

# **ENGLISH**

**Course  
Framework**

**From 2014**





# ENGLISH COURSE FRAMEWORK

## INTRODUCTION

All courses of study for the ACT Year 12 Certificate should enable students to develop essential capabilities for twenty-first century learners. These 'capabilities' comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum.

The capabilities include:

- Literacy
- Numeracy
- Information and communication technology (ICT) capability
- Critical and creative thinking
- Personal and social capability
- Ethical behaviour
- Intercultural understanding

Courses of study for the ACT Year 12 Certificate should be both relevant to the lives of students and incorporate the contemporary issues they face. Hence, courses address the following three priorities:

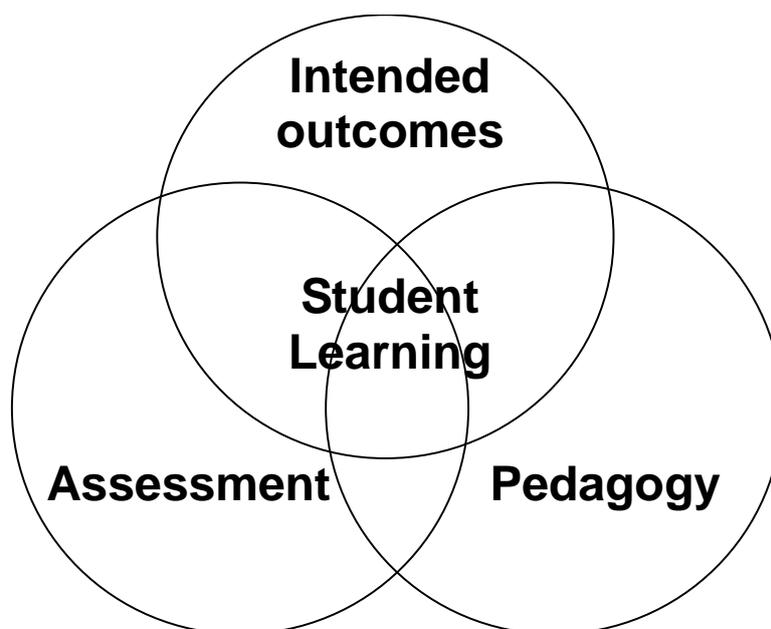
- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

Elaboration of these student capabilities and priorities are available on the ACARA website at [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au).

## 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)*

## Scope of English Course Framework

The scope of the English Course Framework includes, but is not limited to, the following senior secondary Australian Curriculum courses:

- English as an Additional Language or Dialect (EALD)
- Essential English
- English
- Literature.

This document should be read in conjunction with the senior secondary English Australian Curriculum courses. Copies of these documents are available at [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au).

A, T, V and M courses may be developed under this framework. Eligibility to study an M course is determined by BSSS Modified course policy. Modified courses/units are designed for students:

- who satisfy the Education and Training Directorate Disability Criteria accepted as a common definition for census and other system processes by all sectors, public and non-government,
- where the principal has deemed exceptional circumstances due to the students' significant needs and previous levels of support.

Provisions for students with special needs are outlined in the *BSSS Equitable Assessment and Special Consideration in Assessment in Years 11 and 12* guidelines.

## RATIONALE

The study of English develops students' ability to become effective users of language and producers of texts. It focuses on developing evaluative, analytical, and creative thinking skills.

Students explore how language and texts influence their personal identity and perception of the world through creating their own imaginative, interpretative, analytical and practical texts in different modes and mediums. They reflect on themselves as members of society and as world citizens.

## GOALS

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

- skills in listening, speaking, reading, viewing and writing
- capabilities to create texts for a range of purposes, audiences and contexts
- understanding and appreciation of different uses of language
- ability to communicate appropriately using Standard Australian English (SAE) in a range of contexts
- critical thinking and analytical skills
- ability to respond personally, critically and imaginatively to a range of texts drawn from Australian and other historical, contemporary and cultural contexts and traditions.

