|
| Responding | <ul style="list-style-type: none"> analyses the effectiveness of text structures and language features used to achieve particular purposes and effects analyses how effectively details and examples are used to support main ideas and viewpoints in texts analyses how effectively ideas and information are represented in texts to engage and persuade an audience researches widely and independently, analysing and interpreting information and viewpoints for a range of purposes, applying the principles of academic integrity reflects independently on their learning to extend and refine their thinking and approaches to learning | <ul style="list-style-type: none"> explains text structures and how language features are used to achieve particular purposes and effects explains how details and examples are used to support main ideas and viewpoints in texts explains how effectively ideas and information are represented in texts to engage and persuade an audience researches widely and independently, explains information and viewpoints for a range of purposes, applying the principles of academic integrity reflects on their learning to develop and refine their thinking and approaches to learning | <ul style="list-style-type: none"> describes text structures and how language features are used to achieve purposes and effects describes how details and examples are used to support main ideas and viewpoints in texts describes how ideas and information are represented in texts to engage and persuade an audience researches and presents information and viewpoints for a range of purposes, applying the principles of academic integrity reflects on their learning and adjusts their approach to thinking and learning | <ul style="list-style-type: none"> identifies text structures and some reference to how language features are used identifies some details and examples to support ideas in texts, with some reference to viewpoints identifies how some ideas and information are represented in texts with some reference to audience engagement researches information and presents ideas for a range of purposes, sometimes applying the principles of academic integrity by using some referencing accurately reflects on their thinking with some adjustment to their learning | <ul style="list-style-type: none"> identifies text structures and little or no reference to how language features are used identifies details in texts with little or no reference to examples and viewpoints identifies ideas and/or information in texts with little or no reference to audience engagement researches information for a range of purposes and attempting to apply the principles of academic integrity through inconsistent and inaccurate referencing techniques reflects on their thinking with little or no adjustment to their learning |
| Creating | <ul style="list-style-type: none"> creates a variety of texts in different modes to effectively communicate considered ideas for different purposes, contexts and audiences creates texts using an appropriate selection of language features and text structures, to influence and engage particular audiences constructs a sustained and well-reasoned argument, selecting and integrating relevant information from target texts and wider research communicates ideas demonstrating clarity, fluency and accurate expression | <ul style="list-style-type: none"> creates a variety of texts in different modes to clearly communicate ideas for different purposes, contexts and audiences creates texts using a selection of language features and text structures, to influence and engage particular audiences constructs a sustained and logical argument integrating relevant evidence and examples from target texts and wider research communicates ideas demonstrating clarity and accuracy of expression | <ul style="list-style-type: none"> creates texts in different modes to present ideas for different purposes, contexts and audiences creates texts using a variety of language features and text structures, with consideration of audience presents a logical argument supported by relevant evidence and examples communicates ideas clearly | <ul style="list-style-type: none"> creates texts for different purposes for particular contexts or audiences creates texts using language features and text structures, with some consideration of audience presents an argument using some relevant evidence and examples communicates ideas with uneven expression | <ul style="list-style-type: none"> creates different texts with little or no reference to purpose, context or audience creates texts using a few basic language features and text structures, with some consideration of audience presents ideas or an opinion with little or no reference to evidence and examples expresses ideas without clarity |

