

Languages

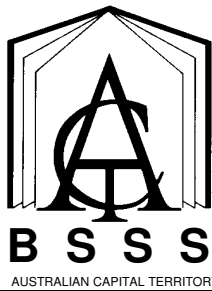
Languages

Course

Framework

2007 Edition

For courses accredited from 2008



LANGUAGES

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:

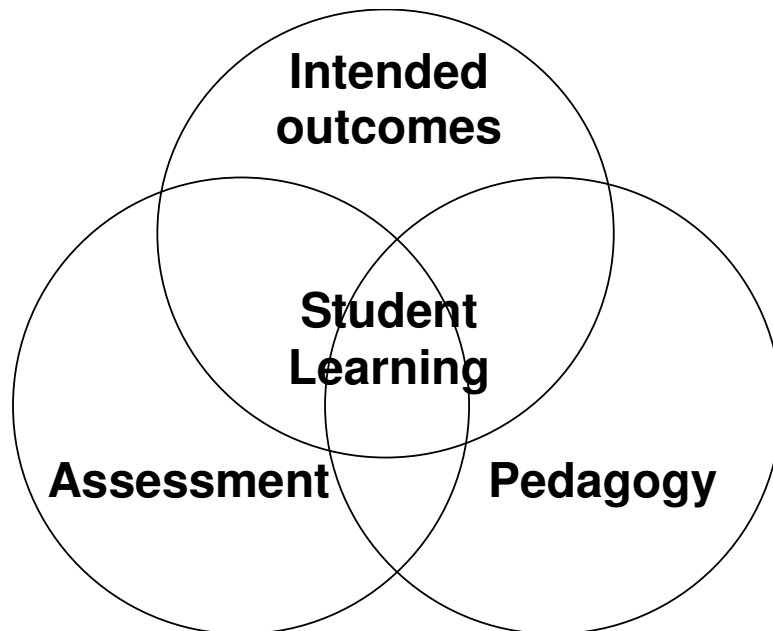
- a comprehensive body of specific knowledge, principles and concepts
- a basis for self-directed and lifelong learning
- personal attributes enabling effective participation in society

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

Learning languages :

- **Enriches our learners intellectually, educationally and culturally.**
Through language learning, students develop creative thought and expression, aesthetic awareness, enjoyment and appreciation of language. Development of language skills is a continuous intellectual process through which students acquire a range of learning strategies, which are transferable to other areas. Inter-cultural language learning helps learners to know and understand the world around them and to understand commonality and difference, global connections and patterns.¹
- **Enables our learners to communicate across cultures.**
Language skills enable people to develop a broad understanding and appreciation of other cultures and ways of thinking. With direct access to information in the target language learners can use their language skills for study, travel, and vocational purposes, widening their interpersonal networks.
- **Contributes to social cohesiveness through better communication and understanding.**
In Australia's diverse linguistic and cultural environment which is a result of its indigenous history, geography and migration, language learners will be enabled to view the world from multiple perspectives, fostering empathy in a culturally diverse environment.
- **Further develops the existing linguistic and cultural resources in our community.**
The variety of languages within the Australian community is a national resource that enriches individuals and Australia as a whole. For learners who study their background or heritage language, language learning provides a strengthened sense of identity. Learners of a second language further extend their range of literacy skills, including in English.
- **Contributes to our strategic, economic and international development.**
It contributes to both the individual's and Australia's capacity to participate successfully in the increasingly multi-lingual international community.
- **Enhances employment and career prospects for the individual.**
Language skills are useful in a wide range of vocations, including hospitality, tourism, the world of finance, politics, diplomacy translating and interpreting, librarianship, teaching, research and defence. Language skills increase the student's employability within Australia and overseas.

¹ National statement for Languages education in Australian Schools 2005-2008

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:

- establish and maintain interpersonal communication
- exchange and explore information and ideas from spoken, written and visual texts, in a variety of modes
- respond creatively and/or critically to a variety of text types *
- demonstrate, through the use of the Language, an understanding of the culture of the target language community appropriate to the level of study
- communicate in increasingly complex linguistic and cultural contexts showing strong control over linguistic elements and an awareness of audience and purpose
- develop independent, problem solving and collaborative learning skills
- develop competence in the use of appropriate technology

Language courses at Advanced level should also enable students to:

- analyse and respond to literature in the target language

** this goal applies to all language courses apart from Translating and Interpreting Skills courses.*

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.

Essential Concepts and Skills

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

Concepts

The essential concepts of Languages include:

- communicating with others
- understanding how culture is reflected in language and influences communication
- understanding the underlying structures of language
- evaluating and appreciating the diversity of human experience

Skills

The essential skills in Languages include:

- exchanging information, opinions, experiences and ideas using verbal, non-verbal and written language
- demonstrating understanding of written, spoken and visual texts through creative and/or critical responses
- analysing, synthesising and applying language structures in a cultural context
- recognising and evaluating attitudes and values inherent in the language and culture studied
- developing strategies for dealing with unfamiliar language
- problem solving, independent and collaborative learning
- using appropriate technology effectively

In Language courses at Advanced level, a further essential skill is:

- analysing, synthesising and evaluating ideas and perspectives from literature and other authentic sources

Recommended content

A range of topics and language structures relating to the themes of:

- the individual's experience
- society and community
- the world around us
- lifestyle and traditions

A range of texts, genres and experiences that reflect different forms of communication including print, audio, video, guest speakers, on-line resources, music and excursions.

Vocational Courses

Colleges with Registered Training Organization status (RTO) are eligible to deliver units of competence from the Tourism Training Package.

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 a variety of activities within each topic and across each course.

Teaching strategies that are particularly relevant in Languages may include:

- communicative activities: pair work, group work, interactive surveys, role plays
- teacher instruction and modelling
- collaborative learning
- student-centred learning
- problem solving
- error recognition and correction
- peer tutoring
- authentic learning tasks and texts
- student presentations
- guest speakers
- excursions
- discussion and debate
- dealing with unfamiliar language eg. decoding, guessing, analysing
- 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 Rubrics draw on the general course framework criteria to develop assessment criteria for a task type and a continuum, which indicates levels of student performance against each criterion.

Assessment Task Types

Task Type	Speaking	Writing	Responding *	
Mandatory	<p>Unscripted interview/conversation with teacher/native speaker comprised of unseen and some open ended questions presented on tape, video, CD or DVD</p> <p>Minimum time limit :</p> <p>Beginning 3 mins</p> <p>Continuing 5 mins</p> <p>Advanced 10 mins</p>	<p>Sustained writing produced in class under test conditions within a minimum of 45 minutes in response to an unseen question based on content covered in the unit</p> <p>(word limits as defined by the course)</p>	<p>Beginning or Continuing</p> <p>Listening/reading comprehension with questions and answers in English and/or the target language</p> <p>AND/OR</p> <p>response to an unseen stimulus</p>	<p>Advanced</p> <p>A sustained response in either the target language or English to a previously unseen/unheard stimulus</p>
Minimum for Mandatory	<p>Beginning 15%</p> <p>Continuing 20%</p> <p>Advanced 20%</p> <p>of unit total mark</p>	25% of unit total mark	25% of unit total mark	
Optional	<p>Prepared/unprepared class talk</p> <p>Oral presentation</p> <p>Role-play</p> <p>Debate</p> <p>Interview</p> <p>Conversation</p> <p>Discussion</p> <p>Questionnaire</p> <p>Interpreting</p>	<p>Written test</p> <p>Discrete language testing within a larger task</p> <p>Sustained writing pieces in a variety of genres</p> <p>Assignment</p> <p>Creative written production</p> <p>In-class written production</p> <p>Translation</p> <p>Survey</p>	<p>Listening comprehension</p> <p>Reading comprehension</p> <p>Web quest in target language</p> <p>Critical commentary</p> <p>Written/oral/visual response to a variety of text types</p> <p>Creative response and written rationale</p> <p>Multiple choice response</p> <p>Summary</p> <p>Review, interpreting and translation</p> <p>Report in response to stimulus</p> <p>Cultural assignment using target language sources</p>	
Weightings in A/T 1.0 Units	25-40%	25-40%	25-40%	
Weightings in A/T 0.5 Unit	25-40%	60-75%		

The Mandatory task must be one item with the minimum mandatory weighting as shown above.

