

# LANGUAGES



# Framework

*From 2020*





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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) capability
- Critical and creative thinking
- Personal and social capability
- Ethical behaviour
- Intercultural understanding

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

- 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](http://www.australiancurriculum.com.au).

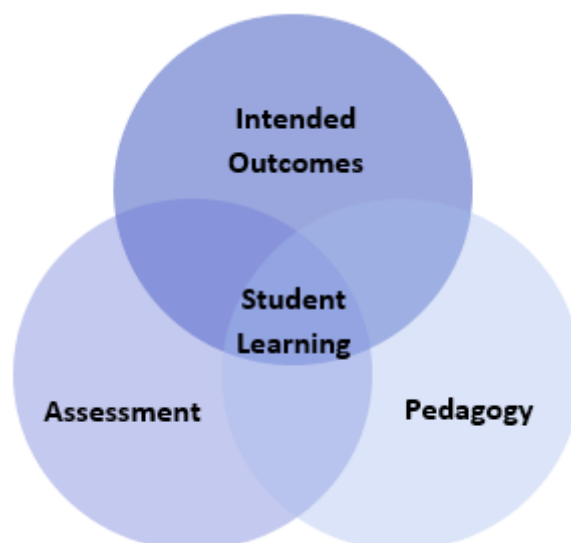
## Frameworks

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

Learning additional languages widens horizons, broadens cognitive and cultural experience, and develops communicative and intercultural capabilities. It also opens up new perspectives for learners, not only in relation to other cultures and languages, but also in terms of their own language and cultural practices.

Learning languages strengthens intellectual and analytical capability, and enhances creative and critical thinking. Students acquire an understanding of the nature of language (including linguistic and stylistic features), of culture, and of the process of communication. They increase their appreciation of how values and culture shape a learner's world view. Learning languages extends the learner's understanding of themselves, their heritage, values, culture, and identity. Students develop intercultural capability; they form understanding of, and respect for, diversity and difference, and openness to different perspectives and experiences. Learning languages contributes to strengthening the community's social, economic, and international development capabilities.

Students learn to reorganise their thinking to accommodate the structure of another language. They develop cognitive flexibility and problem-solving ability, which can be applied when problems and solutions are not evident, as well as when critical thinking and creative approaches are required.

## Goals

All courses written under this Framework should enable students to:

- enhance their capacity to communicate and interact effectively within and across languages and cultures
- show control over linguistic elements with an awareness of audience and purpose
- acquire language learning processes and strategies
- understand the interrelationship between language, culture and learning
- appreciate the importance of intercultural and intracultural capabilities
- develop capabilities that promote reflexive understanding of self and others, and encourage active global citizenship
- understand the diversity and variability of language use; how language changes with the context of situation and culture.

## 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.

Concepts and knowledge underpinning learning in the target language include:

- textual knowledge (for example, cohesion and rhetorical organisation, text types)
- grammatical and systems knowledge (for example, phonology, graphology, vocabulary, morphology, syntax)
- sociolinguistic knowledge and understanding (for example, varieties, registers, cultural references)
- cultural, intercultural, intracultural knowledge and understanding (for example, how identity is constructed in interactions).
- concepts from a range of learning areas across the curriculum.

## Processes

Processes developed in language learning include:

- higher order thinking
- critical thinking
- independent and collaborative learning
- problem solving
- decoding unfamiliar language
- intercultural sensitivity
- intercultural exchanges
- intracultural reflection
- relationship between language, culture and learning
- communicating and understanding.

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

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

**Assessment Tasks** elicit responses that demonstrate the degree to which students have achieved the goals of a unit based on the assessment criteria. The Common Curriculum Elements (CCE) are 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** use the assessment criteria relevant for a particular task and can be used to assess a continuum that indicates levels of student performance against each criterion.

### Assessment Criteria

Students will be assessed in **speaking, writing and responding** tasks on the degree to which they demonstrate:

- communicating
- understanding.



## Assessment Task Types

Language acquisition is cumulative. Deep learning and understanding, opportunities to develop understanding over time and authentic interaction are valued. Holistic assessment is encouraged to allow students to demonstrate understanding and communicating in authentic contexts. Assessment must include task types that address the interrelated capabilities: speaking, responding and writing.

Inquiry based tasks 40%	In class tasks 60%
<p><b>Preparation may be collaborative or individual, and production may be interactive, the assessment is based on individual production</b></p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>● Blog/Vlog</li> <li>● Debate</li> <li>● Interview</li> <li>● Report</li> <li>● Seminar</li> <li>● News website</li> <li>● Responding to multimodal texts using different outputs, including a changed context/audience/purpose (e.g. analytical, creative, persuasive)</li> <li>● Multimodal text with intercultural questions</li> <li>● Tutorial</li> </ul>	<p><b>Individual spontaneous production of language in response to an unseen stimulus/questions.</b></p> <p><b>Examples:</b></p> <ul style="list-style-type: none"> <li>● Oral interview</li> <li>● Sustained writing</li> <li>● Responding to multimodal texts using different outputs, including a changed context/audience/purpose (e.g. analytical, creative, persuasive)</li> </ul> <p><b>Listening, speaking, reading and writing should be assessed in an in class environment at least once in an academic year.</b></p>

