

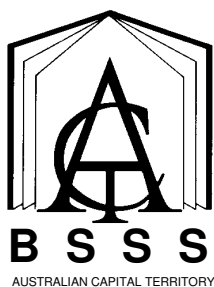
Latin

Latin

Course Framework

2007 Edition

For courses accredited from 2009



LATIN

COURSE FRAMEWORK

INTRODUCTION

All programs of study for the ACT Year 12 Certificate should enable students to become:

- creative and critical thinkers
- enterprising problem-solvers
- skilled and empathetic communicators
- informed and ethical decision-makers
- environmentally and culturally aware citizens
- confident and capable users of technologies
- independent and self-managing learners
- collaborative team members

and provide students with:

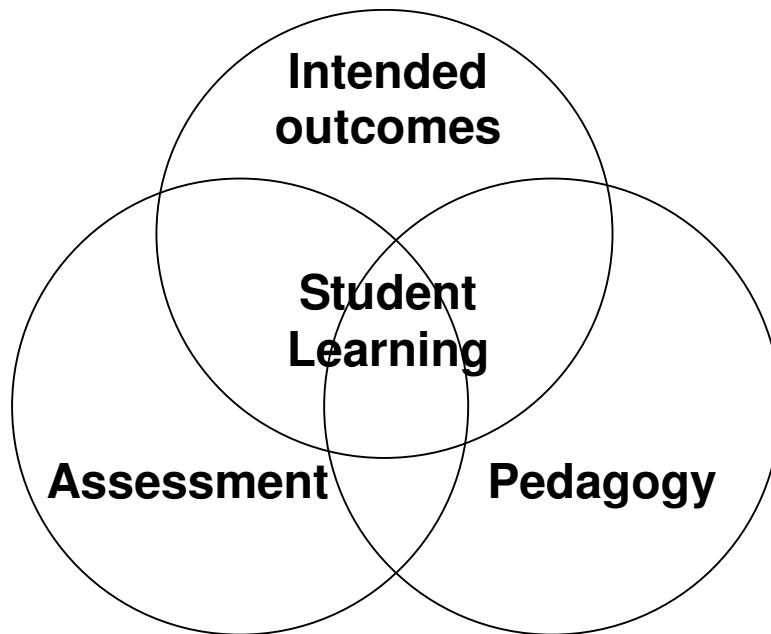
- a comprehensive body of specific knowledge, principles and concepts
- a basis for self-directed and lifelong learning
- personal attributes enabling effective participation in society

*Examples of these student capabilities are provided at **Appendix A**.*

COURSE FRAMEWORKS

Course 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.

Course 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

Latin is the language of the ancient Romans, who at the height of their power took their language, traditions and civilisation throughout the then known world.

By means of Roman conquest and integration with the conquered, the language of Latin spread throughout the world, and in turn gave birth to the modern Romance languages, such as French, Spanish and Italian.

During the later spread of Western Christianity throughout the world, Latin became the language of the Church, and thus of learning and culture. For centuries, Latin was the language of philosophy and scholarship. It became the basis of education, and still provides much of the technical language for the sciences, law and medicine.

The vocabulary of Latin also significantly, through historical circumstances, enriched the vocabulary of the English language.

The study of Classical Latin in schools is usually the study of the language used by the Roman writers whose works collectively spanned the period of c.100BC to c.100AD, and more particularly, the study of prose and poetry of those authors who wrote during the end of the Republic and early years of the Empire. These are the years of Rome's greatest power and influence, and the richest in its output of literary excellence.

The study of Latin makes an important contribution to the educative process in the contemporary world.

Through a study of its literature, students gain an insight into the ideas, beliefs, customs and values of a people who significantly shaped Western society. It provides students with an opportunity to reflect on issues, values and themes of universal significance, and through a comparative process, evaluate their influence on contemporary Australian society, both at the personal and community level.

The inflected nature of the language requires careful analysis of inflections, word order and the strict relationships between words and sentences. This analysis promotes logical thinking about meaning and thus increased accuracy in written communication. The ability to translate the ideas and thoughts from one language into another forces students to think carefully not only about their own language but about language in general.

The study of Latin teaches students not only how to learn a language, but provides a firm base on which to build another.