No assessment item may be less than 10%

In a 0.5 unit:

Speaking task type must be included.

Writing and Responding may be incorporated into the one assessment task with similar relative weighting to the 1.0 unit.

Speaking:

Mandatory unscripted interview/conversation task :

Beginning courses - minimum weighting 15% of the unit total mark

Continuing and Advanced courses - minimum weighting 20% of the unit total mark

The following **optional** tasks must be weighted **less than** the mandatory unscripted interview/conversation:

Prepared class talks, Oral presentation, Role-play, Debate,

Scripted conversation.

Responding

Responding comprises both listening and reading task types and may include the use of texts with a visual component such as video or multi-media. Over a standard unit, 1.0 or two sequential 0.5 units, students should be assessed on both reading and listening comprehension. Over a 0.5 unit students should be assessed in either listening or reading.

The complexity of the target language in the stimulus material and the response required should reflect the level of the course. The instructions given to students to perform the task should also reflect the level of the course.

For student responses to aural, written and multi-modal texts, the target language should be used where possible. However, the use of English may sometimes be appropriate depending on the level of the course and the purpose of the assessment task.

In Responding Task types (which must include both Reading and Listening in a 1.0 unit) in the Beginning or Continuing Courses **the mandatory item** could be:

Listening **and** Reading comprehension as one item with weighting 25%

OR

Listening **or** Reading comprehension as one item with weighting 25%

OR

Response to stimulus as one item with weighting 25%

OR

Listening and/or Reading comprehension **and** response to stimulus could be combined into one item with weighting 25%

The specific language course writers will determine the word requirement/s for writing tasks for each course written under this framework.

Additional Assessment Advice

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) but may include a portfolio that provides coherent evidence of the depth of student learning.

Assessment Criteria

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

Communicative Interaction:

- effective fluent communication
- an understanding of purpose and context

Content:

- relevance and depth of content

Language Use:

- clarity and expression
- accuracy
- risk taking

Assessment rubrics have been developed for all of the Task Types. These are included at Appendix A.

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** which describe generic standards of student achievement across all courses.

Pages 14 to 19 include unit grade descriptors for Beginning, Continuing and Advanced level A and T courses.

Pages 25 to 31 include generic rubrics for all assessment task types for all T courses.

UNIT GRADE DESCRIPTORS FOR BEGINNING T COURSES

	Communicative Interaction: <ul style="list-style-type: none"> • effective fluent communication, • an understanding of purpose and context 	Content: <ul style="list-style-type: none"> • relevance and depth of content 	Language Use: <ul style="list-style-type: none"> • clarity and expression • accuracy • risk taking
A student who achieves an A grade typically	<ul style="list-style-type: none"> • communicates with fluency, and interacts spontaneously • applies the language they have learned in a wide range of contexts and for a variety of purposes 	<ul style="list-style-type: none"> • produces texts showing a high degree of relevance and depth of content • understands all key points and details in spoken, written and visual texts 	<ul style="list-style-type: none"> • develops ideas that contain detail and are very clearly expressed, using a variety of structures • demonstrates highly developed accuracy, creativity and independent use of the language • shows reflection, refinement and a willingness to take risks
A student who achieves a B grade typically	<ul style="list-style-type: none"> • communicates effectively and interacts confidently • applies the language they have learned in most contexts and for a variety of purposes 	<ul style="list-style-type: none"> • produces texts showing relevance and depth of content • understands most key points and most details in spoken, written and visual texts 	<ul style="list-style-type: none"> • develops ideas that contain some detail and are clearly expressed with some variety in use of structures • demonstrates accurate, creative and independent use of the language • shows reflection and a willingness to take risks
A student who achieves a C grade typically	<ul style="list-style-type: none"> • communicates appropriately and interacts competently • applies the language effectively in familiar, predictable contexts 	<ul style="list-style-type: none"> • produces texts showing relevance and some depth of content • understands the key points and some details in spoken, written and visual texts 	<ul style="list-style-type: none"> • uses ideas that are simple and mostly clearly expressed • demonstrates mostly accurate use of familiar language • shows some reflection and a willingness to take risks
A student who achieves a D grade typically	<ul style="list-style-type: none"> • communicates in well-rehearsed contexts with some interaction. • applies the language inconsistently in familiar, predictable contexts 	<ul style="list-style-type: none"> • produces short texts • understands some key points but few details in spoken, written and visual texts 	<ul style="list-style-type: none"> • uses simple ideas, sometimes repeated or restated from the text • demonstrates some accurate use of familiar language • takes few risks
A student who achieves an E grade typically	<ul style="list-style-type: none"> • communicates in a narrow range of rehearsed contexts • applies the language in a limited way 	<ul style="list-style-type: none"> • produces minimal texts • understands some key points in spoken, written and visual texts 	<ul style="list-style-type: none"> • requires guidance when expressing ideas • demonstrates some use of familiar language • takes no risks

UNIT GRADE DESCRIPTORS FOR CONTINUING T COURSES

	Communicative Interaction: <ul style="list-style-type: none"> • effective fluent communication, • an understanding of purpose and context 	Content: <ul style="list-style-type: none"> • relevance and depth of content 	Language Use: <ul style="list-style-type: none"> • clarity and expression • accuracy • risk taking
A student who achieves an A grade typically	<ul style="list-style-type: none"> • communicates with fluency, interacts spontaneously and applies the language with versatility, in a wide range of contexts and for a variety of purposes • consistently responds critically and analytically, with a confident understanding of purpose and audience • applies conventions of text types with sophistication, showing strong cultural and linguistic appropriateness and sensitivity 	<ul style="list-style-type: none"> • produces sophisticated texts showing a high degree of relevance, authenticity and depth of content • elaborates on topics and develops ideas to produce a logical and well organised text • understands all key points, details and nuances in spoken, written and visual texts 	<ul style="list-style-type: none"> • consistently uses complex grammatical structures demonstrating clarity, creativity and originality in the expression of ideas and information • demonstrates highly developed accuracy, flexibility and independent use of the language • shows reflection, refinement and a willingness to take risks
A student who achieves a B grade typically	<ul style="list-style-type: none"> • communicates effectively, interacts confidently and applies the language with some versatility, in most contexts and for a variety of purposes • responds critically and analytically, with a strong understanding of purpose and audience • applies conventions of text types well, showing cultural and linguistic appropriateness 	<ul style="list-style-type: none"> • produces articulate texts showing a high degree of relevance and depth of content • expands on topics and develops ideas to produce a logical and organised text • understands most key points, details and nuances in spoken, written and visual texts 	<ul style="list-style-type: none"> • uses some complex grammatical structures, demonstrating clarity and creativity in the expression of ideas and information • demonstrates well developed accuracy, flexibility and independent use of the language • shows reflection and a willingness to take risks
A student who achieves a C grade typically	<ul style="list-style-type: none"> • communicates competently, interacts and applies the language appropriately, in familiar and predictable contexts for a variety of purposes • responds with some degree of critical analysis, with a good understanding of purpose and audience • applies conventions of text types, showing cultural and linguistic appropriateness 	<ul style="list-style-type: none"> • produces coherent texts showing relevance and adequate depth of content • develops ideas to produce a logical and organised text • understands most key points and some details in spoken, written and visual texts 	<ul style="list-style-type: none"> • uses familiar grammatical structures demonstrating clarity in the expression of ideas and information • demonstrates accuracy in using familiar and predictable language • shows some reflection and some willingness to take risks
A student who achieves a D grade typically	<ul style="list-style-type: none"> • communicates, interacts and applies the language in a limited way, in familiar and predictable contexts, for well-rehearsed purposes • responds with some understanding of purpose and audience • applies some conventions of text types, showing cultural and linguistic awareness 	<ul style="list-style-type: none"> • produces texts showing some relevance and limited depth of content • expresses some ideas in text • understands some points and details in spoken, written and visual texts 	<ul style="list-style-type: none"> • uses some familiar grammatical structures in the expression of ideas and information • demonstrates some accuracy in using familiar and predictable language • takes few risks
A student who achieves an E grade typically	<ul style="list-style-type: none"> • communicates, interacts and applies the language minimally • responds with little understanding of purpose and audience • shows little understanding of text types or cultural and linguistic awareness. 	<ul style="list-style-type: none"> • produces minimal texts • expresses few ideas in text • demonstrates minimal understanding in spoken, written and visual texts 	<ul style="list-style-type: none"> • uses limited number of familiar grammatical structures • demonstrates limited accuracy in using familiar and predictable language • takes no risks