### Additional Assessment Information

- For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five.
- For a half standard unit (0.5), students must complete a minimum of two and a maximum of three assessment tasks.
- Each standard (1.0) or half standard (0.5) unit must include an inquiry based task and an in class task.
- Any single assessment task will fall under only one category and in the next unit must fall in the alternate category.
- Each task must enable students to demonstrate higher order thinking and include open ended questions.
- The complexity of the target language in the stimulus material and the response required should reflect the level of the course. Responses may be in the target language or in English.
- It is recommended that students produce a variety of text types over a course of study.
- The use of a dictionary is at the discretion of the school. The conditions of an assessment task to be specified for moderation purposes.

## **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 completion of an assessment task so that success criteria are clear.

**Achievement Standards for Languages Beginning 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>
<b>Understanding</b>	<ul style="list-style-type: none"> <li>explains language and culture in familiar contexts</li> <li>explains some interconnections and reflect on own values, beliefs and practices, and ideas represented or expressed in texts</li> </ul>	<ul style="list-style-type: none"> <li>describes language and culture in familiar contexts</li> <li>describes interconnections and reflect on own values, beliefs and practices represented or expressed in texts</li> </ul>	<ul style="list-style-type: none"> <li>identifies language and culture in familiar contexts</li> <li>identifies interconnections with some reflection on own values, beliefs and practices represented or expressed in texts</li> </ul>	<ul style="list-style-type: none"> <li>identifies some language and culture in familiar contexts</li> <li>identifies some interconnections between own beliefs and practices represented or expressed in texts with little or no reflection</li> </ul>	<ul style="list-style-type: none"> <li>identifies minimal features of language and culture in familiar contexts</li> <li>identifies little or no interconnections between own beliefs and practices represented or expressed in texts</li> </ul>
<b>Communicating</b>	<ul style="list-style-type: none"> <li>produces texts displaying breadth in the treatment of familiar topics</li> <li>applies conventions of rehearsed texts to represent ideas appropriate to audience and purpose</li> <li>uses accurate and diverse language and a variety of vocabulary and grammar both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying some breadth in the treatment of familiar topics</li> <li>applies conventions of rehearsed texts to represent experiences appropriate to audience or purpose</li> <li>uses a range of vocabulary and grammar with accuracy both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying knowledge of the topic</li> <li>applies some conventions of rehearsed texts to represent experiences appropriate to audience or purpose</li> <li>uses familiar grammar and vocabulary with some accuracy both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying some knowledge of the topic</li> <li>applies few conventions of rehearsed texts to represent experiences appropriate to audience or purpose</li> <li>uses some grammar and vocabulary both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying minimal knowledge of the topic</li> <li>applies limited or no conventions of texts</li> <li>displays limited or no grammar and vocabulary both orally and in writing</li> </ul>

## Achievement Standards for Languages Continuing 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>
<b>Understanding</b>	<ul style="list-style-type: none"> <li>analyses language and culture in a wide range of familiar contexts</li> <li>explains some interconnections and reflect on own values, beliefs and practices, and ideas represented or expressed in texts</li> <li>analyses perspectives represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>explains language and culture in a range of familiar contexts</li> <li>describes interconnections and reflect on own values, beliefs and practices represented or expressed in texts</li> <li>explains perspectives represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>describes language and culture in familiar contexts</li> <li>identifies interconnections and reflect on own values, beliefs and practices represented or expressed in texts</li> <li>describes perspectives represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>identifies language and culture in familiar contexts</li> <li>identifies some interconnections between own beliefs and practices represented or expressed in texts with little to no reflection</li> <li>identifies perspectives represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>identifies minimal features of language and culture in familiar contexts</li> <li>identifies little or no interconnections between own beliefs and practices represented or expressed in texts</li> <li>identifies some aspects of perspectives represented in texts</li> </ul>
<b>Communicating</b>	<ul style="list-style-type: none"> <li>produces comprehensive texts displaying breadth in the treatment of the topic</li> <li>displays knowledge and understanding of the target language as a system and responds appropriately and with sensitivity</li> <li>applies conventions of texts to represent ideas and experiences appropriate to audience and purpose</li> <li>uses accurate and diverse language, clarity of expression and a range of vocabulary and grammar both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces knowledgeable texts displaying breadth in the treatment of the topic</li> <li>displays knowledge and understanding of the target language as a system and responds appropriately</li> <li>applies conventions of texts to represent experiences appropriate to audience or purpose</li> <li>uses accurate and diverse language and a range of vocabulary and grammar both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying knowledge of the topic</li> <li>displays some knowledge and understanding of the target language as a system and responds appropriately</li> <li>applies some conventions of texts to represent experiences appropriate to audience or purpose</li> <li>uses grammar and vocabulary with some accuracy both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying some knowledge of the topic</li> <li>displays limited knowledge of the target language as a system and responds appropriately</li> <li>applies few conventions of texts to represent experiences appropriate to audience or purpose</li> <li>uses some grammar and vocabulary both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying limited knowledge of the topic</li> <li>displays little knowledge of the target language as a system</li> <li>applies few or no conventions of texts</li> <li>displays few or no grammar and vocabulary both orally and in writing</li> </ul>