The study of Latin, through its linguistic challenges and the exposure to a variety of Roman writers, both poetry and prose, provides for students a singular opportunity for intellectual stimulation, a sense of enjoyment and achievement, and with it all, a sharper insight into the English language.

GOALS

Course Framework Goals focus on the essential things that students should know and be able to do as a result of studying any course in this subject area. They are **intended student outcomes**.

All courses based on this Course Framework should enable students to:

- develop an appreciation of the contribution of Latin and the works of the Roman authors to Western civilisation, its origins and its contribution to Australia's cultural identity
- explore the works of the Roman authors to understand the social, moral and political value systems of the Romans and compare them with those of contemporary multicultural Australian society
- inform by a close study of the works of Roman authors, the attitudes and values concerning issues, such as citizenship, multiculturalism, social justice, legal justice, the rights of the individual and gender equity
- translate thoughts and ideas from Latin and articulate them in English
- translate English sentences into Latin*
- apply their knowledge of Latin to gain an understanding of the close relationship between Latin and English vocabulary and that of the Romance languages
- learn other languages using their knowledge of grammatical terminology and complex linguistic structures
- develop the capacity to think clearly and logically
- derive enjoyment from the study of Latin.

** This goal applies to Continuing Courses only*

GUIDE TO THE SELECTION OF CONTENT

Courses developed under this Framework will provide details of course content through the component units of the course. While this content will differ according to the particular course classification (A, T or M, including vocational programs), all content will be chosen to enable students to work towards the achievement of the common and agreed goals of the Framework.

Language courses are offered at levels of Beginning, Continuing and Advanced. The Board of Senior Secondary Studies Policy and Procedures Manual and the Languages Enrolment Eligibility Form (www.bsss.act.edu.au/curriculum/courses) define the intended student audience for each course level.

Essential Concepts and Skills

All courses developed under this Framework will be based on the essential concepts and skills of Latin, as outlined below.

Concepts

The essential concepts of Latin include:

- understanding the culture which has formed the basis of Western society
- appreciating the similarities and diversity of the human character and experience over several centuries
- comprehending the relationship between the values of the Romans and those of the modern world
- understanding the importance of citizenship, multiculturalism, social justice, legal justice, the rights of the individual and gender equity.

Skills

The essential skills of Latin include:

- translating Latin reading text into clear, accurate, idiomatic English
- analysing both the literary* and grammatical elements of the Latin text
- evaluating the attitudes and values evidenced in the Latin text
- translating unseen passages of Latin into English
- translating English sentences into Latin*
- identifying the relationship between Latin vocabulary and English derivatives
- practising problem solving
- engaging in independent and collaborative learning
- using a range of strategies for independent language learning.

** These skills apply to Continuing courses only*

Recommended Content

Beginning

Passages of Latin chosen to be read should move from simple Latin sentences to continuous simplified Latin text such as is contained in various courses commonly used in Years 7 to 10. Older students may find the text and learning materials provided in adult introductory courses such as *Reading Latin*, Peter V Jones and Keith C. Sidwell, CUP, 1986 appropriate to their level of maturity.

Continuing

Passages of Latin chosen to be read should be both appropriate to the level and interest of the students, moving from simplified or modified Latin of a course text to original Latin text, and ones which provide opportunities for developing the concepts outlined above. This might encompass excerpts and/or short poems from Latin verse authors such as Catullus, Horace, Lucretius, Martial, Ovid, Virgil and excerpts from Latin prose authors such as Caesar, Cicero, Livy, Nepos, Pliny the Younger, Sallust, Tacitus. Authors should be chosen to provide students with a range of genre and subject matter.

Vocational Courses

There are no vocational courses under this Course Framework.

PEDAGOGY

Teaching Strategies

Teachers will need to take into account the students' prior language learning, different learning styles, interests and abilities. It is recommended that teachers seek to provide a balance and variety of activities.