Achievement Standards for English T Courses – Year 11

| | <i>A student who achieves an A grade typically</i> | <i>A student who achieves a B grade typically</i> | <i>A student who achieves a C grade typically</i> | <i>A student who achieves a D grade typically</i> | <i>A student who achieves an E grade typically</i> |
|-------------------|--|--|---|--|---|
| Responding | <ul style="list-style-type: none"> critically analyses the relationship between context, purpose and audience and how they shape meaning critically analyses how literary conventions, language and stylistic features are used in different modes and mediums to position audiences researches independently, synthesising and interpreting information and viewpoints for an argument, applying the principles of academic integrity evaluates arguments and viewpoints, justifies responses using a discerning and concise selection of evidence, examples and/or textual references reflects independently on their learning to extend and refine their thinking and approaches to learning | <ul style="list-style-type: none"> analyses the relationship between context, purpose and audience and how they shape meaning analyses how literary conventions, language and stylistic features are used in different modes and mediums to position audiences researches widely and independently, analysing and interpreting information and viewpoints for a range of purposes, applying the principles of academic integrity analyses arguments and viewpoints, justifies responses using a discerning selection of evidence, examples and/or textual references reflects on their learning to develop and refine their thinking and approaches to learning | <ul style="list-style-type: none"> explains the relationship between context, purpose and audience to convey meaning explains how literary conventions, language and stylistic features are used in different modes and mediums for different audiences researches independently, explaining information for a range of purposes, applying the principles of academic integrity explains arguments in a structured manner and selects relevant evidence, examples and/or textual references reflects on their learning and adjusts their approach to thinking and learning | <ul style="list-style-type: none"> describes context, purpose and audience with some reference to how meaning describes how literary conventions, language and stylistic features are used for different audiences researches information and presents ideas in a familiar context, inconsistently applying the principles of academic integrity describes ideas with some evidence or examples and/or textual references reflects on their thinking with some adjustment to their learning | <ul style="list-style-type: none"> identifies context, purpose and audience and makes some reference to meaning identifies language or stylistic features with little or no reference to meaning and consideration of audience researches information in a familiar context and attempting to apply the principles of academic integrity through inconsistent and inaccurate referencing techniques identifies straightforward ideas with little or no use of evidence or examples and/or textual references reflects on their thinking with little or no adjustment to their learning |
| Creating | <ul style="list-style-type: none"> communicates insightful ideas and complex concepts across a range of sustained texts 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 communicates fluently and expressively using precise expression and language conventions | <ul style="list-style-type: none"> communicates thoughtful ideas, concepts across a range of texts for different purposes, contexts and audiences effectively selects stylistic features and conventions in different modes, mediums and genres for specific purposes and audiences communicates fluently using accurate expression and language conventions | <ul style="list-style-type: none"> communicates ideas across a range of texts for different purposes, contexts and audiences uses stylistic features and conventions in different modes, mediums and genres for specific purposes and audiences communicates clearly using mainly accurate expression and language conventions | <ul style="list-style-type: none"> communicates ideas for different purposes with some consideration of contexts and audiences uses stylistic features for specific purposes and audiences with some consideration of conventions in different modes communicates using some accurate expression and some understanding of language conventions | <ul style="list-style-type: none"> communicates straightforward ideas for different purposes with little or no reference to context and audiences uses basic stylistic features in texts with little or no consideration of conventions in different modes communicates using some accurate expression |