**Achievement Standards for Languages Advanced 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>
<b>Understanding</b>	<ul style="list-style-type: none"> <li>explains language and culture in a range of authentic and unfamiliar contexts</li> <li>explains interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts</li> <li>explains perspectives represented in short, topical texts</li> </ul>	<ul style="list-style-type: none"> <li>describes language and culture in authentic and unfamiliar contexts</li> <li>describes interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts</li> <li>describes perspectives represented in short, topical texts</li> </ul>	<ul style="list-style-type: none"> <li>describes some language and culture in authentic and unfamiliar contexts</li> <li>describes some interconnections and reflect on own values beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts</li> <li>identifies perspectives represented in short, topical texts</li> </ul>	<ul style="list-style-type: none"> <li>identifies some features of language and culture in authentic and unfamiliar contexts</li> <li>identifies some interconnections between own beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts with little to no reflection</li> <li>identifies some perspectives represented in short, topical texts</li> </ul>	<ul style="list-style-type: none"> <li>identifies few or no features of language and culture in authentic and unfamiliar contexts</li> <li>identifies few or no interconnections between own beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts</li> <li>identifies few or no perspectives represented in short, topical texts</li> </ul>
<b>Communicating</b>	<ul style="list-style-type: none"> <li>produces texts displaying breadth and some depth and independence in the treatment of the topic and draws conclusions</li> <li>displays thorough knowledge and understanding of the target language and responds with examples of sustained confidence</li> <li>applies conventions of texts and takes some risks to represent ideas and experiences appropriate to audience and purpose</li> <li>displays a degree of versatility and accurate and diverse language use and a range of vocabulary and grammar both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying breadth and some depth in the treatment of the topic and draws conclusions</li> <li>displays knowledge and understanding of the target language and responds with confidence</li> <li>applies conventions of texts to represent experiences appropriate to audience and/ or purpose</li> <li>displays some versatility and accurate and diverse language use orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying some breadth and depth in the treatment of the topic and draws conclusions</li> <li>displays knowledge of the target language and responds with occasional confidence</li> <li>applies some conventions of texts to represent experiences appropriate to audience or purpose</li> <li>displays accuracy both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying some breadth in the treatment of the topic and draws minimal conclusions</li> <li>displays knowledge of the target language; however lacks confidence in responses</li> <li>applies few conventions of texts to represent experiences appropriate to audience or purpose</li> <li>displays some accuracy both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying some knowledge of the topic</li> <li>displays little or no confidence in responses to knowledge of the target language</li> <li>applies no conventions of texts to represent experiences appropriate to audience or purpose</li> <li>displays limited accuracy both orally and in writing in disjointed texts</li> </ul>

**Achievement Standards for Languages Beginning 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>
<b>Understanding</b>	<ul style="list-style-type: none"> <li>analyses language and culture in a variety of familiar contexts</li> <li>explains interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in texts</li> <li>analyses perspectives represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>analyses language and culture in most familiar contexts</li> <li>explains some interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in texts</li> <li>explains perspectives represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>describes language and culture in most familiar contexts</li> <li>describes interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in texts</li> <li>explains some perspectives represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>identifies language and culture in some familiar contexts</li> <li>identifies some interconnections with some reflection on own beliefs, practices, and ideas represented or expressed in texts</li> <li>identifies perspectives represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>identifies minimal language and culture in rehearsed contexts</li> <li>identifies few interconnections with little or no reflection on own beliefs, practices, and ideas represented or expressed in texts</li> <li>identifies aspects of the perspectives represented in texts</li> </ul>
<b>Communicating</b>	<ul style="list-style-type: none"> <li>produces texts displaying breadth and some depth in the treatment of the topic and constructs logical and structured responses</li> <li>applies appropriate conventions of texts and takes some risks to represent ideas and experiences appropriate to audience and purpose</li> <li>displays accurate and diverse language use, clarity of expression and a variety of vocabulary and grammar both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying breadth in the treatment of the topic and constructs well-structured responses</li> <li>applies conventions of texts to represent ideas and experiences appropriate to audience and purpose</li> <li>displays accurate and diverse language use and a variety of vocabulary and grammar both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying some breath in the treatment of the topic and constructs conclusions</li> <li>applies some conventions of texts to represent experiences appropriate to audience and/or purpose</li> <li>uses familiar vocabulary and grammar with some accuracy both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying some knowledge of the topic</li> <li>applies few conventions of texts to represent experiences appropriate to audience or purpose</li> <li>displays some vocabulary of the language both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying little or no understanding of the topic</li> <li>applies limited or no conventions of texts</li> <li>displays limited or no vocabulary of the language both orally and in writing</li> </ul>