Teaching strategies that are particularly relevant and effective in Latin may include:

- teacher instruction and modelling
- collaborative learning
- problem solving
- error recognition and correction
- student presentations
- discussion and debate
- dealing with unfamiliar language through analysis and deductive reasoning
- research
- developing strategies for independent language learning
- subject specific internet resources
- extending students' knowledge through use of technology

ASSESSMENT

The purpose of including assessment task types (with examples of tasks) and assessment criteria in Course Frameworks is to provide a common and agreed basis for the collection of evidence of student achievement. This collection of evidence enables a comparison of achievement within and across colleges, through moderation processes. This enables valid, fair and equitable reporting of student achievement on the Year 12 Certificate.

Assessment Tasks elicit responses that demonstrate the degree to which students have achieved the goals of a unit (and the course as a whole).

Assessment Task Types (with **weightings**) group assessment tasks in ways that reflect agreed shared practice in the subject area and facilitate the comparison of student work across different assessment tasks.

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 use all of these criteria to assess students' performance, but do not necessarily use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

Assessment Task Types

BEGINNING

Task Type	Reading and Responding	Language as a System	Writing
	Latin Text	Analysis of Language	Independent Translation
Mandatory	<ul style="list-style-type: none"> translation into English of extracts from the reading materials short answer responses related <i>inter alia</i> to the social and cultural aspects of the reading materials 	<ul style="list-style-type: none"> analysis of accident and syntax of the text being read relationship of English to the Latin vocabulary of the text being read 	<ul style="list-style-type: none"> translation into English of unprepared Latin reading passages comprehension of unprepared passages of Latin
Minimum for mandatory	30% of unit total mark	15% of unit total mark	25% of unit total mark
Optional	<ul style="list-style-type: none"> research essay oral presentation debate assignment <i>Latin in Translation</i> tasks focused on historical, social and cultural aspects of Roman society and/or personalities 	<ul style="list-style-type: none"> compilation of major structures of text being read compilation of an etymological dictionary related to the vocabulary of the texts being read multiple choice gap test 	<ul style="list-style-type: none"> combination of translation and comprehension of unprepared Latin reading passages comprehension of selected <i>Latin in Translation</i> passages relating to the historical, social and cultural aspects of Roman society and/or personalities multiple choice gap test
Weightings in 1.0 units	40 - 55%	15 - 25%	25 - 35%

Note:

- Tasks from the mandatory section, within each task type, may be combined into the one assessment item.
- The Board recommends 3 - 5 assessment tasks across a full semester unit and 2 - 3 assessment tasks for a 0.5 unit. These should not be a compilation of a number of small discrete tasks (eg mini-tests).

CONTINUING

Task Type	Reading and Responding	Language as a System	Writing
	Latin Literature	Analysis of Language	Independent Translation
Mandatory	<ul style="list-style-type: none"> translation into English of extracts from the texts being read short/extended answer responses related to the literary, social and cultural aspects of texts being read 	<ul style="list-style-type: none"> analysis of accident and syntax of the texts being read relationship of English to the Latin vocabulary of the texts being read 	<ul style="list-style-type: none"> translation into English of reading passages of unprepared Latin prose and/or verse texts translation of English sentences into Latin using the vocabulary and structures of the prose texts being read
Minimum for mandatory	30% of unit total mark	15% of unit total mark	25% of unit total mark
Optional	<ul style="list-style-type: none"> research essay oral presentation debate assignment 	<ul style="list-style-type: none"> compilation of major structures of text being read compilation of an etymological dictionary related to the vocabulary of the texts being read multiple choice gap test 	<ul style="list-style-type: none"> comprehension of unprepared passages of Latin paralleling of Latin text into English multiple choice gap test
Weightings in 1.0 units	40 - 55%	15 - 20%	30 - 40%

Note:

- Tasks from the mandatory section, within each task type, may be combined into the one assessment item.
- The Board recommends 3 - 5 assessment tasks across a full semester unit and 2 - 3 assessment tasks for a 0.5 unit. These should not be a compilation of a number of small discrete tasks (eg mini-tests).