Achievement Standards for English A Courses – Year 12

| | <i>A student who achieves an A grade typically</i> | <i>A student who achieves a B grade typically</i> | <i>A student who achieves a C grade typically</i> | <i>A student who achieves a D grade typically</i> | <i>A student who achieves an E grade typically</i> |
|-------------------|--|---|--|---|---|
| Responding | <ul style="list-style-type: none"> analyses the effectiveness of text structures and language features used to achieve particular purposes and effects analyses how effectively details and examples are used to support and develop authorial viewpoints in texts analyses how effectively perspectives and ideas are represented in texts to engage and persuade an audience researches widely and independently, analysing and interpreting information and diverse viewpoints for a wide range of purposes, applying the principles of academic integrity reflects independently on their learning to extend and refine their thinking and approaches to learning | <ul style="list-style-type: none"> explains the effectiveness of text structures and language features used to achieve particular purposes and effects explains how effectively details and examples are used to support and develop authorial viewpoints in texts explains how effectively perspectives and ideas are represented in texts to engage and persuade an audience researches widely and independently, explains information and viewpoints for a wide range of purposes, applying the principles of academic integrity reflects on their learning to develop and refine their thinking and approaches to learning | <ul style="list-style-type: none"> describes how text structures and language features are used to achieve particular purposes and effects describes how details and examples are used to support and develop authorial viewpoints in texts describes how perspectives and ideas are represented in texts to engage and persuade an audience researches and explains information and viewpoints for a range of purposes, applying the principles of academic integrity reflects on their learning and adjusts their approach to thinking and learning | <ul style="list-style-type: none"> describes text structures, with some reference to language features describes how details and examples support are used in texts with some reference to authorial viewpoints describes perspectives and ideas in texts with some reference to audience engagement researches and describes information and presents ideas for a range of purposes, sometimes applying the principles of academic integrity by using some referencing accurately reflects on their thinking with some adjustment to their learning | <ul style="list-style-type: none"> identifies text structures with little or no reference to language features identifies details from texts with little or no reference to authorial viewpoints identifies perspectives and ideas in texts with little or no reference to audience engagement researches information and presents ideas using inconsistent and attempting to apply the principles of academic integrity through inaccurate referencing techniques reflects on their thinking with little or no adjustment to their learning |
| Creating | <ul style="list-style-type: none"> creates a variety of texts in different modes to convincingly communicate considered ideas and concepts for different purposes, contexts and audiences creates texts using an original and evocative selection of language features and text structures, to influence and engage chosen audiences constructs a compelling and sustained argument supported by comprehensive, relevant evidence and examples from target texts and wider research communicates ideas demonstrating logic, clarity and fluency and precise, accurate expression | <ul style="list-style-type: none"> creates a variety of texts in different modes to effectively communicate considered ideas and concepts for different purposes, contexts and audiences creates texts using an effective selection of language features and text structures, to influence and engage chosen audiences constructs a sustained and coherent argument integrating relevant evidence and examples from target texts and research communicates ideas demonstrating some logic, clarity and accuracy of expression | <ul style="list-style-type: none"> creates texts in different modes to communicate ideas and concepts for different purposes, contexts and audiences creates texts using a selection of language features and text structures intended to influence and engage audiences presents a coherent argument supported by relevant evidence and examples from target texts communicates ideas accurately | <ul style="list-style-type: none"> creates texts for different purposes, with some reference to contexts and audiences creates texts using language features and text structures for an effect with some consideration of audience presents an argument using some evidence and examples from target text communicates ideas with some accurate grammar and simple paragraphs | <ul style="list-style-type: none"> creates different texts with little or no reference to purpose, context or audience uses language features in texts with little or no consideration of audience presents ideas or an opinion with little or no reference to evidence and examples expresses ideas in sentences fragments and attempts simple paragraphs |