## Achievement Standards for Languages Continuing 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>
<b>Understanding</b>	<ul style="list-style-type: none"> <li>critically analyses particular linguistic, cultural and stylistic features</li> <li>analyses language and culture in familiar and unfamiliar contexts</li> <li>analyses interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in texts</li> <li>analyses concepts and perspectives represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>analyses linguistic, cultural and stylistic features</li> <li>analyses language and culture in familiar contexts</li> <li>explains interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in texts</li> <li>analyses perspectives represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>explains linguistic, cultural and stylistic features</li> <li>describes language and culture in familiar contexts</li> <li>explains some interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in texts</li> <li>explains perspectives represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>identifies linguistic, cultural and stylistic features</li> <li>identifies language and culture in familiar contexts</li> <li>identifies interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in texts</li> <li>identifies perspectives represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>identifies some linguistic, cultural and stylistic features</li> <li>identifies some features of language and culture in familiar contexts</li> <li>identifies some interconnections between own beliefs, practices, and ideas represented or expressed in texts with little to no reflection</li> <li>identifies aspects of the perspectives represented in texts</li> </ul>
<b>Communicating</b>	<ul style="list-style-type: none"> <li>produces comprehensive texts displaying depth and breadth in the treatment of the topic and constructs logical and structured texts</li> <li>applies appropriate conventions of texts and takes risks to represent ideas and experiences appropriate to audience and purpose</li> <li>displays accurate and diverse language use, clarity of expression and a wide range of vocabulary and grammar both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces comprehensive texts displaying breadth in the treatment of the topic and constructs logical and structured texts</li> <li>applies conventions of texts and takes some risks to represent ideas and experiences appropriate to audience and purpose</li> <li>displays accurate and diverse language use and a wide range of vocabulary and grammar both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying detailed knowledge of the topic and constructs logical and structured texts</li> <li>applies some conventions of texts to represent experiences appropriate to audience and purpose</li> <li>displays a wide vocabulary and uses grammar with some accuracy both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying some knowledge of the topic</li> <li>applies few conventions of texts to represent experiences appropriate to audience and purpose</li> <li>displays some vocabulary of the language both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying little or no understanding of the topic</li> <li>applies limited or no conventions of texts</li> <li>displays limited or no vocabulary of the language both orally and in writing</li> </ul>

## Achievement Standards for Languages Advanced 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>
<b>Understanding</b>	<ul style="list-style-type: none"> <li>analyses particular linguistic, cultural and stylistic features of authentic texts</li> <li>analyses language and culture in range of authentic and unfamiliar contexts</li> <li>explains or compares and contrasts complex interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts</li> <li>analyses concepts and perspectives represented in texts from literature and the media</li> </ul>	<ul style="list-style-type: none"> <li>explains some linguistic, cultural and stylistic features of authentic texts</li> <li>explains language and culture in a range of authentic and unfamiliar contexts</li> <li>explains interconnections and reflect on own values between own values, beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts</li> <li>explains concepts and perspectives represented in texts from literature and the media</li> </ul>	<ul style="list-style-type: none"> <li>describes linguistic, cultural and stylistic features of authentic texts</li> <li>describes some language and culture in authentic and unfamiliar contexts</li> <li>describes interconnections and reflect on own values between own beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts</li> <li>describes concepts and perspectives represented in texts from literature and the media</li> </ul>	<ul style="list-style-type: none"> <li>identifies some linguistic, cultural and stylistic features of authentic texts</li> <li>identifies some features of language and culture in authentic and unfamiliar contexts</li> <li>identifies some interconnections between own beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts with little to no reflection</li> <li>identifies some concepts and perspectives represented in texts from literature and the media</li> </ul>	<ul style="list-style-type: none"> <li>identifies some linguistic, and cultural features of authentic texts</li> <li>identifies few or no features of language and culture in authentic and unfamiliar contexts</li> <li>identifies few or no interconnections between own beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts</li> <li>identifies few or no concepts and perspectives represented in texts from literature and the media</li> </ul>
<b>Communicating</b>	<ul style="list-style-type: none"> <li>creates texts displaying independence, depth and breadth in the treatment of the topic, substantiates decisions and constructs conclusions</li> <li>displays thorough knowledge and understanding of the target language as a system and responds with sustained confidence and sensitivity</li> <li>applies to a high degree conventions of texts and takes risks to represent ideas and experiences appropriate to audience and purpose</li> <li>displays versatility and accurate and diverse language use, clarity of expression and a wide range of vocabulary and grammar both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>creates complex texts displaying breadth and some depth and independence in the treatment of the topic and constructs conclusions</li> <li>displays thorough knowledge and understanding of the target language as a system and responds with examples of sustained confidence and sensitivity</li> <li>applies conventions of texts and takes some risks to represent ideas and experiences appropriate to audience and purpose</li> <li>displays a degree of versatility and accurate and diverse language use and a wide range of vocabulary and grammar both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>creates texts displaying breadth in the treatment of the topic and constructs conclusions</li> <li>displays knowledge and understanding of the target language as a system and responds with occasional confidence and sensitivity</li> <li>applies conventions of texts to represent experiences appropriate to audience and purpose</li> <li>displays some versatility and accurate and diverse language use and a range of vocabulary and grammar both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>creates texts displaying some breadth in the treatment of the topic and constructs conclusions</li> <li>displays knowledge of the target language; however lacks confidence and/ or sensitivity in responses</li> <li>applies some conventions of texts to represent experiences appropriate to audience and purpose</li> <li>displays a range of vocabulary and uses grammar with some accuracy both orally and in writing in a sustained text</li> </ul>	<ul style="list-style-type: none"> <li>creates texts displaying some knowledge of the topic</li> <li>displays little or no confidence or sensitivity in responses to knowledge of the target language</li> <li>applies few conventions of texts to represent experiences appropriate to audience and purpose</li> <li>displays a range of vocabulary and uses grammar with limited accuracy both orally and in writing in disjointed texts</li> </ul>