Assessment Criteria

Beginning

Students will be assessed in **Reading and Responding, Language as a System** and **Writing** tasks on the degree to which they demonstrate:

Latin Text

- a clear understanding of the meaning of the Latin reading material
- an understanding of historical, social and cultural issues that are relevant to the Latin reading material

Analysis of Language

- a clear understanding of the linguistic features of the Latin reading material
- an understanding of the influence of Latin vocabulary on English vocabulary

Independent Translation

- a clear understanding of unprepared Latin reading passages
- a recognition of the accident (word forms) and syntax (structures) of the Latin language within the Latin reading material

Continuing

Students will be assessed in **Reading and Responding, Language as a System** and **Writing** tasks on the degree to which they demonstrate:

Latin Literature

- a clear understanding of the meaning and purpose of the texts being read
- an appreciation of the literary qualities of the texts being read
- an understanding of historical, social and cultural issues that are relevant to the texts being read

Analysis of Language

- a clear understanding of the linguistic features of the texts being read
- an understanding of the influence of Latin vocabulary on English vocabulary

Independent Translation

- a clear understanding of unprepared extracts from prose and/or verse texts
- a mastery of the accident (word forms) and syntax (structures) of the Latin language within the Latin reading material
- an ability to translate English sentences into Latin

ACHIEVEMENT STANDARDS

Grade descriptors provide a guide for teacher judgement of students' achievement, based on the assessment criteria, over a unit of work in this subject. Grades are organized on an A - E basis and represent standards of achievement.

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

The following descriptors are consistent with the **system grade descriptors** that describe generic standards of student achievement across all courses.

Beginning Grade Descriptors

	Reading and Responding Latin Text	Language as a System Analysis of Language	Writing Independent Translation
A student who achieves an A grade typically	<ul style="list-style-type: none"> translates into clear, idiomatic English using appropriate diction and reflecting the structures and emphases of the Latin text makes relevant comments on reading passages supported by specific reference to the text 	<ul style="list-style-type: none"> analyses the grammatical elements of the Latin text being read with a high degree of accuracy demonstrates an excellent understanding of the relationship between English and Latin vocabulary 	<ul style="list-style-type: none"> translates unprepared Latin reading passages into clear English, accurately reflecting the meaning of the text comprehends unprepared Latin reading passages showing a comprehensive understanding of the text
A student who achieves a B grade typically	<ul style="list-style-type: none"> translates into clear, idiomatic English using appropriate diction and reflecting most of the structures and emphases of the Latin text makes relevant comments on reading passages supported by some reference to the text 	<ul style="list-style-type: none"> analyses most of the grammatical elements of the Latin text being read with a high degree of accuracy demonstrates a very good understanding of the relationship between English and Latin vocabulary 	<ul style="list-style-type: none"> translates unprepared Latin reading passages into clear English, accurately reflecting the meaning of much of the text comprehends unprepared Latin reading passages, showing a good understanding of the text
A student who achieves a C grade typically	<ul style="list-style-type: none"> translates into clear, idiomatic English reflecting some of the structures and emphases of the Latin text makes general comments on reading passages supported by some attempts to refer to the text 	<ul style="list-style-type: none"> analyses some of the grammatical elements of the Latin text being read with a reasonable degree of accuracy demonstrates a sound understanding of the relationship between English and Latin vocabulary 	<ul style="list-style-type: none"> translates parts of unprepared Latin reading passages into clear English, showing some general understanding of the overall meaning comprehends unprepared Latin reading passages, showing a general understanding of most of the text
A student who achieves a D grade typically	<ul style="list-style-type: none"> paraphrases the general sense of the Latin text with little attempt to reflect the structures makes some general comments on reading passages with little evidence of specific reference to the text 	<ul style="list-style-type: none"> recognises some of the grammatical elements of the Latin text being read demonstrates some understanding of the relationship between English and Latin vocabulary 	<ul style="list-style-type: none"> translates and/or paraphrases parts of the unprepared Latin reading passages showing limited understanding of the overall meaning comprehends unprepared Latin reading passages, showing a limited understanding of the text
A student who achieves an E grade typically	<ul style="list-style-type: none"> makes some attempt to translate or paraphrase the Latin text with little accuracy or precision of meaning makes some comments on reading passages without specific reference to the text 	<ul style="list-style-type: none"> recognises few grammatical elements in the Latin text being read demonstrates limited understanding of the relationship between English and Latin vocabulary 	<ul style="list-style-type: none"> translates and/or paraphrases isolated sentences of the Latin reading passages showing little or no understanding of the overall meaning comprehends unprepared Latin reading passages, showing little or no understanding of the text