## **Literacy in English**

Literacy is important in the development of the skills and strategies needed to express, interpret, and communicate complex information and ideas. Students apply, extend and refine their repertoire of literacy skills and practices as they examine how meaning is communicated and as they engage in creative response and argument. Students compare texts and consider them in relation to their contexts and purposes, and they consider how texts are created for specific purposes, contexts and audiences.<sup>1</sup>

## **Numeracy in English**

Students use numeracy when they practise and apply the skills of interpreting and analysing, comparing and contrasting, making connections, posing and proving arguments, making inferences and problem solving as they create and respond to a range of texts. For example, students use numeracy skills when they create and interpret sequences and spatial information in non-fiction texts or consider timing and sequence when developing photo stories. They draw conclusions from statistical information, interpret and use quantitative data as evidence in persuasive texts and evaluate the use of statistics in media and other reports.<sup>2</sup>

## **Concepts, Knowledge and Skills**

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

### **Concepts and Knowledge**

- features of texts
- ways of reading texts
- ways in which texts communicate ideas, attitudes and values
- relationship between authors, texts, audiences and contexts
- similarities and differences in imaginative, persuasive and interpretative texts
- influences that shape students' own response to a text
- how language, context and purpose influence meaning
- representation of values, attitudes, assumptions and voices in texts
- language and metalanguage

### **Skills**

- language and communication skills and strategies
- strategies for comprehending texts
- comparing and contrasting distinctive features of genres
- comparing texts in a variety of contexts, mediums and modes
- using information for specific purposes
- using strategies and skills for comparing texts
- comparing and evaluating the form, language and content of texts
- analysing and evaluating how and why responses to texts vary
- analysing and reflecting on the relationships between and among authors, texts and contexts

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<sup>1</sup> Senior Secondary English Australian Curriculum

<sup>2</sup> Senior Secondary English Australian Curriculum

- evaluating the ways in which literary texts represent culture and identity
- evaluating perspectives, attitudes and values represented in texts
- creating a range of texts
- reflecting on own and others' texts

### **Vocational Courses**

In addition to the concepts, knowledge and skills, colleges with Registered Training Organisation (RTO) status are eligible to deliver qualifications or statements of attainment from national training packages. In order to do so, they must have been granted scope by the Australian Skills Quality Authority (ASQA). Vocational courses may be classified as A/V, T/V, M/V or C. Competencies are embedded into course units and must reflect the packaging rules of the relevant training package for students to achieve the qualification level indicated.

Colleges with Registered Training Organisation status (RTO) are eligible to deliver units of competence from Training Packages, or alternatively, they may develop vocational courses, classified as A or T based on the Training Packages under the relevant Course Framework.

## **TEACHING STRATEGIES**

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

Teaching strategies that are particularly relevant and effective in English include, but are not limited to the following techniques:

### **Review prior learning**

- brainstorming individual, pair and group work (e.g. think, pair, share)
- student reflection on relevant concepts and skills
- review of metalanguage

### **Introduce new material**

- setting the context (e.g. time, place, culture)
- exposure to quality visual imagery/materials through a variety of media

### **Provide demonstration, guided practice and application**

- teacher demonstration, modelling and peer tutoring (e.g. joint construction)
- teacher scaffolding to facilitate analysis of written, spoken and visual material
- sustained writing practice
- learning enrichment through engagement of industry professionals, guest speakers, demonstrators and mentors
- simulated real life and work scenarios (e.g. interviews, role plays, script design, webpage design)
- research strategies and time management

## Promote independent practice and application

- discussions, debates and student presentations
- experimentation and manipulation of texts
- problem-solving strategies
- production of sustained writing
- workshop and peer review
- practice and reinforcement of learning by way of written and oral reflection and evaluation
- regular and meaningful feedback

## Link to next task or skill area

- links with the design and arts communities through excursions, field trips, gallery visits, exhibition and industry visits, and engagement with designers and artists in the classroom

For Modified courses, teaching strategies should be underpinned by the principles of the Disability Discrimination Act and reflect contemporary pedagogical practices in meeting the needs of students with specific learning deficits or disabilities.

## TEXTS

Teachers will use an array of material in class. Texts include literary texts, fiction and non-fiction, media texts, everyday texts, and workplace texts, from increasingly complex and unfamiliar settings, ranging from the everyday language of personal experience to more abstract, specialised and technical language drawn from a range of contexts.

Texts provide important opportunities for learning about aspects of human experience and about aesthetic appeal. Texts can be written, spoken, multimodal, and in print or digital/online.

Texts are structured for particular purposes; for example, to retell, to instruct, to entertain, to explain and to argue. Teachers may select whole texts and/or parts of texts depending on units of study, cohorts and level of difficulty.

Individual courses refer to 'literary texts'. These may be past and present texts drawn from a range of cultural contexts that are valued for their form and style and are recognised as having enduring or artistic value. While the nature of what constitutes 'literary texts' is dynamic and evolving, they are seen as having personal, social, cultural and aesthetic appeal and potential for enriching students' scope of experience. Literary texts include a broad range of forms such as novels, poetry, short stories, plays, fiction, multimodal texts such as film, and non-fiction.<sup>3</sup>

## ASSESSMENT

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

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

**Assessment Tasks** elicit responses that demonstrate the degree to which students have achieved the goals of a unit based on the assessment criteria. The Common Curriculum Elements (CCE) is a guide to developing assessment tasks that promote a range of thinking skills (see Appendix A). It is highly desirable that assessment tasks engage students in demonstrating higher order thinking.