**Achievement Standards for Languages Beginning 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>
<b>Understanding</b>	<ul style="list-style-type: none"> <li>analyses language and culture in familiar contexts</li> <li>explains some interconnections and reflect on own values, beliefs and practices, and ideas represented or expressed in texts</li> </ul>	<ul style="list-style-type: none"> <li>explains language and culture in familiar contexts</li> <li>describes interconnections and reflect on own values, beliefs and practices represented or expressed in texts</li> </ul>	<ul style="list-style-type: none"> <li>describes language and culture in familiar contexts</li> <li>identifies interconnections and reflect on own values, beliefs and practices represented or expressed in texts</li> </ul>	<ul style="list-style-type: none"> <li>identifies language and culture in familiar contexts</li> <li>identifies some interconnections between own beliefs and practices represented or expressed in texts with little or no reflection</li> </ul>	<ul style="list-style-type: none"> <li>identifies minimal features of language and culture in familiar contexts</li> <li>identifies little or no interconnections between own beliefs and practices represented or expressed in texts</li> </ul>
<b>Communicating</b>	<ul style="list-style-type: none"> <li>produces texts displaying breadth in the treatment of familiar topics</li> <li>applies conventions of texts to represent ideas appropriate to audience and purpose</li> <li>uses accurate and diverse language and a wide range of vocabulary and grammar both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying some breadth in the treatment of familiar topics</li> <li>applies conventions of texts to represent experiences appropriate to audience or purpose</li> <li>uses accurate and diverse language and a range of vocabulary and grammar both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying knowledge of the topic</li> <li>applies some conventions of texts to represent experiences appropriate to audience or purpose</li> <li>uses grammar and vocabulary with some accuracy both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying some knowledge of the topic</li> <li>applies few conventions of texts to represent experiences appropriate to audience or purpose</li> <li>uses some grammar and vocabulary both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying minimal knowledge of the topic</li> <li>applies limited or no conventions of texts</li> <li>displays limited or no grammar and vocabulary both orally and in writing</li> </ul>

### Achievement Standards for Languages Continuing 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>
<b>Understanding</b>	<ul style="list-style-type: none"> <li>• analyses language and culture in a wide range of familiar contexts</li> <li>• analyses interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in texts</li> <li>• analyses perspectives represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>• explains language and culture in a range of familiar contexts</li> <li>• explains some interconnections and reflect on own values, beliefs and practices, and ideas represented or expressed in texts</li> <li>• explains perspectives represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>• describes language and culture in familiar contexts</li> <li>• describes interconnections and reflect on own values, beliefs and practices represented or expressed in texts</li> <li>• describes perspectives represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>• identifies language and culture in familiar contexts</li> <li>• identifies interconnections between own beliefs and practices represented or expressed in texts with little to no reflection</li> <li>• identifies perspectives represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>• identifies minimal features of language and culture in familiar contexts</li> <li>• identifies minimal interconnections between own beliefs and practices represented or expressed in texts</li> <li>• identifies some aspects of perspectives represented in texts</li> </ul>
<b>Communicating</b>	<ul style="list-style-type: none"> <li>• produces comprehensive texts displaying breadth in the treatment of the topic</li> <li>• displays thorough knowledge and understanding of the target language as a system and responds appropriately and with sensitivity</li> <li>• applies conventions of texts to represent ideas and experiences appropriate to audience and purpose</li> <li>• displays accurate and diverse language use, clarity of expression and a wide range of vocabulary and grammar both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>• produces knowledgeable texts displaying breadth in the treatment of the topic</li> <li>• displays thorough knowledge and understanding of the target language as a system and responds appropriately</li> <li>• applies conventions of texts to represent ideas and experiences appropriate to audience or purpose</li> <li>• displays accurate and diverse language use and a wide range of vocabulary and grammar both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>• produces texts displaying knowledge of the topic</li> <li>• displays knowledge and understanding of the target language as a system and responds appropriately</li> <li>• applies some conventions of texts to represent experiences appropriate to audience or purpose</li> <li>• displays a wide vocabulary and uses grammar with some accuracy both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>• produces texts displaying some knowledge of the topic</li> <li>• displays some knowledge of the target language and responds appropriately</li> <li>• applies few conventions of texts to represent experiences appropriate to audience or purpose</li> <li>• displays some vocabulary of the language both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>• produces texts displaying minimal knowledge of the topic</li> <li>• displays minimal knowledge of the target language</li> <li>• applies few or no conventions of texts</li> <li>• displays very limited or no vocabulary of the language both orally and in writing</li> </ul>