UNIT GRADE DESCRIPTORS FOR ADVANCED T COURSES

	Communicative Interaction: <ul style="list-style-type: none"> • effective fluent communication, • an understanding of purpose and context 	Content: <ul style="list-style-type: none"> • relevance and depth of content 	Language Use: <ul style="list-style-type: none"> • clarity and expression • accuracy • risk taking
A student who achieves an A grade typically	<ul style="list-style-type: none"> • communicates with flair and spontaneity, interacting with versatility in all contexts with strong awareness of purpose • consistently responds critically and analytically with very clear understanding of the audience • applies conventions of genre with a high degree of sophistication showing strong cultural and linguistic insight and sensitivity 	<ul style="list-style-type: none"> • produces sophisticated texts, demonstrating synthesis of ideas and showing a high degree of relevance, authenticity and depth of content • elaborates on topics, justifying viewpoint through well structured logical arguments and highly effective use of textual references • demonstrates, through sophisticated responses, insight and understanding of all key points, details and nuances in spoken, written and visual texts 	<ul style="list-style-type: none"> • consistently demonstrates a high degree of coherence, creativity and originality, with very clear expression of ideas and information • demonstrates highly developed accuracy, clarity, flexibility and independent use of the language • shows deep reflection, refinement and a willingness to take risks, including the development of an individual style
A student who achieves a B grade typically	<ul style="list-style-type: none"> • communicates with some flair and spontaneity, interacting with versatility in most contexts with good awareness of purpose • consistently responds critically and analytically with clear understanding of the audience • applies conventions of genre with sophistication showing cultural and linguistic insight 	<ul style="list-style-type: none"> • produces sophisticated texts demonstrating some synthesis of ideas and showing relevance, authenticity and depth of content • elaborates on topics, justifying viewpoint through well structured logical arguments and effective use of textual references • demonstrates, through articulate responses, insight and understanding of all key points as well as most details and nuances in spoken, written and visual texts 	<ul style="list-style-type: none"> • consistently demonstrates coherence, creativity and originality with clear expression of ideas and information • demonstrates well developed accuracy, clarity, flexibility and independent use of the language • shows reflection, refinement and a willingness to take risks, including the development of an individual style
A student who achieves a C grade typically	<ul style="list-style-type: none"> • communicates with confidence and some spontaneity, interacting competently in most contexts with awareness of purpose • responds critically and analytically with understanding of the audience • applies conventions of genre showing cultural and linguistic insight 	<ul style="list-style-type: none"> • produces coherent texts demonstrating partial synthesis of ideas, showing relevance and adequate depth of content • discusses topics, justifying viewpoint through some logical arguments and use of textual references • demonstrates understanding of most key points and some details and nuances in spoken, written and visual texts 	<ul style="list-style-type: none"> • demonstrates clarity and coherence with some creativity in the expression of ideas and information • demonstrates accuracy, clarity, flexibility and independent use of the language • shows reflection, refinement and a willingness to use some stylistic elements
A student who achieves a D grade typically	<ul style="list-style-type: none"> • communicates with some confidence and spontaneity, interacting with awareness of purpose in some contexts • responds with understanding of the audience • applies some conventions of genre showing cultural and linguistic awareness 	<ul style="list-style-type: none"> • produces texts which paraphrase ideas, showing relevance and some depth of content • discusses topics showing some capacity to support viewpoints and use some textual references • demonstrates understanding of some key points, details and nuances in spoken, written and visual texts 	<ul style="list-style-type: none"> • demonstrates clarity, some coherence and occasional creativity in the expression of ideas and information • demonstrates some accuracy and independent use of the language • shows some reflection and a willingness to use familiar stylistic elements
A student who achieves an E grade typically	<ul style="list-style-type: none"> • communicates appropriately interacting with some awareness of purpose • responds with some understanding of the audience • occasionally applies some conventions of genre showing cultural and linguistic awareness 	<ul style="list-style-type: none"> • produces texts which retell relevant concrete ideas • discusses topics, showing some capacity to support viewpoints with guidance • demonstrates understanding of concrete key points in spoken, written and visual texts 	<ul style="list-style-type: none"> • demonstrates some coherence and clarity in the expression of ideas and information • demonstrates some accuracy in the use of familiar language • shows limited reflection and occasional use of familiar stylistic elements

UNIT GRADE DESCRIPTORS FOR BEGINNING A COURSES

	Communicative Interaction: <ul style="list-style-type: none"> • effective fluent communication, • an understanding of purpose and context 	Content: <ul style="list-style-type: none"> • relevance and depth of content 	Language Use: <ul style="list-style-type: none"> • clarity and expression • accuracy • risk taking
A student who achieves an A grade typically	<ul style="list-style-type: none"> • communicates with fluency and interacts confidently • applies the language they have learned 	<ul style="list-style-type: none"> • produces texts showing relevance and depth of content • understands most key points and details in spoken, written and visual texts 	<ul style="list-style-type: none"> • demonstrates sound control of the language and shows accuracy and creativity • develops ideas that are clear and easy to follow
A student who achieves a B grade typically	<ul style="list-style-type: none"> • communicates effectively and interacts confidently and competently • applies the language they have learned 	<ul style="list-style-type: none"> • produces texts showing some relevance and depth of content • generally understands most key points and details in spoken, written and visual texts 	<ul style="list-style-type: none"> • demonstrates some control of the language and shows some creativity • expresses ideas with some accuracy and clarity
A student who achieves a C grade typically	<ul style="list-style-type: none"> • communicates appropriately, interacts and operates competently in familiar, predictable contexts 	<ul style="list-style-type: none"> • produces texts showing limited relevance and depth of content • understands some key points and some details in spoken, written and visual texts 	<ul style="list-style-type: none"> • demonstrates clear and mostly accurate use of familiar language • expresses simple ideas which are clearly expressed
A student who achieves a D grade typically	<ul style="list-style-type: none"> • communicates in well-rehearsed contexts with some interaction 	<ul style="list-style-type: none"> • produces short texts • understands some key points in spoken, written and visual texts 	<ul style="list-style-type: none"> • demonstrates some clear and accurate use of familiar language • has simple ideas which are restated from the text
A student who achieves an E grade typically	<ul style="list-style-type: none"> • communicates in a narrow range of rehearsed contexts 	<ul style="list-style-type: none"> • produces minimal texts • understands some language in spoken, written and visual texts 	<ul style="list-style-type: none"> • demonstrates some use of familiar language • requires guidance expressing ideas