Achievement Standards for English T Courses – Year 12

| | <i>A student who achieves an A grade typically</i> | <i>A student who achieves a B grade typically</i> | <i>A student who achieves a C grade typically</i> | <i>A student who achieves a D grade typically</i> | <i>A student who achieves an E grade typically</i> |
|-------------------|---|---|--|--|--|
| Responding | <ul style="list-style-type: none"> critically analyses the relationships between context, purpose and audience and how successfully they shape meaning, convey attitudes and values, and achieve particular effects critically analyses how literary conventions, language and stylistic features are integrated in different modes and mediums to position audiences evaluates through a comparison of texts how personal, social and/or cultural perspectives, ideas and concepts are represented in texts researches widely and independently, synthesising and interpreting information and reconciling diverse viewpoints to construct an argument, applying the principles of academic integrity evaluates arguments and viewpoints, justifies responses using a discerning selection of evidence, examples and/or textual references reflects independently on their learning to extend and refine their thinking and approaches to learning | <ul style="list-style-type: none"> analyses the relationships between context, purpose and audience and how successfully they shape meaning, convey attitudes and values, and achieve particular effects analyses how literary conventions, language and stylistic features are integrated in different modes and mediums to position audiences analyses through a comparison of texts how personal, social and/or cultural perspectives, ideas and concepts are represented in texts researches widely and independently, analysing and interpreting information and diverse viewpoints to construct an argument, applying the principles of academic integrity analyses arguments and viewpoints, justifies responses using a discerning selection of evidence, examples and/or textual references reflects on their learning to develop and refine their thinking and approaches to learning | <ul style="list-style-type: none"> explains the relationships between context, purpose and audience and how they shape meaning, convey attitudes and values, and achieve particular effects explains how literary conventions, language and stylistic features are used in different modes and mediums to position audiences explains through a comparison of texts how personal, social and/or cultural perspectives, ideas and concepts are represented in texts researches independently, explaining information and viewpoints to construct an argument, applying the principles of academic integrity explains arguments in a structured manner and selects relevant evidence, examples and/or textual references reflects on their learning in order to adjust their approach to thinking and learning | <ul style="list-style-type: none"> describes the relationships between context, purpose and audience with reference to meaning, attitudes and values describes how literary conventions, language or stylistic features are used to position audiences describes how personal, social and/or cultural perspectives are represented in texts researches information and presents ideas to construct an argument, sometimes applying the principles of academic integrity including some accurate referencing describes ideas with some evidence or examples and/or textual references reflects on their thinking with some adjustment to their learning | <ul style="list-style-type: none"> identifies aspects of context, purpose and audience and makes some reference to meaning identifies language and stylistic features used and makes some reference to meaning identifies how personal, social and/or cultural perspectives are used in texts researches and relays information and attempting to apply the principles of academic integrity through an inconsistent and inaccurate referencing technique identifies straightforward ideas with little or no use of evidence or examples and/or textual references reflects on their thinking with little or no adjustment to their learning |
| Creating | <ul style="list-style-type: none"> communicates insightful ideas, complex concepts and considered perspectives across a range of sustained texts 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 communicates fluently and expressively using concise, precise and nuanced language | <ul style="list-style-type: none"> communicates thoughtful ideas, complex concepts and considered perspectives across a range of sustained texts for different purposes, contexts and audiences employs stylistic features and conventions in different modes, mediums and genres for specific purposes and audiences in a creative manner communicates fluently using precise expression | <ul style="list-style-type: none"> communicates ideas and perspectives across a range of texts for different purposes, contexts and audiences uses stylistic features and conventions in different modes, mediums and genres for specific purposes and audiences communicates clearly using accurate expression | <ul style="list-style-type: none"> communicates perspectives in a range of texts for different purposes, contexts and audiences uses stylistic features in different modes, mediums and genres for specific purposes and audiences communicates using mainly accurate expression | <ul style="list-style-type: none"> communicates fragmented perspectives for different purposes, contexts and audiences use basic stylistic features for a purpose and audience communicates using some accurate expression |

Achievement Standards for EAL A Course – Year 11

| | <i>A student who achieves an A grade typically</i> | <i>A student who achieves a B grade typically</i> | <i>A student who achieves a C grade typically</i> | <i>A student who achieves a D grade typically</i> | <i>A student who achieves an E grade typically</i> |
|-------------------|---|--|--|--|---|
| Responding | <ul style="list-style-type: none"> distinguishes between literal and implied ideas and evaluates main ideas in texts evaluates how cultural and social values, attitudes and points of view are presented in texts analyses the effectiveness of language choices according to the authorial purpose of a range of text structures and vocabulary used in texts independently uses efficient forms of recording, collating and presenting information for a range of contexts and purposes, applying the principles of academic integrity | <ul style="list-style-type: none"> distinguishes between literal and implied ideas and analyses main ideas in texts analyses cultural and social values, attitudes or points of view in texts analyses language choices in relation to the purpose of text structures and vocabulary used in texts uses efficient forms of recording and collating information for a growing range of contexts applying the principles of academic integrity | <ul style="list-style-type: none"> explains literal ideas in simple texts explains cultural and/or social values, attitudes or points of view in familiar texts explains language choices for the purposes of familiar text structures, and vocabulary used in texts uses research skills to locate and record appropriate information according to the principles of academic integrity | <ul style="list-style-type: none"> describes literal ideas in familiar simple texts describes attitudes or points of view in familiar simple text describes language choices, the purpose of familiar text structures, and vocabulary used in texts uses modelled research skills to locate and record information, and attempts to apply the principles of academic integrity | <ul style="list-style-type: none"> identifies literal ideas in familiar simple texts identifies attitudes or point of views in familiar simple texts identifies language choices, the purpose of familiar text structures, and vocabulary used in texts locates and can retrieve appropriate information with support |
| Creating | <ul style="list-style-type: none"> communicates clear developed ideas and opinions in oral interactions, multi-modal and written texts, for different purposes, contexts and audiences uses and manipulates language and structural features in texts for specific purposes and audiences communicates clearly and confidently with control of language use and register | <ul style="list-style-type: none"> communicates clear ideas and opinions in a in oral interactions, multi-modal and written texts, for different purposes, contexts and audiences uses appropriate language and structural features in texts for specific purposes and audiences communicates clearly with some control of language use and register | <ul style="list-style-type: none"> communicates ideas and opinions in a range of contexts in oral interactions, multi-modal and written texts uses accurate language and structural features in texts communicates with some control of language use | <ul style="list-style-type: none"> communicates ideas for different purposes and audiences in some modes and mediums uses language features with some accuracy in familiar structures in short texts communicates on familiar topics using modelled text structures and language features | <ul style="list-style-type: none"> communicates straightforward ideas in oral interactions uses basic language features in familiar short text types communicates on familiar topics with extensive teacher support |