**Achievement Standards for Languages Advanced 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>
<b>Understanding</b>	<ul style="list-style-type: none"> <li>analyses language and culture in range of authentic and unfamiliar contexts</li> <li>analyses complex interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts</li> <li>analyses concepts and perspectives represented in short, topical texts</li> </ul>	<ul style="list-style-type: none"> <li>explains language and culture in a range of authentic and unfamiliar contexts</li> <li>explains interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts</li> <li>explains concepts and perspectives represented in short, topical texts</li> </ul>	<ul style="list-style-type: none"> <li>describes some language and culture in authentic and unfamiliar contexts</li> <li>describes interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts</li> <li>describes concepts and perspectives represented in short, topical texts</li> </ul>	<ul style="list-style-type: none"> <li>identifies some features of language and culture in authentic and unfamiliar contexts</li> <li>identifies some interconnections with some reflection on own beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts</li> <li>identifies some concepts and perspectives represented in short, topical texts</li> </ul>	<ul style="list-style-type: none"> <li>identifies few or no features of language and culture in authentic and unfamiliar contexts</li> <li>identifies few or no interconnections with little or no reflection on own beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts</li> <li>identifies few or no concepts and perspectives represented in short, topical texts</li> </ul>
<b>Communicating</b>	<ul style="list-style-type: none"> <li>produces texts displaying independence, depth and breadth in the treatment of the topic and draws conclusions</li> <li>displays thorough knowledge and understanding of the target language and responds with sustained confidence</li> <li>applies to a high degree conventions of texts and takes risks to represent ideas and experiences appropriate to audience and purpose</li> <li>displays versatility and accurate and diverse language use, clarity of expression and a range of vocabulary and grammar both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying breadth and some depth and independence in the treatment of the topic and draws conclusions</li> <li>displays thorough knowledge and understanding of the target language and responds with examples of sustained confidence</li> <li>applies to a degree conventions of texts and takes some risks to represent ideas and experiences appropriate to audience and purpose</li> <li>displays a degree of versatility and accurate and diverse language use and a range of vocabulary and grammar both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying breadth in the treatment of the topic and draws conclusions</li> <li>displays knowledge and understanding of the target language and responds with occasional confidence</li> <li>applies conventions of texts to represent experiences appropriate to audience and/ or purpose</li> <li>displays some versatility and accurate language use orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying some breadth in the treatment of the topic and draws conclusions</li> <li>displays knowledge of the target language; however lacks confidence in responses</li> <li>applies some conventions of texts to represent experiences appropriate to audience or purpose</li> <li>displays some accuracy both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying some knowledge of the topic</li> <li>displays little or no confidence in responses to knowledge of the target language</li> <li>applies few conventions of texts to represent experiences appropriate to audience or purpose</li> <li>displays limited accuracy both orally and in writing in disjointed texts</li> </ul>

### Achievement Standards for Languages Beginning 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>
<b>Understanding</b>	<ul style="list-style-type: none"> <li>evaluates language and culture in familiar and unfamiliar contexts</li> <li>analyses interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in texts</li> <li>evaluates concepts and perspectives represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>analyses language and culture in familiar and unfamiliar contexts</li> <li>explains interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in texts</li> <li>analyses perspectives represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>describes language and culture in familiar contexts</li> <li>explains some interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in texts</li> <li>explains perspectives represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>identifies language and culture in familiar contexts</li> <li>identifies interconnections between own beliefs, practices, and ideas represented or expressed in texts with little to no reflection</li> <li>identifies perspectives represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>identifies some features of language and culture in familiar contexts</li> <li>identifies some interconnections between own beliefs, practices, and ideas represented or expressed in texts</li> <li>identifies aspects of the perspectives represented in texts</li> </ul>
<b>Communicating</b>	<ul style="list-style-type: none"> <li>produces insightful texts displaying depth and breadth in the treatment of the topic and constructs logical and structured responses</li> <li>applies appropriate conventions of texts and takes risks to represent ideas and experiences appropriate to audience and purpose</li> <li>displays accurate and diverse language use, clarity of expression and a variety of vocabulary and grammar both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying breadth in the treatment of the topic and constructs well-structured responses</li> <li>applies conventions of texts and takes some risks to represent ideas and experiences appropriate to audience and purpose</li> <li>displays accurate and diverse language use and a variety of vocabulary and grammar both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying some breath in the treatment of the topic and constructs conclusions</li> <li>applies some conventions of texts to represent experiences appropriate to audience and/or purpose</li> <li>uses familiar vocabulary and grammar with some accuracy both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying some knowledge of the topic</li> <li>applies few conventions of texts to represent experiences appropriate to audience or purpose</li> <li>displays some vocabulary of the language both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying little or no understanding of the topic</li> <li>applies very few conventions of texts</li> <li>displays limited vocabulary of the language both orally and in writing</li> </ul>