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<sup>3</sup> senior secondary English Australian Curriculum

**Rubrics** use the assessment criteria relevant for a particular task and can be used to assess a continuum that indicates levels of student performance against each criterion.

### **VET Assessment**

In addition, tasks provide evidence required to deem a student competent. Elements of competence for each Unit of Competency indicate the essential concepts and knowledge that underpin each skill or skills set. Some Training Packages have a mandatory structured work learning (SWL) placement where skills may be demonstrated in an industry setting.

Students must demonstrate competency according to training package and industry requirements. Achievement benchmarks are documented as elements of competence under each Unit of Competency

### **Assessment Criteria**

Students will be assessed on the degree to which they demonstrate:

- an ability to respond critically to texts and logically justify viewpoint
- an ability to evaluate and synthesise material to make meaning
- imagination and originality
- competent and effective use of language for a range of purposes and audiences
- control of appropriate medium.

## Assessment Task Types A Courses

Task Types	Criteria		Weightings	
	Responding	Creating	1.0	0.5
<b>Responding</b>	Respond to fiction, nonfiction and/or multimodal texts  Students may respond in analytical forms such as short responses, essay, report writing, review, letters, multimodal, blog, email, oral presentation		<b>40-60%</b>	<b>40-60%</b>
<b>Creating</b>	All creative tasks must include an explanation of creative choices	Students may create imaginative, entertaining, persuasive, interpretative or informative texts  Students may create in oral, written or non-written forms (e.g. diary entries, short stories, letters, websites, character interviews, short film)	<b>20-30%</b>	<b>40-60%</b>
<b>Investigating</b>	Plan, enquire into and draw conclusions about texts and/or key unit concepts  Students may respond in forms such as note taking, paraphrasing, reports, interviews, film making, oral presentation, independent research, writing for publication		<b>20-30%</b>	

### Additional Assessment Advice for A Courses

- For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five.
- For a half standard unit (0.5), students must complete a minimum of two and a maximum of three assessment tasks.
- Students must complete at least one of each task type in any semester unit. Students studying a 0.5 unit should complete the responding task and either the creating or investigating task.
- An oral response is not compulsory in every unit. However, students must present an oral response at least on one occasion in each of Years 11 and 12.
- Duration of oral responses should be determined by the nature of the task and may range from 3 -7 minutes. It is recommended that weightings of oral responses reflect the type of task.
- Written responses in Year 11 (300 - 600 words), less for EALD.
- Written responses in Year 12 (500 - 800 words), less for EALD.
- Creative choices may be stated in a rationale or statement of aims plus annotations.
- For a 1.0 unit, at least one task to the value of 20-40% is to be completed in class.
- For a 0.5 unit, at least one task to the value of 50% is to be completed in class.
- For EALD, at least 50% of the total unit assessment is to be completed in class.

## Assessment Task Types T Courses

Task Types	Criteria		Weightings	
	Responding	Creating	1.0	0.5
<b>Responding</b>	Respond to fiction, nonfiction and/or multimodal texts  Students may respond in analytical forms such as short responses, essay, review, close textual analysis, multimodal, oral presentation		<b>40-60%</b>	<b>40-60%</b>
<b>Creating</b>	All creative tasks must include an explanation of creative choices	Students may create imaginative, entertaining, persuasive, interpretative or informative texts  Students may create in oral, written or non-written forms	<b>20-30%</b>	<b>40-60%</b>
<b>Investigating</b>	Plan, enquire into and draw conclusions about texts and/or key unit concepts  Students may respond in forms such as reports, interviews, film making, oral presentation, independent research, writing for publication, appraisal of critical perspectives		<b>20-30%</b>	

### Additional Assessment Advice for T Courses

- For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five.
- For a half standard unit (0.5), students must complete a minimum of two and a maximum of three assessment tasks.
- Students must complete at least one of each task type in any semester unit. Students studying a 0.5 unit should complete the responding task and either the creating or investigating task.
- An oral response is not compulsory in every unit. However, students must present an oral response at least on one occasion in each of Years 11 and 12.
- Duration of oral responses should be determined by the nature of the task and may range from 5 -15 minutes. It is recommended that weightings of oral responses reflect the type of task.
- Written responses in Year 11 (800 - 1000 words).
- Written responses in Year 12 (1000 - 1200 words).
- For EALD, written responses should increase from 400-600 words in Year 11 to 500-800 words in Year 12.
- Creative choices must be supported in either a rationale or a statement of aims with annotations or footnotes (400-600 words recommended). For EALD, a word limit is not specified.
- For a 1.0 unit, at least one task to the value of 20-40% is to be completed in class.
- For a 0.5 unit, at least one task to the value of 50% is to be completed in class.
- For EALD, at least 50% of the total unit assessment is to be completed in class.