Achievement Standards for EAL T Course – Year 11

| | <i>A student who achieves an A grade typically</i> | <i>A student who achieves a B grade typically</i> | <i>A student who achieves a C grade typically</i> | <i>A student who achieves a D grade typically</i> | <i>A student who achieves an E grade typically</i> |
|-------------------|---|--|---|--|--|
| Responding | <ul style="list-style-type: none"> analyses the relationship between context, purpose and audience and how they shape meaning and achieve particular effects critically analyses how language and stylistic features are used in different modes and mediums for different audiences and purposes evaluates how personal, social and/or cultural perspectives, ideas and concepts are represented in texts researches widely and independently, synthesising information and viewpoints for a range of purposes, applying the principles of academic integrity develops coherent and credible arguments and viewpoints justified using a discerning selection of evidence, examples and/or textual references reflects independently on their learning to extend and refine their thinking and approaches to learning | <ul style="list-style-type: none"> analyses the relationship between context, purpose and audience and how they shape meaning analyses how language and stylistic features are used in different modes and mediums for different audiences and purposes analyses how personal, social and/or cultural perspectives, ideas and concepts are represented in texts researches independently, selecting relevant information and interpreting viewpoints for a range of purposes, using mainly accurate principles of academic integrity constructs coherent arguments and viewpoints supported by the selection of convincing evidence, examples and/or textual references reflects on their learning to develop and refine their thinking and approaches to learning | <ul style="list-style-type: none"> explains meaning, context, purpose and audience to convey understanding explains how language and stylistic features are used in different modes and mediums for different audiences and purposes explains how personal, social and/or cultural perspectives, ideas and concepts are represented in texts uses research skills to extract information from texts using referencing with some accuracy presents arguments in a structured manner and selects relevant evidence, examples and/or textual references reflects on their learning and adjusts their approach to thinking and learning | <ul style="list-style-type: none"> describes meaning, context, purpose and audience to convey understanding describes language and stylistic features used for different purposes describes how personal, social and/or cultural perspectives, ideas and concepts are represented in texts undertakes the research process: including forming questions, selecting information, using graphic organisers and recording information explains ideas with some evidence or examples and/or textual references reflects on their learning and thinking | <ul style="list-style-type: none"> identifies meaning with little reference to context, purpose and audience identifies language or stylistic features identifies personal, social and/or cultural perspectives and ideas locates and records appropriate information with support and describes the idea of academic integrity presents straightforward ideas with some evidence reflects in a limited way on their thinking and learning |
| Creating | <ul style="list-style-type: none"> communicates insightful ideas and perspectives across a range of sustained texts for different purposes, contexts and audiences manipulates linguistic and stylistic features and conventions effectively in different modes and mediums for specific purposes and audiences communicates clearly and confidently with control of register and style on prepared and unprepared topics | <ul style="list-style-type: none"> communicates considered ideas, and perspectives across a range of texts for different purposes, contexts and audiences uses linguistic and stylistic features and conventions effectively in different modes and mediums for specific purposes and audiences communicates clearly with some control of register and style on prepared and unprepared topics | <ul style="list-style-type: none"> communicates ideas across a range of texts for different purposes, contexts and audiences uses expected and standard structural and language features in different modes and mediums for specific purposes and audiences communicates prepared topics with control of register and expression | <ul style="list-style-type: none"> communicates ideas for different purposes, contexts and audiences uses structural and language features for specific purposes and audiences communicates on familiar and prepared topics | <ul style="list-style-type: none"> communicates straightforward ideas for different purposes uses basic structural and language features in familiar text types communicates on familiar and prepared topics with support |