## Achievement Standards for Languages Continuing 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>
<b>Understanding</b>	<ul style="list-style-type: none"> <li>critically analyses particular linguistic, cultural and stylistic features</li> <li>evaluates language and culture in familiar and unfamiliar contexts</li> <li>analyses complex interconnections and reflect on own values between own values, beliefs and practices, and ideas represented or expressed in texts</li> <li>evaluates concepts and perspectives represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>analyses particular linguistic, cultural and stylistic features</li> <li>analyses language and culture in familiar and unfamiliar contexts</li> <li>explains complex interconnections and reflect on own values between own values, beliefs and practices, and ideas represented or expressed in texts</li> <li>analyses concepts and perspectives represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>explains some linguistic, cultural and stylistic features</li> <li>explains language and culture in familiar and unfamiliar contexts</li> <li>explains interconnections and reflect on own values between own values, beliefs and practices, and ideas represented or expressed in texts</li> <li>explains concepts and perspectives represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>describes linguistic, cultural and stylistic features</li> <li>describes language and culture in familiar contexts</li> <li>describes interconnections and reflect on own values between own beliefs and practices, and ideas represented or expressed in texts</li> <li>describe concepts and perspectives represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>identifies some linguistic, cultural and stylistic features</li> <li>identifies some features of language and culture in familiar contexts</li> <li>identifies some interconnections between own beliefs and practices, and ideas represented or expressed in texts with little to no reflection</li> <li>identifies concepts and perspectives represented in texts</li> </ul>
<b>Communicating</b>	<ul style="list-style-type: none"> <li>produces insightful texts displaying independence, depth and breadth in the treatment of the topic, substantiates decisions and constructs logical conclusions</li> <li>displays clear and thorough knowledge and understanding of the target language as a system and responds appropriately and with sensitivity</li> <li>applies appropriate conventions of texts and takes risks to represent ideas and experiences appropriate to audience and purpose</li> <li>displays accurate and diverse language use, clarity of expression and a wide range of vocabulary and grammar both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces complex texts displaying breadth and some depth and independence in the treatment of the topic and constructs logical conclusions</li> <li>displays thorough knowledge and understanding of the target language as a system and responds appropriately and with sensitivity</li> <li>applies conventions of texts and takes some risks to represent ideas and experiences appropriate to audience and purpose</li> <li>displays accurate and diverse language use and a wide range of vocabulary and grammar both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying breadth in the treatment of the topic and constructs conclusions</li> <li>displays knowledge and understanding of the target language as a system and responds appropriately</li> <li>applies some conventions of texts to represent experiences appropriate to audience and purpose</li> <li>displays a wide vocabulary and uses grammar with some accuracy both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying some detail in the treatment of the topic</li> <li>displays knowledge of the target language and responds appropriately</li> <li>applies few conventions of texts to represent experiences appropriate to audience and purpose</li> <li>displays some vocabulary of the language both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying some knowledge of the topic</li> <li>displays some knowledge of the target language</li> <li>applies limited or no conventions of texts</li> <li>displays limited or no vocabulary of the language both orally and in writing</li> </ul>