## Assessment Task Types M Courses

Task Types	Criteria		Weightings	
	Responding	Creating	1.0	0.5
<b>Responding</b>	Respond to fiction, nonfiction and/or multimodal texts  Students may respond in analytical forms such as short responses, letters, diaries, journal, multimodal, blog, email, short class exercises, oral presentation		<b>10-80%</b>	<b>10-90%</b>
<b>Creating</b>		Students may create imaginative, entertaining or informative texts  Students may create in oral, written or non-written forms (e.g. diary entries, collages, diorama, short stories, letters)	<b>10-80%</b>	<b>10-90%</b>
<b>Investigating</b>	Plan, enquire into and draw conclusions about texts and/or key unit concepts  Students may respond in forms such as note taking, paraphrasing, research, posters		<b>10-80%</b>	

### Additional Assessment Advice for M Courses

- For a standard unit (1.0), students must complete a minimum of **three** assessment tasks and a maximum of **five**.
- For a half standard unit (0.5) students must complete a minimum of **two** and a maximum of **three** assessment tasks.
- Students must complete at least one of each task type in any semester unit. Students studying a 0.5 unit should complete the responding task and either the creating or investigating task.
- An oral response is not compulsory. It is recommended that students present an oral response at least on one occasion in each of Years 11 and 12.
- Duration and word length of tasks may be negotiated.

### 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.

<b>Unit Grade Descriptors for A Courses</b>					
	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Responding critically</b>	<ul style="list-style-type: none"> <li>• responds to texts critically and with insight</li> <li>• justifies viewpoint through logical argument and effective use of relevant examples</li> </ul>	<ul style="list-style-type: none"> <li>• responds to texts with insight</li> <li>• justifies viewpoint and makes effective use of examples</li> </ul>	<ul style="list-style-type: none"> <li>• understands and responds to key ideas in texts</li> <li>• demonstrates a viewpoint, not always justified</li> </ul>	<ul style="list-style-type: none"> <li>• understands simple ideas and retells narrative</li> <li>• shows some capacity to form a viewpoint</li> </ul>	<ul style="list-style-type: none"> <li>• paraphrases or retells</li> <li>• does not express a viewpoint</li> </ul>
<b>Evaluation and synthesis of ideas</b>	<ul style="list-style-type: none"> <li>• synthesises and evaluates material in a competent manner to construct a perceptive response</li> </ul>	<ul style="list-style-type: none"> <li>• synthesises and evaluates material to construct a competent response</li> </ul>	<ul style="list-style-type: none"> <li>• evaluates material to construct a satisfactory response</li> </ul>	<ul style="list-style-type: none"> <li>• evaluates some material in a limited manner to construct a response</li> </ul>	<ul style="list-style-type: none"> <li>• constructs a simplistic or incomplete response</li> </ul>
<b>Imagination and originality</b>	<ul style="list-style-type: none"> <li>• effectively demonstrates creativity and originality</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates creativity and originality</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates some creativity</li> <li>• may present work that is derivative in nature</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates limited creativity</li> <li>• presents a literal interpretation</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates little understanding of simple and concrete ideas</li> </ul>
<b>Use of language</b>	<ul style="list-style-type: none"> <li>• communicates with effective control of language for a range of purposes and audiences</li> </ul>	<ul style="list-style-type: none"> <li>• communicates with control of language for a range of purposes and audiences</li> </ul>	<ul style="list-style-type: none"> <li>• communicates with developing control of language for a range of purposes and audiences</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates a partial understanding of the medium and limited use of its conventions</li> </ul>	<ul style="list-style-type: none"> <li>• does not demonstrate understanding of the conventions of the medium</li> </ul>
<b>Control of medium</b>	<ul style="list-style-type: none"> <li>• demonstrates effective and consistent control of the conventions of the medium</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates consistent control of the conventions of the medium</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates understanding of the conventions of the medium but applies them inconsistently</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates a partial understanding of the medium and limited use of its conventions</li> </ul>	<ul style="list-style-type: none"> <li>• does not demonstrate understanding of the conventions of the medium</li> </ul>