UNIT GRADE DESCRIPTORS FOR CONTINUING A COURSES

	Communicative Interaction: <ul style="list-style-type: none"> • effective fluent communication, • an understanding of purpose and context 	Content: <ul style="list-style-type: none"> • relevance and depth of content 	Language Use: <ul style="list-style-type: none"> • clarity and expression • accuracy • risk taking
A student who achieves an A grade typically	<ul style="list-style-type: none"> • communicates with fluency, interacts confidently and applies the language they have learned in a wide range of rehearsed contexts and for a variety of purposes • consistently responds with a confident understanding of purpose and audience • applies conventions of text types with some sophistication showing cultural and linguistic appropriateness 	<ul style="list-style-type: none"> • produces texts showing relevance, authenticity and depth of content • develops ideas to produce a logical and well organised text • understands most key points, details and nuances in spoken, written and visual texts 	<ul style="list-style-type: none"> • consistently uses a wide range of grammatical structures effectively, demonstrating creativity and originality in the expression of ideas and information • demonstrates well developed accuracy, flexibility and independent use of the language • shows reflection, some refinement and a willingness to take risks
A student who achieves a B grade typically	<ul style="list-style-type: none"> • communicates effectively, generally interacts confidently and applies the language they have learned in most rehearsed contexts and for a variety of purposes • responds with a strong understanding of purpose and audience • applies conventions of text types well, showing cultural and linguistic appropriateness 	<ul style="list-style-type: none"> • produces articulate texts showing relevance and depth of content • develops ideas to produce a logical and organised text • understands many key points, details and nuances in spoken, written and visual texts 	<ul style="list-style-type: none"> • uses a range of grammatical structures effectively, demonstrating some creativity and originality in the expression of ideas and information • demonstrates accuracy, flexibility and independent use of the language • shows reflection and some willingness to take risks
A student who achieves a C grade typically	<ul style="list-style-type: none"> • communicates competently, interacts and applies the language appropriately in familiar and predictable contexts for a variety of purposes • responds with a good understanding of purpose and audience • applies conventions of text types, showing cultural and linguistic appropriateness 	<ul style="list-style-type: none"> • produces coherent texts showing relevance and adequate depth of content • generally develops ideas to produce a logical and organised text • understands most key points and some details in spoken, written and visual texts 	<ul style="list-style-type: none"> • uses familiar grammatical structures effectively in the expression of ideas and information • generally demonstrates accuracy in using familiar and predictable language • shows some thought and occasionally some willingness to take risks
A student who achieves a D grade typically	<ul style="list-style-type: none"> • communicates, interacts and applies the language in a limited way in familiar and predictable contexts for well-rehearsed purposes • responds with some understanding of purpose and audience • applies some conventions of text types, showing cultural and linguistic awareness 	<ul style="list-style-type: none"> • produces short texts showing some relevance and limited depth of content • expresses some ideas in text • understands some points and details in spoken, written and visual texts 	<ul style="list-style-type: none"> • uses familiar grammatical structures in the expression of ideas and information • demonstrates limited accuracy in using familiar and predictable language
A student who achieves an E grade typically	<ul style="list-style-type: none"> • communicates, interacts and applies the language minimally • responds with little understanding of purpose and audience • shows little understanding of text types or cultural and linguistic awareness 	<ul style="list-style-type: none"> • produces minimal texts • expresses few ideas in text • demonstrates minimal understanding in spoken, written and visual texts 	<ul style="list-style-type: none"> • uses some familiar grammatical structures • rarely demonstrates accuracy in using familiar and predictable language

UNIT GRADE DESCRIPTORS FOR ADVANCED A COURSES

	Communicative Interaction: <ul style="list-style-type: none"> • effective fluent communication, • an understanding of purpose and context 	Content: <ul style="list-style-type: none"> • relevance and depth of content 	Language Use: <ul style="list-style-type: none"> • clarity and expression • accuracy • risk taking
A student who achieves an A grade typically	<ul style="list-style-type: none"> • communicates spontaneously, interacts with versatility and strong awareness of purpose • responds critically with a very clear understanding of the audience • applies conventions of genre with sophistication showing cultural and linguistic insight 	<ul style="list-style-type: none"> • produces well developed texts demonstrating synthesis of ideas which show relevance, authenticity and depth of content • elaborates on topics, justifying viewpoint through logical arguments and effective use of textual references • demonstrates, through detailed responses, understanding of key points, details and nuances in spoken, written and visual texts 	<ul style="list-style-type: none"> • demonstrates coherence, creativity and originality in the expression of ideas and information • demonstrates well developed accuracy, clarity, flexibility and independent use of the language • shows reflection, refinement and a willingness to take risks, including some development of an individual style
A student who achieves a B grade typically	<ul style="list-style-type: none"> • communicates and interacts with ease in most contexts, with awareness of purpose • responds carefully, with a clear understanding of the audience • applies conventions of genre, showing cultural awareness 	<ul style="list-style-type: none"> • produces relevant texts demonstrating some development of ideas with some depth of content • discusses topics, supporting viewpoint through clear arguments and occasional use of textual references • demonstrates, through responses, understanding of key points as well as some details and nuances in spoken, written and visual texts 	<ul style="list-style-type: none"> • demonstrates coherence and some creativity and originality, in the expression of ideas and information • demonstrates accuracy, clarity, flexibility and some independent use of the language • shows reflection and some willingness to take risks
A student who achieves a C grade typically	<ul style="list-style-type: none"> • communicates and interacts effectively in most contexts with some awareness of purpose • responds with some understanding of the audience • demonstrates cultural awareness using text types 	<ul style="list-style-type: none"> • produces adequate texts presenting straightforward ideas • discusses topics, supporting viewpoint with some logical points • demonstrates understanding of some key points, details and nuances in spoken, written and visual texts 	<ul style="list-style-type: none"> • demonstrates some coherence with occasional creativity, in the expression of ideas and information • demonstrates accuracy, and flexibility in use of the language • shows some thought in a predictable context
A student who achieves a D grade typically	<ul style="list-style-type: none"> • communicates and interacts adequately with some awareness of purpose in some contexts • responds with some reference to the audience • demonstrates some cultural awareness of text types 	<ul style="list-style-type: none"> • produces brief texts which paraphrase relevant ideas • retells narrative showing some capacity to support viewpoints with own opinions • demonstrates through responses understanding of some key points, details and nuances in spoken, written and visual texts 	<ul style="list-style-type: none"> • demonstrates some coherence in the expression of ideas and information • demonstrates some accuracy in use of the language • shows some thought in very familiar linguistic contexts
A student who achieves an E grade typically	<ul style="list-style-type: none"> • communicates simply • responds with limited understanding of the audience • demonstrates occasional awareness of text type 	<ul style="list-style-type: none"> • produces very brief texts which retell relevant concrete ideas • restates ideas with some reference to personal experience • demonstrates understanding of simple key points in spoken, written and visual texts 	<ul style="list-style-type: none"> • demonstrates some understanding in the expression of ideas and information • demonstrates some accuracy in the use of familiar language • shows limited and predictable use of language

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

Course developers should acquaint themselves with the published outcomes of the P-10 revision of the ACT curriculum, currently titled “*Every Chance to Learn-Curriculum renewal*” and ensure that courses written under this Framework articulate with Language courses developed for Year 10 students.

Ministerial Council on Education, Employment, Training and Youth Affairs, 2005, *National Statement for Languages Education in Australian Schools; National Plan for Languages Education in Australian schools 2005-2008*, DECS publishing, Hindmarsh SA

WEBSITES

At the time of printing, the website of the ACT BSSS at <http://www.bsss.act.edu.au> contains useful links to relevant resources.