Continuing Grade Descriptors

	Reading and Responding Latin Literature	Language as a System Analysis of Language	Writing Independent Translation
A student who achieves an A grade typically	<ul style="list-style-type: none"> translates into clear, idiomatic English using appropriate diction and reflecting the structures and emphases of the Latin text responds critically to the text showing insight into the literary, historical and cultural elements and supporting comments with evidence from the Latin text 	<ul style="list-style-type: none"> analyses the grammatical elements of the Latin text being read with a high degree of accuracy demonstrates an excellent understanding of the relationship between English and Latin vocabulary 	<ul style="list-style-type: none"> translates unprepared Latin prose and/or verse extracts into clear English, accurately reflecting the meaning of the text translates English sentences into Latin with a high degree of accuracy, showing mastery of the relevant Latin accidence and syntax
A student who achieves a B grade typically	<ul style="list-style-type: none"> translates into clear, idiomatic English using appropriate diction and reflecting most of the structures and emphases of the Latin text responds critically to the text showing some insight into the literary, historical and cultural elements and supporting most comments with evidence from the Latin text 	<ul style="list-style-type: none"> analyses most of the grammatical elements of the Latin text being read with a high degree of accuracy demonstrates a very good understanding of the relationship between English and Latin vocabulary 	<ul style="list-style-type: none"> translates unprepared Latin prose and/or verse extracts into clear English, accurately reflecting the meaning of much of the text translates most English sentences into Latin with a high degree of accuracy, showing an understanding of most of the relevant Latin accidence and syntax
A student who achieves a C grade typically	<ul style="list-style-type: none"> translates into clear, idiomatic English reflecting some of the structures and emphases of the Latin text responds generally to the text showing some insight into the literary, historical and cultural elements and supporting comments with some evidence from the Latin text 	<ul style="list-style-type: none"> analyses some of the grammatical elements of the Latin text being read with a reasonable degree of accuracy demonstrates a sound understanding of the relationship between English and Latin vocabulary 	<ul style="list-style-type: none"> translates parts of the unprepared Latin prose and/or verse extracts accurately, showing some general understanding of the overall meaning translates most English sentences into Latin with some degree of accuracy, showing some understanding of the relevant Latin accidence and syntax
A student who achieves a D grade typically	<ul style="list-style-type: none"> paraphrases the general sense of the Latin text with little attempt to reflect the structures responds generally to most elements of the Latin text with some attempt to support comments with evidence from the Latin text 	<ul style="list-style-type: none"> recognises some of the grammatical elements of the Latin text being read demonstrates some understanding of the relationship between English and Latin vocabulary 	<ul style="list-style-type: none"> translates and/or paraphrases parts of the unprepared Latin prose and/or verse extracts showing limited understanding of the overall meaning translates isolated elements of English sentences into Latin with a varying degree of accuracy
A student who achieves an E grade typically	<ul style="list-style-type: none"> makes some attempt to translate or paraphrase the Latin text with little accuracy or precision of meaning responds to some elements of the text in a general way with little attempt to support comments with evidence from the Latin text 	<ul style="list-style-type: none"> recognises few grammatical elements in the Latin text being read demonstrates limited understanding of the relationship between English and Latin vocabulary 	<ul style="list-style-type: none"> translates and/or paraphrases isolated sentences of the Latin prose and/or verse extracts showing little or no understanding of the overall meaning attempts to translate isolated words of English sentences into Latin with a limited degree of accuracy

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 and T course and any M units offered by the school, and is sent in to the Office of the Board of Senior Secondary Studies.

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.

BIBLIOGRAPHY

REFERENCES FOR CURRICULUM DEVELOPMENT

ACT Department of Education & Training: *Every Chance to Learn – Curriculum Framework for ACT Schools Preschool to year 10* (2007)

Ministerial Council on Education, Employment, Training and Youth Affairs National Statement and Plan on Languages Education in Australian Schools (2005)

ACT BSSS Languages Framework, 2007

Teacher References in Latin

The following is a brief list of teacher resources that will be useful in developing courses based on this framework. It is neither prescriptive nor exhaustive.