<b>Unit Grade Descriptors for T Courses</b>					
	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Responding critically</b>	<ul style="list-style-type: none"> <li>responds to texts critically and with a high degree of insight</li> <li>justifies viewpoint through well-structured, logical argument and highly effective use of textual references</li> </ul>	<ul style="list-style-type: none"> <li>responds to texts critically and with insight</li> <li>justifies viewpoint through structured, logical argument and effective use of textual references</li> </ul>	<ul style="list-style-type: none"> <li>responds to texts critically and with some insight</li> <li>justifies viewpoint through structured argument and some use of textual references</li> </ul>	<ul style="list-style-type: none"> <li>responds to texts with occasional insight</li> <li>shows some capacity to justify and support viewpoint</li> </ul>	<ul style="list-style-type: none"> <li>paraphrases or retells</li> <li>shows little capacity to justify and support viewpoint</li> </ul>
<b>Evaluation and synthesis of ideas</b>	<ul style="list-style-type: none"> <li>synthesises and evaluates material in a complex manner to construct a perceptive response</li> </ul>	<ul style="list-style-type: none"> <li>synthesises and evaluates material in an effective manner to construct a competent response</li> </ul>	<ul style="list-style-type: none"> <li>synthesises and evaluates material to construct a satisfactory response</li> </ul>	<ul style="list-style-type: none"> <li>synthesises and evaluates material in a limited manner to construct a response</li> </ul>	<ul style="list-style-type: none"> <li>constructs a simplistic or incomplete response</li> </ul>
<b>Imagination and originality</b>	<ul style="list-style-type: none"> <li>demonstrates a high degree of creativity and originality</li> </ul>	<ul style="list-style-type: none"> <li>effectively demonstrates creativity and originality</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates some creativity and originality</li> <li>may present work that is derivative in nature</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates limited creativity and little in the way of originality</li> <li>may present a literal interpretation</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates an understanding of simple and concrete ideas</li> <li>presents a literal interpretation</li> </ul>
<b>Use of language</b>	<ul style="list-style-type: none"> <li>communicates with a sophisticated control of language for a range of purposes and audiences</li> </ul>	<ul style="list-style-type: none"> <li>communicates with effective control of language for a range of purposes and audiences</li> </ul>	<ul style="list-style-type: none"> <li>communicates with developing control of language for a range of purposes and audiences</li> </ul>	<ul style="list-style-type: none"> <li>communicates with inconsistent control of language with limited understanding of purposes and audiences</li> </ul>	<ul style="list-style-type: none"> <li>communicates with limited control of language</li> </ul>
<b>Control of medium</b>	<ul style="list-style-type: none"> <li>demonstrates a highly developed control and use of the conventions of the medium</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates an effective and consistent control and use of the conventions of the medium</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates understanding of the conventions of the medium but applies them inconsistently</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates a partial understanding of the medium and limited use of its conventions</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates little understanding of the conventions of the medium</li> </ul>