Achievement Standards for EAL A Course – Year 12

| | <i>A student who achieves an A grade typically</i> | <i>A student who achieves a B grade typically</i> | <i>A student who achieves a C grade typically</i> | <i>A student who achieves a D grade typically</i> | <i>A student who achieves an E grade typically</i> |
|-------------------|--|--|--|---|--|
| Responding | <ul style="list-style-type: none"> analyses main ideas in a range of texts for different purposes, contexts and audiences analyses how cultural and social values, attitudes and assumptions are presented in a range of texts analyses the effectiveness of language techniques and the purpose of a range of text structures and vocabulary used in a range of texts researches independently, analysing and interpreting information and viewpoints, applying the principles of academic integrity reflects independently on their learning to extend and refine their thinking and approaches to learning | <ul style="list-style-type: none"> explains main ideas in a range of texts for different purposes, contexts and audiences explains cultural and social values, attitudes and points of view in a range of texts explains language choices and the purpose of text structures and vocabulary used in a range of texts researches with some independence, interpreting information and viewpoints, applying the principles of academic integrity reflects on their learning to develop and refine their thinking and approaches to learning | <ul style="list-style-type: none"> describes literal and implied ideas in texts of different types describes cultural and social values, attitudes and points of view in texts describes language choices and the purpose of text structures and vocabulary used in texts uses research skills to investigate and present information appropriately, reflecting the principles of academic integrity reflects on their learning and adjusts their approach to thinking and learning | <ul style="list-style-type: none"> describes literal ideas in texts describes attitudes or points of view in texts describes language choices and the purpose of text structures and vocabulary used in texts uses research skills to locate and record information appropriately, reflecting the principles of academic integrity reflects on their learning and thinking | <ul style="list-style-type: none"> identifies literal ideas in texts identifies attitudes or point of views in simple texts identifies language choices and the purpose of text structures and vocabulary used in texts locates and retrieves appropriate information using modelled research skills reflects in a limited way on their thinking and learning |
| Creating | <ul style="list-style-type: none"> communicates clear, considered ideas and opinions for different purposes, contexts and audiences in a variety of oral, written and multimodal media manipulates language and structural features effectively in texts for specific purposes and audiences communicates clearly and effectively with control of expression and structure | <ul style="list-style-type: none"> communicates clear ideas and opinions for different purposes, contexts and audiences in a variety of oral, written and multimodal media uses language and structural features effectively in texts for specific purposes and audiences communicates clearly and with accurate expression and structure | <ul style="list-style-type: none"> communicates ideas and opinions in a range of contexts in a variety of oral, written and multimodal media uses appropriate language and structural features in texts for simple purposes and audiences communicates meaning within a clear structure with some accuracy in expression | <ul style="list-style-type: none"> communicates ideas for different purposes and audiences in oral, written and multimodal media uses language and structural features in a range of texts for a familiar audience communicates meaning on a range of topics | <ul style="list-style-type: none"> communicates straightforward ideas uses language and structural features in familiar text types communicates on familiar topics |