Teachers' Associations

Classical Languages Teachers' Association Incorporated (NSW)

<http://classics.org.au/clta/index.html>

The Joint Association of Classical Teachers (UK)

<http://www.jact.org/>

American Classical League

<http://www.aclclassics.org/>

Course Books

Cambridge Latin Course, 4th edition CUP, 1998

Oxford Latin Course, OUP, 1987

Reading Latin, Peter V Jones and Keith C. Sidwell, CUP, 1986

(Text and an accompanying Grammar, Vocabulary and Exercises)

Web sites for Course Books

Cambridge School Classics Project:

<http://www.cambridgescp.com/>

Oxford Latin Course:

<http://artemis.austincollege.edu/acad/cml/rcap/latin/grammar-index.html>

Wheelock's Latin: <http://www.wheelockslatin.com>

General

Digital Library: <http://www.perseus.org/>

Radio Finland: <http://www.yleradio1.fi/nuntii/>

COURSE FRAMEWORK DEVELOPMENT GROUP

Name	College
John Dodds	Canberra Girls' Grammar School
Anne Rose	Canberra Girls' Grammar School

The group gratefully acknowledges the work of previous groups who developed and revised the Latin Course Framework.

All programs of study for the ACT Year 12 Certificate should enable students to become:

	The examples are indicative and not exhaustive. Those in bold relate particularly to the Employability Skills; those in <i>italics</i> to the Across Curriculum Perspectives.
• creative and critical thinkers	exploring, imagining, observing, predicting, thinking laterally, generating ideas, inquiring and researching , interrogating, conceptualising, collecting and analysing data and information, classifying , interpreting, formulating hypotheses, generalising, synthesising, reflecting , justifying conclusions, understanding different perspectives, understanding and application of different thinking strategies, understanding of scientific and mathematical language, using scientific and mathematical techniques (eg estimating, reading and interpreting data, interpolation and extrapolation)
• enterprising problem-solvers	showing initiative, resourcefulness , resilience, persistence, assessing and taking risks, recognising and seizing opportunities, problem-posing, problem-identification, problem clarification , being practical, being innovative , using mathematical techniques, using appropriate technologies, working independently and/or collaboratively to achieve a solution, testing assumptions and solutions, modifying approaches
• skilled and empathetic communicators	oral and written skills in Standard Australian English, matching communication to audience and purpose , using terminology and style appropriate to particular disciplines, using mathematical language , creating and communicating meaning using multi-modal forms, imagining the feelings and views of others , respecting and valuing diversity
• informed and ethical decision-makers	finding information and using evidence as the basis for judgements and decisions, developing awareness of differing perspectives , having integrity, taking action, exploring and critically reflecting on own values, attitudes and beliefs
• environmentally and culturally aware citizens	understanding <i>the interconnectedness of the natural and constructed world</i> ; the <i>multicultural nature of Australian society</i> ; <i>Indigenous perspectives</i> ; and global economic, social and <i>environmental</i> issues; <i>respecting difference</i> , exercising rights and responsibilities, acting in the public sphere , understanding consequences of choices and decisions
• confident and capable users of technologies	having a range of IT skills , accessing and evaluating <i>information</i> , designing and making, communicating using technologies, choosing most appropriate technologies for the task , refining processes, willingness to learn new skills
• independent and self-managing learners	eg understanding self (<i>including gender</i>), having personal goals, evaluating and monitoring own performance, taking responsibility , flexibility in adapting course of action, openness to new ideas, managing time and resources, planning and organising
• collaborative team members	eg contributing to group effectiveness, building trust, capacity to take different roles within a team, respecting differing strengths (<i>including contributions of boys and girls</i>), skills in negotiation and compromise, sustaining commitment to achieve group goals

and provide students with

• a comprehensive body of specific knowledge, principles and concepts	through subjects, cross-disciplinary courses and/or projects, work experience
• a basis for self-directed and lifelong learning	through understanding and managing self, developing capabilities and modelling an approach ('taking stock, taking steps') that prepares for a social and economic environment of greater individual responsibility
• personal attributes enabling effective participation in society	developing social skills and capabilities for citizenship, work experience and recognition of outside learning ; through understanding of a globalised knowledge society