### Unit Grade Descriptors for M Courses

	<i>A student who achieves an <b>A</b> grade typically, independently</i>	<i>A student who achieves a <b>B</b> grade typically, with some assistance</i>	<i>A student who achieves a <b>C</b> grade typically, with occasional assistance</i>	<i>A student who achieves a <b>D</b> grade typically, with continuous guidance</i>	<i>A student who achieves an <b>E</b> grade typically, with direct instruction</i>
<b>Responding critically</b>	<ul style="list-style-type: none"> <li>describes how features of texts achieve a particular purpose and effect</li> <li>describes how examples are used to support ideas in a text</li> </ul>	<ul style="list-style-type: none"> <li>identifies how features of texts achieve a particular purpose</li> <li>identifies how examples are used to support the main ideas in texts</li> </ul>	<ul style="list-style-type: none"> <li>identifies features of texts</li> <li>identifies main ideas and supporting details in texts</li> </ul>	<ul style="list-style-type: none"> <li>identifies some features in familiar texts</li> <li>identifies some main ideas and information in a text</li> </ul>	<ul style="list-style-type: none"> <li>identifies some features in familiar texts</li> <li>identifies some ideas or information in a text</li> </ul>
<b>Evaluation and synthesis of ideas</b>	<ul style="list-style-type: none"> <li>selects relevant information from different sources</li> </ul>	<ul style="list-style-type: none"> <li>selects relevant information from sources</li> </ul>	<ul style="list-style-type: none"> <li>selects relevant information from sources</li> </ul>	<ul style="list-style-type: none"> <li>selects some information from different sources</li> </ul>	<ul style="list-style-type: none"> <li>locates some information in texts</li> </ul>
<b>Imagination and originality</b>	<ul style="list-style-type: none"> <li>presents ideas and opinions appropriately in texts</li> </ul>	<ul style="list-style-type: none"> <li>presents ideas and opinions appropriately in texts</li> </ul>	<ul style="list-style-type: none"> <li>presents ideas and opinions in texts</li> </ul>	<ul style="list-style-type: none"> <li>presents some ideas and opinions</li> </ul>	<ul style="list-style-type: none"> <li>presents some ideas and opinions</li> </ul>
<b>Use of language</b>	<ul style="list-style-type: none"> <li>uses appropriate language for a range of purposes and audiences</li> </ul>	<ul style="list-style-type: none"> <li>uses appropriate language for a range of purposes and audiences</li> </ul>	<ul style="list-style-type: none"> <li>uses appropriate language for a range of purposes and audiences</li> </ul>	<ul style="list-style-type: none"> <li>uses language appropriate to purpose and audience</li> </ul>	<ul style="list-style-type: none"> <li>uses language appropriate to purpose and audience</li> </ul>
<b>Control of medium</b>	<ul style="list-style-type: none"> <li>communicates simple ideas, using conventions of the medium</li> </ul>	<ul style="list-style-type: none"> <li>communicates simple ideas using conventions of the medium</li> </ul>	<ul style="list-style-type: none"> <li>communicates simple ideas using some conventions of the medium</li> </ul>	<ul style="list-style-type: none"> <li>communicates basic ideas using some conventions of the medium</li> </ul>	<ul style="list-style-type: none"> <li>communicates basic ideas using some conventions of the medium</li> </ul>

## **MODERATION**

Moderation is a system designed and implemented to:

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

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

### **The Moderation Model**

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses, 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 judgements.

### **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.

Teachers of C courses are required to present portfolios of student work for verification that units are taught and assessed as documented and validation that assessments meet industry standards. The Moderation Officer will report any concerns to the Board.

### **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 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.

**COURSE FRAMEWORK GROUP**

<b>Name</b>	<b>College</b>
Glynis Dinningham	Burgmann Anglican School
Glen Stretton	Erindale College
Anni Medway	Narrabundah College
Sarah Lysewycz	Trinity Christian School
Kathryn Sutherland	Hawker College

## Appendix A – Common Curriculum Elements

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

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

## Appendix A – Common Curriculum Elements

### Glossary of Verbs

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

## Appendix B – Australian Curriculum Achievement Standards

### Achievement Standards for Essential English (A) Units 1 and 2

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Responding to oral, written and multimodal texts</b>	<ul style="list-style-type: none"> <li>analyses how medium, mode and text structure are integrated to achieve particular purposes and effects</li> <li>evaluates how effectively details and examples are used to support main ideas in texts</li> <li>analyses the effectiveness of language choices for different contexts, purposes and audiences</li> <li>evaluates how effectively different ideas and information are presented in texts to persuade audiences</li> </ul>	<ul style="list-style-type: none"> <li>analyses how medium, mode and text structure are used in texts to achieve particular purposes</li> <li>analyses how details and examples are used to support the main ideas in texts</li> <li>analyses how the context, purpose and audience of texts influence language choices</li> <li>analyses how different ideas and information are presented in texts to persuade audiences</li> </ul>	<ul style="list-style-type: none"> <li>explains the use of medium, mode and text structure in texts</li> <li>distinguishes between and explains the main ideas and supporting details in texts</li> <li>explains how the purpose and context of texts influence language use</li> <li>explains how ideas and information are presented in texts</li> </ul>	<ul style="list-style-type: none"> <li>describes elements of medium, mode and text structure in familiar texts</li> <li>describes some main ideas and information in a text</li> <li>identifies the purpose and context of texts and describes some elements of language use</li> </ul>	<ul style="list-style-type: none"> <li>identifies some elements of medium, mode and text structure in familiar texts</li> <li>identifies some ideas or information in a text</li> <li>identifies the purpose and context of some texts</li> </ul>
<b>Creating oral, written and multimodal texts</b>	<ul style="list-style-type: none"> <li>integrates text structures and language features skilfully for different contexts and purposes</li> <li>presents ideas and opinions persuasively in different modes and types of texts</li> <li>selects and synthesises relevant information from different sources</li> <li>communicates ideas demonstrating fluency and consistent control of expression</li> </ul>	<ul style="list-style-type: none"> <li>selects text structures and language features effectively for different contexts and purposes</li> <li>presents ideas and opinions effectively in different modes and types of texts</li> <li>selects and integrates relevant information from different sources</li> <li>communicates ideas using clear and controlled expression</li> </ul>	<ul style="list-style-type: none"> <li>uses text structures and language features appropriately for different contexts and purposes</li> <li>presents ideas and opinions appropriately in different modes and types of texts</li> <li>selects relevant information from different sources</li> <li>communicates ideas demonstrating appropriate expression</li> </ul>	<ul style="list-style-type: none"> <li>uses text structures and language features with some understanding of context and purpose</li> <li>presents some ideas and opinions appropriately</li> <li>selects some information from different sources</li> <li>communicates ideas demonstrating some control of expression</li> </ul>	<ul style="list-style-type: none"> <li>uses some text structures and language features with limited understanding of context and purpose</li> <li>presents some ideas and opinions</li> <li>locates some information in texts</li> <li>communicates ideas demonstrating limited control of expression</li> </ul>