In particular, at the time of publication, the website addresses of the Departments of Education in the various Australian States and Territories are:

<http://www.decs.act.gov.au/>

<http://www.schools.nsw.edu.au/>

<http://www.deet.nt.gov.au/education/>

<http://education.qld.gov.au/>

http://www.decs.sa.gov.au/decs_home.asp

<http://www.education.tas.gov.au/>

<http://www.education.vic.gov.au/>

<http://www.det.wa.edu.au/education/>

COURSE FRAMEWORK DEVELOPMENT GROUP

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The group gratefully acknowledges the work of previous groups who developed and revised the Languages Other than English Course Framework.

ASSESSMENT RUBRIC for WRITING TASKS for BEGINNING T COURSES

	A and/or MARKS	B and/or MARKS	C and/or MARKS	D and/or MARKS	E and/or MARKS
Communicative Interaction: <ul style="list-style-type: none"> • effective fluent communication, • an understanding of purpose and context 	<p>Communicates fluently</p> <p>Applies the language they have learned in a wide range of contexts and for a variety of purposes</p>	<p>Communicates effectively</p> <p>Applies the language they have learned in most contexts and for a variety of purposes</p>	<p>Communicates appropriately</p> <p>Applies the language effectively in familiar, predictable contexts</p>	<p>Communicates in well-rehearsed contexts</p> <p>Applies the language inconsistently in familiar, predictable contexts</p>	<p>Communicates in a narrow range of rehearsed contexts</p> <p>Applies the language in a limited way</p>
Content: <ul style="list-style-type: none"> • relevance and depth of content 	<p>Produces spoken texts showing a high degree of relevance and depth of content</p>	<p>Produces spoken texts showing relevance and depth of content</p>	<p>Produces spoken texts showing relevance and some depth of content</p>	<p>Produces short spoken texts</p>	<p>Produces minimal spoken texts</p>
Language Use: <ul style="list-style-type: none"> • clarity and expression • accuracy • risk taking 	<p>Develops ideas that are:</p> <ul style="list-style-type: none"> • detailed • very clearly expressed • uses a variety of structures <p>Demonstrates highly developed:</p> <ul style="list-style-type: none"> • accuracy • creativity • independent use of the language <p>Shows reflection, refinement and a willingness to take risks</p>	<p>Develops ideas that:</p> <ul style="list-style-type: none"> • contain some detail • are clearly expressed • use some variety of structures <p>Demonstrates:</p> <ul style="list-style-type: none"> • accuracy, • creativity • independent use of the language <p>Shows reflection and a willingness to take risks</p>	<p>Uses ideas that are:</p> <ul style="list-style-type: none"> • simple • mostly clearly expressed <p>Demonstrates mostly accurate use of familiar language</p> <p>Shows some reflection and a willingness to take risks</p>	<p>Uses simple ideas, sometimes repeated or restated from the text</p> <p>Demonstrates some accurate use of familiar language</p> <p>Takes few risks</p>	<p>Requires guidance when expressing ideas</p> <p>Demonstrates some use of familiar language</p> <p>Takes no risks</p>

ASSESSMENT RUBRIC for SPEAKING TASKS for BEGINNING T COURSES

	A and/or MARKS	B and/or MARKS	C and/or MARKS	D and/or MARKS	E and/or MARKS
Communicative Interaction: <ul style="list-style-type: none"> • effective fluent communication, • an understanding of purpose and context 	<p>Communicates fluently and interacts spontaneously</p> <p>Applies the language they have learned in a wide range of contexts and for a variety of purposes</p>	<p>Communicates effectively and interacts confidently</p> <p>Applies the language they have learned in most contexts and for a variety of purposes</p>	<p>Communicates appropriately and interacts competently</p> <p>Applies the language effectively in familiar, predictable contexts</p>	<p>Communicates in well-rehearsed contexts with some interaction.</p> <p>Applies the language hesitantly in familiar, predictable contexts</p>	<p>Communicates in a narrow range of rehearsed contexts</p> <p>Applies the language in a limited way</p>
Content: <ul style="list-style-type: none"> • relevance and depth of content 	<p>Produces texts showing a high degree of:</p> <ul style="list-style-type: none"> • relevance • depth of content <p>Understands all key points and details in spoken texts</p>	<p>Produces texts showing:</p> <ul style="list-style-type: none"> • relevance • depth of content <p>Understands most key points and most details in spoken texts</p>	<p>Produces texts showing:</p> <ul style="list-style-type: none"> • understands some key points in spoken texts <p>Understands the key points and some details in spoken, written and visual texts</p>	<p>Produces short texts</p> <p>Understands some key points but few details in spoken texts</p>	<p>Produces minimal texts</p> <p>Understands some key points in spoken texts</p>
Language Use: <ul style="list-style-type: none"> • clarity and expression • accuracy • risk taking 	<p>Develops ideas that:</p> <ul style="list-style-type: none"> • contain detail • are very clearly expressed, • uses a variety of structures <p>Demonstrates highly developed :</p> <ul style="list-style-type: none"> • accuracy • creativity • independent use of the language <p>Shows reflection, refinement and a willingness to take risks</p>	<p>Develops ideas that:</p> <ul style="list-style-type: none"> • contain some detail • are clearly expressed • use some variety of structures <p>Demonstrates:</p> <ul style="list-style-type: none"> • accuracy • creativity • independent use of the language <p>Shows reflection and a willingness to take risks</p>	<p>Uses ideas that are:</p> <ul style="list-style-type: none"> • simple • mostly clearly expressed <p>Demonstrates:</p> <ul style="list-style-type: none"> • clarity • mostly accurate use of familiar language <p>Shows some reflection and a willingness to take risks</p>	<p>Uses simple ideas, sometimes repeated or restated from the text</p> <p>Demonstrates:</p> <ul style="list-style-type: none"> • some clarity • some accurate use of familiar language <p>Takes few risks</p>	<p>Requires guidance when expressing ideas</p> <p>Demonstrates some use of familiar language</p> <p>Takes no risks</p>

ASSESSMENT RUBRIC for RESPONDING TASKS for BEGINNING T COURSES

	A and/or MARKS	B and/or MARKS	C and/or MARKS	D and/or MARKS	E and/or MARKS
Communicative Interaction: • effective fluent communication, • an understanding of purpose and context	Communicates fluently Applies the language they have learned in a wide range of contexts and for a variety of purposes	Communicates effectively Applies the language they have learned in most contexts and for a variety of purposes	Communicates appropriately Applies the language effectively in familiar, predictable contexts	Communicates in well-rehearsed contexts Applies the language inconsistently in familiar, predictable contexts	Communicates in a narrow range of rehearsed contexts Applies the language in a limited way
Content: • relevance and depth of content	Produces texts showing a high degree of : • relevance • depth of content Understands all key points and details in spoken, written and visual texts	Produces texts showing : • relevance • depth of content Understands most key points and most details in spoken, written and visual texts	Produces texts showing : • relevance • some depth of content Understands the key points and some details in spoken, written and visual texts	Produces short texts Understands some key points but few details in spoken, written and visual texts	Produces minimal texts Understands some key points in spoken, written and visual texts
Language Use: • clarity and expression • accuracy • risk taking	Develops ideas that: • contain detail • are very clearly expressed, • uses a variety of structures Demonstrates highly developed: • accuracy, • creativity • independent use of the language Shows reflection, refinement and a willingness to take risks	Develops ideas that : • contain some detail • are clearly expressed • uses some variety of structures Demonstrates: • accuracy • creativity • independent use of the language Shows reflection and a willingness to take risks	Uses ideas that are: • simple • mostly clearly expressed Demonstrates mostly accurate use of familiar language Shows some reflection and a willingness to take risks	Uses simple ideas, sometimes repeated or restated from the text Demonstrates some accurate use of familiar language Takes few risks	Requires guidance when expressing ideas Demonstrates some use of familiar language Takes no risks