Achievement Standards for EAL T Course – Year 12

| | <i>A student who achieves an A grade typically</i> | <i>A student who achieves a B grade typically</i> | <i>A student who achieves a C grade typically</i> | <i>A student who achieves a D grade typically</i> | <i>A student who achieves an E grade typically</i> |
|-------------------|---|---|--|---|--|
| Responding | <ul style="list-style-type: none"> critically analyses the relationships between context, purpose and audience and how successfully they shape meaning, convey attitudes and values, and achieve particular effects critically analyses how literary conventions, language and stylistic features are integrated in different modes and mediums to position audiences evaluates through a comparison of texts how personal, social and/or cultural perspectives, ideas and concepts are represented in texts researches widely and independently, synthesising and interpreting information and reconciling diverse viewpoints to construct an argument, applying the principles of academic integrity evaluates arguments and viewpoints, justifies responses using a discerning selection of evidence, examples and/or textual references reflects independently on their learning to extend and refine their thinking and approaches to learning | <ul style="list-style-type: none"> analyses the relationships between context, purpose and audience and how successfully they shape meaning, convey attitudes and values, and achieve particular effects analyses how literary conventions, language and stylistic features are integrated in different modes and mediums to position audiences analyses through a comparison of texts how personal, social and/or cultural perspectives, ideas and concepts are represented in texts researches widely and independently, analysing and interpreting information and diverse viewpoints to construct an argument, applying the principles of academic integrity analyses arguments and viewpoints, justifies responses using a discerning selection of evidence, examples and/or textual references reflects on their learning to develop and refine their thinking and approaches to learning | <ul style="list-style-type: none"> explains the relationships between context, purpose and audience and how they shape meaning, convey attitudes and values, and achieve particular effects explains how literary conventions, language and stylistic features are used in different modes and mediums to position audiences explains through a comparison of texts how personal, social and/or cultural perspectives, ideas and concepts are represented in texts researches independently, explaining information and viewpoints to construct an argument, applying the principles of academic integrity explains arguments in a structured manner and selects relevant evidence, examples and/or textual references reflects on their learning in order to adjust their approach to thinking and learning | <ul style="list-style-type: none"> describes the relationships between context, purpose and audience with reference to meaning, attitudes and values describes how literary conventions, language or stylistic features are used to position audiences describes how personal, social and/or cultural perspectives are represented in texts researches information and presents ideas to construct an argument, using some of the principles of academic integrity including some accurate referencing describes ideas with some evidence or examples and/or textual references reflects on their thinking with some adjustment to their learning | <ul style="list-style-type: none"> identifies aspects of context, purpose and audience and makes some reference to meaning identifies language and stylistic features used and makes some reference to meaning identifies how personal, social and/or cultural perspectives are used in texts researches and relays information and attempts to apply the principles of academic integrity through an inconsistent and inaccurate referencing technique identifies straightforward ideas with little or no use of evidence or examples and/or textual references reflects on their thinking with little or no adjustment to their learning |
| Creating | <ul style="list-style-type: none"> communicates insightful ideas, complex concepts and considered perspectives across a range of sustained texts for different purposes, contexts and audiences effectively manipulates stylistic features and conventions in different modes, mediums and genres for specific purposes and audiences in an innovative manner communicates confidently, coherently and clearly with control of register and style in a wide range of prepared and unprepared topics | <ul style="list-style-type: none"> communicates thoughtful ideas, complex concepts and considered perspectives across a range of sustained texts for different purposes, contexts and audiences effectively employs stylistic features and conventions in different modes, mediums and genres for specific purposes and audiences in a creative manner communicates confidently and clearly with control of register and style in prepared and unprepared topics | <ul style="list-style-type: none"> communicates ideas and perspectives across a range of texts for different purposes, contexts and audiences uses stylistic features and conventions in different modes, mediums and genres for specific purposes and audiences communicates on a range of prepared and unprepared topics with some control of register and style | <ul style="list-style-type: none"> communicates perspectives in a range of texts for different purposes, contexts and audiences uses stylistic features in different modes, mediums and genres for specific purposes and audiences communicates on prepared topics with some control of register and expression | <ul style="list-style-type: none"> communicates fragmented perspectives for different purposes, contexts and audiences use basic stylistic features for a purpose and audience communicates on familiar and prepared topics with support |