## Appendix B – Australian Curriculum Achievement Standards

### Achievement Standards for Essential English (A) Units 3 and 4

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Responding to oral, written and multimodal texts</b>	<ul style="list-style-type: none"> <li>evaluates the effectiveness of text structures and language features used to achieve particular purposes and effects</li> <li>critically analyses underlying attitudes and values reflected in a text and analyses the effect of the text</li> <li>evaluates how effectively the purpose and point of view of texts combine to influence response</li> <li>evaluates how effectively perspectives and ideas are represented in texts to engage and persuade an audience</li> </ul>	<ul style="list-style-type: none"> <li>analyses how text structures and language features are used to achieve particular purposes and analyses their effects</li> <li>analyses underlying attitudes and values reflected in a text and explains the effect of the text</li> <li>analyses how the purpose and point of view of texts work together to influence response</li> <li>analyses how effectively perspectives and ideas are represented in texts to engage and persuade an audience</li> </ul>	<ul style="list-style-type: none"> <li>explains how text structures and language features are used for particular purposes and explains their effect</li> <li>explains some attitudes and values reflected in a text and describes the effect of the text</li> <li>explains how the purpose and point of view of texts influence response</li> <li>explains how perspectives and ideas are represented in texts to engage or persuade an audience</li> </ul>	<ul style="list-style-type: none"> <li>describes the use of text structures and language features</li> <li>describes some attitudes and values reflected in a text</li> <li>describes the purpose and point of view of texts</li> <li>explains information and ideas in texts that engage an audience</li> </ul>	<ul style="list-style-type: none"> <li>identifies some text structures and language features</li> <li>identifies some attitudes or values in a text</li> <li>identifies some aspects of purpose or point of view of texts</li> <li>describes some information and ideas in texts</li> </ul>
<b>Creating oral, written and multimodal texts</b>	<ul style="list-style-type: none"> <li>creates sustained and well-argued texts for different contexts, purposes and audiences</li> <li>makes discerning selection of language features and text structures to influence and engage audiences in particular ways</li> <li>constructs a compelling and sustained argument comprehensively supported by relevant evidence and examples</li> <li>communicates ideas demonstrating fluency and sustained control of expression</li> </ul>	<ul style="list-style-type: none"> <li>creates effective and coherent texts for different contexts, purposes and audiences</li> <li>makes considered selection of language features and text structures effectively to influence and engage audiences</li> <li>constructs a coherent and logical argument consistently supported by relevant evidence and examples</li> <li>communicates ideas demonstrating clear and concise expression</li> </ul>	<ul style="list-style-type: none"> <li>creates texts appropriate for different contexts, purposes and audiences</li> <li>selects language features and text structures to influence and engage audiences</li> <li>constructs an argument supported by relevant evidence and examples</li> <li>communicates ideas demonstrating control of expression</li> </ul>	<ul style="list-style-type: none"> <li>creates texts for some contexts, purposes and audiences</li> <li>selects some language features and text structures to influence or engage audiences</li> <li>constructs an argument supported by some evidence and examples</li> <li>communicates ideas demonstrating some control of expression</li> </ul>	<ul style="list-style-type: none"> <li>creates simple texts for a specified context, purpose or audience</li> <li>selects some language features and text structures</li> <li>constructs a limited argument</li> <li>communicates ideas demonstrating limited control of expression</li> </ul>