ASSESSMENT RUBRIC for WRITING TASKS for CONTINUING T COURSES

	A and/or MARKS	B and/or MARKS	C and/or MARKS	D and/or MARKS	E and/or MARKS
Communicative Interaction: • effective fluent communication, • an understanding of purpose and context	Communicates fluently Applies the language with versatility Consistently responds critically and analytically Has a confident understanding of purpose and audience Applies conventions of text types with sophistication Shows strong cultural and linguistic appropriateness and sensitivity	Communicates effectively Applies the language with some versatility Responds critically and analytically Has a strong understanding of purpose and audience Applies conventions of text types well Shows cultural and linguistic appropriateness	Communicates competently Applies the language appropriately Responds with some degree of critical analysis Has a good understanding of purpose and audience Applies conventions of text types Shows some cultural and linguistic appropriateness	Communicates in a limited way Applies the language in a limited way Responds in a limited way Has some understanding of purpose and audience Applies some conventions of text types Shows some cultural and linguistic awareness	Communicates minimally Applies the language minimally Makes little response Has little understanding of purpose and audience Shows little understanding of text types Shows little cultural and linguistic awareness
Content: • relevance and depth of content	Produces sophisticated text(s) showing a high degree of: • relevance, • authenticity • depth of content • detail Elaborates on topics Develops ideas to produce logical and well organised text(s)	Produces articulate text(s) showing a high degree of: • relevance • depth of content • detail Expands on topics Develops ideas to produce a logical and organised text(s)	Produces coherent text(s) showing: • relevance • adequate depth of content • some detail Addresses topic Develops ideas to produce a logical and organised text	Produces text(s) showing: • some relevance • limited depth of content Expresses some ideas in text	Produces minimal text(s) Expresses few ideas in text
Language Use: • clarity and expression • accuracy • risk taking	Uses complex grammatical structures Demonstrates clarity Demonstrates creativity and originality Demonstrates highly developed: • accuracy, • flexibility • independent use of the language Shows reflection, refinement and a willingness to take risks	Uses some complex grammatical structures Demonstrates clarity Demonstrates creativity Demonstrates well developed: • accuracy, • flexibility • independent use of the language Shows reflection and a willingness to take risks	Uses familiar grammatical structures Demonstrates clarity Demonstrates accuracy in using familiar and predictable language Shows some reflection and some willingness to take risks	Uses some familiar grammatical structures Demonstrates some accuracy in using familiar and predictable language Takes few risks	Uses limited number of familiar grammatical structures Demonstrates limited accuracy in using familiar and predictable language Takes no risks

ASSESSMENT RUBRIC for SPEAKING TASKS for CONTINUING T COURSES

	A and/or MARKS	B and/or MARKS	C and/or MARKS	D and/or MARKS	E and/or MARKS
Communicative Interaction: • effective fluent communication, • an understanding of purpose and context	Communicates fluently Interacts spontaneously Applies the language with versatility, in a wide range of contexts and for a variety of purposes Consistently responds critically and analytically Has a confident understanding of purpose and audience Applies conventions of genre with sophistication Shows strong cultural and linguistic appropriateness and sensitivity	Communicates effectively Interacts confidently Applies the language with some versatility, in most contexts and for a variety of purposes Responds critically and analytically Has a strong understanding of purpose and audience Applies conventions of genre well Shows cultural and linguistic appropriateness	Communicates competently Interacts appropriately Applies the language appropriately, in familiar and predictable contexts for a variety of purposes Responds with some degree of critical analysis Has a good understanding of purpose and audience Applies conventions of genre Shows some cultural and linguistic appropriateness	Communicates in a limited way Interacts in a limited way Applies the language in a limited way, in familiar and predictable contexts, for well-rehearsed purposes Responds in a limited way Has some understanding of purpose and audience Applies some conventions of genre Shows some cultural and linguistic awareness	Communicates minimally Interacts minimally Applies the language minimally Makes little response Has little understanding of purpose and audience Shows little understanding of genre Shows little cultural and linguistic awareness
Content: • expresses few ideas in text	Produces sophisticated text(s) showing a high degree of: • relevance, • authenticity • depth of content • detail Elaborates on topics develops ideas to produce logical and well organised spoken text(s) Understands all key points, details and nuances in spoken texts	Produces articulate text(s) showing a high degree of: • relevance • depth of content • detail Expands on topics develops ideas to produce a logical and organised spoken text(s) Understands most key points, details and nuances in spoken texts	Produces coherent text(s) showing: • relevance • adequate depth of content • some detail Addresses topic develops ideas to produce a logical and organised spoken text Understands most key points and some details in spoken, texts	Produces text(s) showing: • some relevance • limited depth of content Expresses some ideas in spoken text Understands some points and details in spoken texts	Produces minimal text(s) Expresses few ideas in spoken text Demonstrates minimal understanding in spoken texts
Language Use: • clarity and expression • accuracy • risk taking	Uses complex grammatical structures Demonstrates clarity Demonstrates creativity and originality Demonstrates highly developed: • accuracy, • flexibility • independent use of the language Shows reflection, refinement and a willingness to take risks	Uses some complex grammatical structure Demonstrates clarity Demonstrates creativity Demonstrates well developed: • accuracy, • flexibility • independent use of the language Shows reflection and a willingness to take risks	Uses familiar grammatical structures Demonstrates clarity Demonstrates accuracy in using familiar and predictable language Shows some reflection and some willingness to take risks	Uses some familiar grammatical structures Demonstrates some accuracy in using familiar and predictable language Takes few risks	Uses limited number of familiar grammatical structures Demonstrates limited accuracy in using familiar and predictable language Takes no risks