Achievement Standards for English M Course – Years 11 and 12

| | <i>A student who achieves an A grade typically</i> | <i>A student who achieves a B grade typically</i> | <i>A student who achieves a C grade typically</i> | <i>A student who achieves a D grade typically</i> | <i>A student who achieves an E grade typically</i> |
|-------------------|--|--|--|--|---|
| Responding | <ul style="list-style-type: none"> • responds to a variety of texts for differing purposes and audiences, with independence • explains ideas, attitudes and points of views in texts, with independence • reflects with insight on their thinking and learning, with independence | <ul style="list-style-type: none"> • responds to a variety of texts for differing purposes and audiences, with some independence • explains ideas, attitudes and points of view in texts, with some independence • reflects with insight on their thinking and learning, with some independence | <ul style="list-style-type: none"> • responds to texts for differing purposes and audiences, with assistance • explains ideas and points of view in texts, with assistance • reflects on their thinking and learning, with assistance | <ul style="list-style-type: none"> • responds to texts for differing purposes, with repeated cueing • explains ideas in texts, with repeated cueing • reflects on their thinking and learning, with repeated cueing | <ul style="list-style-type: none"> • responds to texts, with direct instruction • identifies ideas in texts, with direct instruction • reflects in a limited way on their thinking and learning, with direct instruction |
| Creating | <ul style="list-style-type: none"> • applies literacy skills in a variety of contexts, with independence • creates a variety of texts in different modes for different purposes, with independence | <ul style="list-style-type: none"> • applies literacy skills in a variety of contexts, with some independence • creates a variety of texts in different modes for different purposes, with some independence | <ul style="list-style-type: none"> • applies literacy skills in different contexts, with assistance • creates in different modes for different purposes, with assistance | <ul style="list-style-type: none"> • applies literacy skills in some contexts, with repeated cueing • creates texts for different purposes, with repeated cueing | <ul style="list-style-type: none"> • applies literacy skills in limited contexts, with direct instruction • creates different texts, with direct instruction |

Achievement Standards for EAL M Course – Years 11 and 12

| | <i>A student who achieves an A grade typically</i> | <i>A student who achieves a B grade typically</i> | <i>A student who achieves a C grade typically</i> | <i>A student who achieves a D grade typically</i> | <i>A student who achieves an E grade typically</i> |
|-------------------|--|---|---|---|--|
| Responding | <ul style="list-style-type: none"> demonstrates knowledge and understanding of spoken and written English for multiple purposes with independence interprets literal and implied ideas, attitudes and points of view, with independence reflects with insight on their language learning and describes developments with independence | <ul style="list-style-type: none"> demonstrates knowledge and understanding of spoken and written English for multiple purposes and audiences, with some independence explains literal and implied ideas, attitudes and points of view, with some independence reflects with insight on their language learning and describes developments, with some independence | <ul style="list-style-type: none"> demonstrates knowledge and understanding of spoken and written English for multiple purposes and audiences, with assistance describes literal ideas and points of view, with assistance reflects on their language learning and identifies developments with assistance | <ul style="list-style-type: none"> demonstrates knowledge and understanding of spoken and written English for multiple purposes, with repeated cueing describes literal ideas with repeated cueing reflects on their language learning and lists developments with repeated cueing | <ul style="list-style-type: none"> demonstrates knowledge and understanding of spoken and written English, with direct instruction identifies literal ideas with direct instruction reflects on their language learning with direct instruction |
| Creating | <ul style="list-style-type: none"> applies conventions of rehearsed texts with independence creates meaning both orally and in writing, with independence | <ul style="list-style-type: none"> applies conventions of rehearsed texts with some independence creates meaning both orally and in writing, with some independence | <ul style="list-style-type: none"> applies conventions of rehearsed texts with assistance creates meaning both orally and/or in writing, with assistance | <ul style="list-style-type: none"> applies conventions of rehearsed texts with repeated cueing creates meaning both orally and/or in writing, with repeated cueing | <ul style="list-style-type: none"> applies conventions of rehearsed texts with direct instruction creates meaning both orally and/or in writing, with direct instruction |

Moderation

Moderation is a system designed and implemented to:

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

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

The Moderation Model

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses, as well as statistical moderation of course scores, including small group procedures, for T courses.

Moderation by Structured, Consensus-based Peer Review

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

| Name | College |
|--------------------|--------------------|
| Rachael Radvanyi | Canberra College |
| Kathryn Sutherland | Hawker College |
| Jason Golding | Radford College |
| Elizabeth Allsopp | St Clare's College |

Appendix B – 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 C – 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 |