## Achievement Standards for Languages Advanced 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>
<b>Understanding</b>	<ul style="list-style-type: none"> <li>critically analyses particular linguistic, cultural and stylistic features of authentic texts</li> <li>evaluates language and culture in a wide range of authentic and unfamiliar contexts</li> <li>analyses and synthesises complex interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts</li> <li>evaluates concepts and perspectives represented in a range of texts from literature and the media</li> </ul>	<ul style="list-style-type: none"> <li>analyses particular linguistic, cultural and stylistic features of authentic texts</li> <li>analyses language and culture in range of authentic and unfamiliar contexts</li> <li>explains and compares and contrasts complex interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts</li> <li>analyses concepts and perspectives represented in texts from literature and the media</li> </ul>	<ul style="list-style-type: none"> <li>explains some linguistic, cultural and stylistic features of authentic texts</li> <li>explains language and culture in a range of authentic and unfamiliar contexts</li> <li>explains interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts</li> <li>explains concepts and perspectives represented in texts from literature and the media</li> </ul>	<ul style="list-style-type: none"> <li>describes linguistic, cultural and stylistic features of authentic texts</li> <li>describes some language and culture in authentic and unfamiliar contexts</li> <li>describes interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts</li> <li>describes concepts and perspectives represented in texts from literature and the media</li> </ul>	<ul style="list-style-type: none"> <li>identifies some linguistic, cultural and stylistic features of authentic texts</li> <li>identifies some features of language and culture in authentic and unfamiliar contexts</li> <li>identifies some interconnections between own beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts with little or no reflection</li> <li>identifies concepts and perspectives represented in texts from literature and the media</li> </ul>
<b>Communicating</b>	<ul style="list-style-type: none"> <li>creates insightful texts displaying independence, depth and breadth in the treatment of the topic, substantiates decisions and constructs conclusions</li> <li>displays clear and thorough knowledge and understanding of the target language as a system and responds with a high degree of confidence and sensitivity</li> <li>applies to a high degree conventions of texts and takes risks to represent ideas and experiences appropriate to audience and purpose</li> <li>displays versatility and accurate and diverse language use, clarity of expression and a wide range of vocabulary and grammar both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>creates complex texts displaying breadth and some depth and independence in the treatment of the topic and constructs conclusions</li> <li>displays thorough knowledge and understanding of the target language as a system and responds appropriately and with a good degree of confidence and sensitivity</li> <li>applies conventions of texts and takes some risks to represent ideas and experiences appropriate to audience and purpose</li> <li>displays a degree of versatility and accurate and diverse language use and a wide range of vocabulary and grammar both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>creates texts displaying breadth in the treatment of the topic and constructs conclusions</li> <li>displays knowledge and understanding of the target language as a system and responds with confidence and sensitivity</li> <li>applies conventions of texts to represent experiences appropriate to audience and purpose</li> <li>displays some versatility and accurate and diverse language use and a range of vocabulary and grammar both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>creates texts displaying some breadth in the treatment of the topic and constructs conclusions</li> <li>displays knowledge of the target language and responds with some confidence and/ or sensitivity</li> <li>applies some conventions of texts to represent experiences appropriate to audience and purpose</li> <li>displays a range of vocabulary and uses grammar with some accuracy both orally and in writing in a sustained text</li> </ul>	<ul style="list-style-type: none"> <li>creates texts displaying some knowledge of the topic</li> <li>displays little or no confidence and/ or sensitivity in responses to knowledge of the target language</li> <li>applies few conventions of texts to represent experiences appropriate to audience and purpose</li> <li>displays a range of vocabulary and uses grammar with limited accuracy both orally and in writing in disjointed texts</li> </ul>

**Achievement Standards for Languages M Courses – 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>
<b>Understanding</b>	<ul style="list-style-type: none"> <li>explains language in familiar contexts with independence</li> <li>explains culture in familiar contexts with independence</li> </ul>	<ul style="list-style-type: none"> <li>describes language in familiar contexts with some assistance</li> <li>describes culture in familiar contexts with some assistance</li> </ul>	<ul style="list-style-type: none"> <li>identifies language in familiar contexts with assistance</li> <li>identifies culture in familiar contexts with assistance</li> </ul>	<ul style="list-style-type: none"> <li>identifies some language in familiar contexts with continuous guidance</li> <li>identifies some culture in familiar contexts with continuous guidance</li> </ul>	<ul style="list-style-type: none"> <li>identifies minimal features of language in familiar contexts with direct instruction</li> <li>identifies minimal features of culture in familiar contexts with direct instruction</li> </ul>
<b>Communicating</b>	<ul style="list-style-type: none"> <li>produces texts in the treatment of familiar topics with independence</li> <li>applies conventions of rehearsed texts with independence</li> <li>uses accurate language and vocabulary and grammar both orally and/or in writing with independence</li> </ul>	<ul style="list-style-type: none"> <li>produces texts in the treatment of familiar topics with some assistance</li> <li>applies conventions of rehearsed texts with some assistance</li> <li>uses a range of vocabulary and grammar both orally and/or in writing with some assistance</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying knowledge of the topic with assistance</li> <li>applies some conventions of rehearsed texts with assistance</li> <li>uses familiar grammar and vocabulary with some accuracy both orally and/or in writing with assistance</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying some knowledge of the topic with continuous guidance</li> <li>applies few conventions of rehearsed texts with continuous guidance</li> <li>uses some grammar and vocabulary orally and/or in writing with continuous guidance</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying minimal knowledge of the topic with direct instruction</li> <li>applies limited or no conventions of texts with direct instruction</li> <li>displays limited or no grammar and vocabulary both orally and/or in writing with direct instruction</li> </ul>

## 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 over two Moderation Days. In addition to Moderation Days, there is statistical moderation of course scores, including small group procedures, for T courses.

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

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

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

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

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

### The College Course Presentation

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

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

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



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

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

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

Teachers should consult the BSSS guidelines at:

[http://www.bsss.act.edu.au/grade\\_moderation/moderation\\_information\\_for\\_teachers](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

<b>Name</b>	<b>College</b>
Janelle Horsington	Canberra Girls Grammar School
Heike Craig	Daramalan College
Sabina Imamovic	Gungahlin College
Jee Youn Lee	Lake Tuggeranong College
Kate Lofthouse	Marist College
Sophie Burton	Narrabundah College
Miyuki Shino	Narrabundah College
Lisa Bourne	St Clare’s College
Tina Rodriguez	St Francis Xavier 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
organise, sequence and explain	investigate	issues, problems
	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
identify, summarise and plan	select	main points, words, ideas in text
	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