ASSESSMENT RUBRIC for RESPONDING TASKS for CONTINUING T COURSES

	A and/or MARKS	B and/or MARKS	C and/or MARKS	D and/or MARKS	E and/or MARKS
Communicative Interaction: <ul style="list-style-type: none"> • effective fluent communication, • an understanding of purpose and context 	<p>Communicates fluently Applies the language with versatility, in a wide range of contexts and for a variety of purposes</p> <p>Consistently responds critically and analytically</p> <p>Has confident understanding of purpose and audience</p> <p>Understands conventions of text types with sophistication</p> <p>Shows a strong cultural and linguistic appropriateness and sensitivity</p>	<p>Communicates effectively Applies the language with some versatility, in most contexts and for a variety of purposes</p> <p>Responds critically and analytically</p> <p>Has a strong understanding of purpose and audience</p> <p>Understands conventions of text types well</p> <p>Shows cultural and linguistic appropriateness</p>	<p>Communicates competently Applies the language appropriately, in familiar and predictable contexts for a variety of purposes</p> <p>Responds with some degree of critical analysis</p> <p>Has a good understanding of purpose and audience</p> <p>Understands conventions of text types</p> <p>Shows some cultural and linguistic appropriateness</p>	<p>Communicates in a limited way Applies the language in a limited way, in familiar and predictable contexts, for well-rehearsed purposes</p> <p>Responds in a limited way</p> <p>Has some understanding of purpose and audience</p> <p>Understands some conventions of text types</p> <p>Shows some cultural and linguistic awareness</p>	<p>Communicates minimally Applies the language minimally</p> <p>Makes little response</p> <p>Has little understanding of purpose and audience</p> <p>Shows little understanding of text types</p> <p>Shows little cultural and linguistic awareness</p>
Content: <ul style="list-style-type: none"> • relevance and depth of content 	<p>Produces sophisticated responses showing a high degree of relevance, depth of content and detail</p> <p>Elaborates on topics</p> <p>Develops ideas to produce logical and well organised response</p> <p>Understands all key points, details and nuances in spoken, written and visual texts</p>	<p>Produces articulate responses showing a high degree of relevance, depth of content and detail</p> <p>Expands on topics</p> <p>Develops ideas to produce a logical and organised response</p> <p>Understands most key points, details and nuances in spoken, written and visual texts</p>	<p>Produces coherent responses showing relevance, adequate depth of content and some detail</p> <p>Addresses topic</p> <p>Develops ideas to produce a logical and organised response</p> <p>Understands most key points and some details in spoken, written and visual texts</p>	<p>Produces responses showing some relevance and limited depth of content</p> <p>Expresses some ideas in response</p> <p>Understands some points and details in spoken, written and visual texts</p>	<p>Produces minimal responses</p> <p>Expresses few ideas in response</p> <p>Demonstrates minimal understanding in spoken, written and visual texts</p>
Language Use: <ul style="list-style-type: none"> • clarity and expression • accuracy • risk taking 	<p>Uses complex grammatical structures</p> <p>Demonstrates clarity, creativity and originality</p> <p>Demonstrates highly developed accuracy, flexibility and independent use of the language</p> <p>Shows reflection, refinement and a willingness to take risks</p>	<p>Uses some complex grammatical structures</p> <p>Demonstrates clarity and creativity</p> <p>Demonstrates well developed accuracy, flexibility and independent use of the language</p> <p>Shows reflection and a willingness to take risks</p>	<p>Uses familiar grammatical structures</p> <p>Demonstrates clarity</p> <p>Demonstrates accuracy in using familiar and predictable language</p> <p>Shows some reflection and some willingness to take risks</p>	<p>Uses some familiar grammatical structures</p> <p>Demonstrates some accuracy in using familiar and predictable language</p> <p>Takes few risks</p>	<p>Uses limited number of familiar grammatical structures</p> <p>Demonstrates limited accuracy in using familiar and predictable language</p> <p>Takes no risks</p>

ASSESSMENT RUBRIC for WRITING TASKS for ADVANCED T COURSES

	A and/or MARKS	B and/or MARKS	C and/or MARKS	D and/or MARKS	E and/or MARKS
Communicative Interaction: <ul style="list-style-type: none"> • effective fluent communication, • an understanding of purpose and context 	<p>Communicates with flair and versatility</p> <p>Has strong awareness of purpose</p> <p>Consistently responds critically and analytically</p> <p>Has a very clear understanding of the audience</p> <p>Applies conventions of genre with a high degree of sophistication</p> <p>Shows strong cultural and linguistic insight and sensitivity</p>	<p>Communicates with some flair and versatility</p> <p>Has good awareness of purpose</p> <p>Consistently responds critically and analytically</p> <p>Has a clear understanding of the audience</p> <p>Applies conventions of genre with sophistication</p> <p>Shows cultural and linguistic insight</p>	<p>Communicates competently with confidence</p> <p>Has an awareness of purpose</p> <p>Responds critically and analytically</p> <p>Has an understanding of the audience</p> <p>Applies conventions of genre</p> <p>Shows some cultural and linguistic insight</p>	<p>Communicates with some confidence</p> <p>Has awareness of purpose in some contexts</p> <p>Has an understanding of the audience</p> <p>Applies some conventions of genre</p> <p>Shows some cultural and linguistic awareness</p>	<p>Communicates appropriately</p> <p>Has some awareness of purpose</p> <p>Has some understanding of the audience</p> <p>Occasionally applies some conventions of genre</p> <p>Occasionally shows cultural and linguistic awareness</p>
Content: <ul style="list-style-type: none"> • relevance and depth of content 	<p>Produces sophisticated texts that demonstrate:</p> <ul style="list-style-type: none"> • synthesis of ideas • high degree of relevance • authenticity • depth of content <p>Elaborates on topics, justifying viewpoint through well structured logical arguments</p> <p>Uses textual references highly effectively</p>	<p>Produces sophisticated texts that demonstrate some:</p> <ul style="list-style-type: none"> • synthesis of ideas • relevance • authenticity • depth of content <p>Elaborates on topics, justifying viewpoint through well structured logical arguments</p> <p>Uses textual references effectively</p>	<p>Produces coherent texts that demonstrate partial:</p> <ul style="list-style-type: none"> • synthesis of ideas • relevance • adequate depth of content <p>Discusses topics justifying viewpoint through some logical arguments</p> <p>Uses of textual references</p>	<p>Produces texts which paraphrase ideas, showing relevance and some depth of content</p> <p>Discusses topics showing some capacity to support viewpoints</p> <p>Uses some textual references</p>	<p>Produces texts which retell relevant concrete ideas</p> <p>Discusses topics, showing some capacity to support viewpoints with guidance</p>
Language Use: <ul style="list-style-type: none"> • clarity and expression • accuracy • risk taking 	<p>Consistently demonstrates a high degree of coherence, creativity and originality, with very clear expression of ideas and information</p> <p>Demonstrates highly developed accuracy, clarity, flexibility and independent use of the language</p> <p>Shows deep reflection, refinement and a willingness to take risks, including the development of an individual style</p>	<p>Consistently demonstrates coherence, creativity and originality with clear expression of ideas and information</p> <p>Demonstrates well developed accuracy, clarity, flexibility and independent use of the language</p> <p>Shows reflection, refinement and a willingness to take risks, including the development of an individual style</p>	<p>Demonstrates clarity and coherence with some creativity in the expression of ideas and information</p> <p>Demonstrates accuracy, clarity, flexibility and independent use of the language</p> <p>Shows reflection, refinement and a willingness to use some stylistic elements</p>	<p>Demonstrates clarity, some coherence and occasional creativity in the expression of ideas and information</p> <p>Demonstrates some accuracy and independent use of the language</p> <p>Shows some reflection and a willingness to use familiar stylistic elements</p>	<p>Demonstrates some coherence and clarity in the expression of ideas and information</p> <p>Demonstrates some accuracy in the use of familiar language</p> <p>Shows limited reflection and occasional use of familiar stylistic elements</p>

ASSESSMENT RUBRIC for SPEAKING TASKS for ADVANCED T COURSES

	A and/or MARKS	B and/or MARKS	C and/or MARKS	D and/or MARKS	E and/or MARKS
Communicative Interaction: <ul style="list-style-type: none"> • effective fluent communication, • an understanding of purpose and context 	<p>Communicates with flair and spontaneity</p> <p>Interacts with versatility in all contexts</p> <p>Has strong awareness of purpose</p> <p>Consistently responds critically and analytically</p> <p>Has a very clear understanding of the audience</p> <p>Applies conventions of genre with sophistication</p> <p>Shows strong cultural and linguistic insight and sensitivity</p>	<p>Communicates with some flair and spontaneity</p> <p>Interacts with versatility in most contexts</p> <p>Has good awareness of purpose</p> <p>Consistently responds critically and analytically</p> <p>Has a clear understanding of the audience</p> <p>Applies conventions of genre with sophistication</p> <p>Shows cultural and linguistic insight</p>	<p>Communicates with confidence and some spontaneity</p> <p>Interacts competently in most contexts</p> <p>Has an awareness of purpose</p> <p>Responds critically and analytically</p> <p>Has an understanding of the audience</p> <p>Applies conventions of genre</p> <p>Shows some cultural and linguistic insight</p>	<p>Communicates with some confidence and spontaneity</p> <p>Interacts with awareness of purpose in some contexts</p> <p>Has an understanding of the audience</p> <p>Applies some conventions of genre</p> <p>Shows some cultural and linguistic awareness</p>	<p>Communicates appropriately</p> <p>Interacts with some awareness of purpose</p> <p>Has some understanding of the audience</p> <p>Occasionally applies some conventions of genre</p> <p>Occasionally shows cultural and linguistic awareness</p>
Content: <ul style="list-style-type: none"> • relevance and depth of content 	<p>Produces sophisticated texts that demonstrate:</p> <ul style="list-style-type: none"> • synthesis of ideas • a high degree of relevance • authenticity • depth of content <p>Elaborates on topics, justifying viewpoint through well structured logical arguments</p> <p>Demonstrates, through sophisticated responses, insight and understanding of all key points, details and nuances in spoken texts</p>	<p>Produces sophisticated texts that demonstrate some:</p> <ul style="list-style-type: none"> • synthesis of ideas • relevance • authenticity • depth of content <p>Elaborates on topics, justifying viewpoint through well structured logical arguments</p> <p>Demonstrates, through articulate responses, insight and understanding of all key points as well as most details and nuances in spoken texts</p>	<p>Produces coherent texts that demonstrate partial:</p> <ul style="list-style-type: none"> • synthesis of ideas • showing relevance • adequate • depth of content <p>Discusses topics justifying viewpoint through some logical arguments</p> <p>Demonstrates understanding of most key points and some details and nuances in spoken texts</p>	<p>Produces texts which paraphrase ideas, showing relevance and some depth of content</p> <p>Discusses topics showing some capacity to support viewpoints</p> <p>Demonstrates understanding of some key points, details and nuances in spoken texts</p>	<p>Produces texts which retell relevant concrete ideas</p> <p>Discusses topics, showing some capacity to support viewpoints with guidance</p> <p>Demonstrates understanding of concrete key points in spoken texts</p>
Language Use: <ul style="list-style-type: none"> • clarity and expression • accuracy • risk taking 	<p>Consistently demonstrates a high degree of coherence, creativity and originality, with very clear expression of ideas and information</p> <p>Demonstrates highly developed accuracy, clarity, flexibility and independent use of the language</p> <p>Shows deep reflection, refinement and a willingness to take risks, including the development of an individual style</p>	<p>Consistently demonstrates coherence, creativity and originality with clear expression of ideas and information</p> <p>Demonstrates well developed accuracy, clarity, flexibility and independent use of the language</p> <p>Shows reflection refinement and a willingness to take risks, including the development of an individual style</p>	<p>Demonstrates clarity and coherence with some creativity in the expression of ideas and information</p> <p>Demonstrates accuracy, clarity, flexibility and independent use of the language</p> <p>Shows reflection refinement and a willingness to use some stylistic elements</p>	<p>Demonstrates clarity, some coherence and occasional creativity in the expression of ideas and information</p> <p>Demonstrates some accuracy and independent use of the language</p> <p>Shows some reflection and a willingness to use familiar stylistic elements</p>	<p>Demonstrates some coherence and clarity in the expression of ideas and information</p> <p>Demonstrates some accuracy in the use of familiar language</p> <p>Shows limited reflection and occasional use of familiar stylistic elements</p>

ASSESSMENT RUBRIC for RESPONDING TASKS for ADVANCED T COURSES

	A and/or MARKS	B and/or MARKS	C and/or MARKS	D and/or MARKS	E and/or MARKS
Communicative Interaction: <ul style="list-style-type: none"> • effective fluent communication, • an understanding of purpose and context 	<p>Communicates with flair and versatility Has strong awareness of purpose</p> <p>Consistently responds critically and analytically Has a very clear understanding of the audience Applies conventions of genre with a high degree of sophistication Shows strong cultural and linguistic insight and sensitivity</p>	<p>Communicates with some flair and versatility Has good awareness of purpose</p> <p>Consistently responds critically and analytically Has a clear understanding of the audience Applies conventions of genre with sophistication Shows cultural and linguistic insight</p>	<p>Communicates competently with confidence Has an awareness of purpose</p> <p>Responds critically and analytically Has an understanding of the audience Applies conventions of genre</p> <p>Shows some cultural and linguistic insight</p>	<p>Communicates with some confidence Has awareness of purpose in some contexts</p> <p>Has an understanding of the audience Applies some conventions of genre Shows some cultural and linguistic awareness</p>	<p>Communicates appropriately Has some awareness of purpose</p> <p>Has some understanding of the audience Occasionally applies some conventions of genre Occasionally shows cultural and linguistic awareness</p>
Content: <ul style="list-style-type: none"> • relevance and depth of content 	<p>Produces sophisticated texts that demonstrate:</p> <ul style="list-style-type: none"> • synthesis of ideas • a high degree of relevance • authenticity • depth of content <p>Elaborates on topics justifying viewpoint through well structured logical arguments, uses textual references highly effectively</p> <p>Demonstrates, through sophisticated responses, insight and understanding of all key points, details and nuances in spoken, written and visual texts</p>	<p>Produces sophisticated texts that demonstrate some:</p> <ul style="list-style-type: none"> • synthesis of ideas • relevance • authenticity • depth of content <p>Elaborates on topics, justifying viewpoint through well structured logical arguments and effective use of textual references</p> <p>Demonstrates, through articulate responses, insight and understanding of all key points as well as most details and nuances in spoken, written and visual texts</p>	<p>Produces coherent texts that demonstrate partial:</p> <ul style="list-style-type: none"> • synthesis of ideas • relevance • adequate depth of content <p>Discusses topics, justifying viewpoint through some logical arguments and use of textual references</p> <p>Demonstrates understanding of most key points and some details and nuances in spoken, written and visual texts</p>	<p>Produces texts which paraphrase ideas, showing relevance and some depth of content</p> <p>Discusses topics showing some capacity to support viewpoints and use some textual references</p> <p>Demonstrates understanding of some key points, details and nuances in spoken, written and visual texts</p>	<p>Produces texts which retell relevant concrete ideas</p> <p>Discusses topics, showing some capacity to support viewpoints with guidance</p> <p>Demonstrates understanding of concrete key points in spoken, written and visual texts</p>
Language Use: <ul style="list-style-type: none"> • clarity and expression • accuracy • risk taking 	<p>Consistently demonstrates a high degree of coherence, creativity and originality, with very clear expression of ideas and information</p> <p>Demonstrates highly developed accuracy, clarity, flexibility and independent use of the language</p> <p>Shows deep reflection, refinement and a willingness to take risks, including the development of an individual style</p>	<p>Consistently demonstrates coherence, creativity and originality, with clear expression of ideas and information</p> <p>Demonstrates well developed accuracy, clarity, flexibility and independent use of the language</p> <p>Shows reflection, refinement and a willingness to take risks, including the development of an individual style</p>	<p>Demonstrates clarity and coherence with some creativity in the expression of ideas and information</p> <p>Demonstrates accuracy, clarity, flexibility and independent use of the language</p> <p>Shows reflection, refinement and a willingness to use some stylistic elements</p>	<p>Demonstrates clarity, some coherence and occasional creativity in the expression of ideas and information</p> <p>Demonstrates some accuracy and independent use of the language</p> <p>Shows some reflection and a willingness to use familiar stylistic elements</p>	<p>Demonstrates some coherence and clarity in the expression of ideas and information</p> <p>Demonstrates some accuracy in the use of familiar language</p> <p>Shows limited reflection and occasional use of familiar stylistic elements</p>

Appendix A

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 (including gender) , 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 (including contributions of boys and girls) , skills in negotiation and compromise, sustaining commitment to achieve group goals
• independent and self-managing learners	eg understanding self (including gender) , 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 (including contributions of boys and girls) , 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