## Appendix B – Australian Curriculum Achievement Standards

### Achievement Standards for English (T)Units 1 and 2

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Responding to oral, written and multimodal texts</b>	<ul style="list-style-type: none"> <li>evaluates the relationships between context, purpose and audience and how effectively they shape meaning and achieve particular effects</li> <li>evaluates how language features, conventions and stylistic devices combine in different modes and mediums to influence audiences</li> <li>evaluates how ideas, attitudes and voices are represented in texts and the effect of the representation</li> <li>critically analyses similarities and differences between different types of texts, demonstrating insight into intention and effect</li> </ul>	<ul style="list-style-type: none"> <li>analyses the relationships between context, purpose and audience and how they shape meaning</li> <li>analyses how language features, conventions and stylistic devices are used in different modes and mediums to influence audiences</li> <li>analyses ideas, attitudes and voices in texts and how they are represented</li> <li>analyses similarities and differences between different types of texts, demonstrating understanding of intention and effect</li> </ul>	<ul style="list-style-type: none"> <li>explains how context, purpose and audience shape meaning</li> <li>explains language features, conventions and stylistic devices used in different modes and mediums</li> <li>explains ideas, attitudes and voices in texts</li> <li>explains similarities and differences between different types of texts</li> </ul>	<ul style="list-style-type: none"> <li>describes contexts, purposes and audiences of some texts</li> <li>describes some language features and conventions used in different modes and mediums</li> <li>describes some ideas, attitudes and voices in texts</li> <li>describes some similarities and differences between different types of texts</li> </ul>	<ul style="list-style-type: none"> <li>identifies some aspects of context, purpose and audience of some texts</li> <li>identifies some language features used in different modes and mediums</li> <li>identifies some ideas in texts</li> <li>identifies some connections between texts</li> </ul>
<b>Creating oral, written and multimodal texts</b>	<ul style="list-style-type: none"> <li>communicates sophisticated ideas across a range of coherent texts for different purposes, contexts and audiences</li> <li>selects text structures and language features to communicate ideas perceptively in a range of modes</li> <li>manipulates voice, tone and style for effect</li> <li>communicates ideas demonstrating fluent and precise expression</li> </ul>	<ul style="list-style-type: none"> <li>communicates ideas across a range of effective texts for different purposes, contexts and audiences</li> <li>selects text structures and language features to communicate ideas effectively in a range of modes</li> <li>demonstrates consistent control of voice, tone and style</li> <li>communicates ideas demonstrating effective and controlled expression</li> </ul>	<ul style="list-style-type: none"> <li>communicates ideas in texts that address purpose, context and audience</li> <li>uses appropriate text structures and language features to communicate ideas in a range of modes</li> <li>demonstrates variable control of voice, tone and style</li> <li>communicates ideas demonstrating control of expression</li> </ul>	<ul style="list-style-type: none"> <li>communicates ideas in texts for some purposes and audiences</li> <li>uses some text structures and language features to communicate ideas</li> <li>demonstrates some understanding of voice, tone and style</li> <li>communicates ideas demonstrating variable control of expression</li> </ul>	<ul style="list-style-type: none"> <li>communicates some ideas in texts</li> <li>communicates simple ideas</li> <li>demonstrates limited understanding of voice, tone and style</li> <li>demonstrates limited control of expression</li> </ul>

## Appendix B – Australian Curriculum Achievement Standards

### Achievement Standards for English (T) Units 3 and 4

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Responding to oral, written and multimodal texts</b>	<ul style="list-style-type: none"> <li>critically analyses how relationships between context and point of view shape meaning in texts and achieve particular effects</li> <li>critically analyses different language conventions and stylistic devices and evaluates how they combine in different modes and mediums to influence audiences</li> <li>undertakes a comparative analysis of texts and evaluates how they represent ideas, attitudes and concepts</li> <li>justifies their own considered and coherent interpretations of texts</li> </ul>	<ul style="list-style-type: none"> <li>analyses how relationships between context and point of view shape meaning in texts</li> <li>analyses different language features, conventions and stylistic devices and evaluates how they are used in different modes and mediums to influence audiences</li> <li>undertakes a comparative analysis of texts and how they represent ideas, attitudes and concepts</li> <li>defends their own reasoned interpretations of texts</li> </ul>	<ul style="list-style-type: none"> <li>explains how context and point of view shape meaning in texts</li> <li>explains different language features, conventions and stylistic devices and analyses how they are used in different modes and mediums to influence audiences</li> <li>compares how texts represent ideas, attitudes and concepts</li> <li>develops a reasoned interpretation of a text</li> </ul>	<ul style="list-style-type: none"> <li>describes some aspects of context and point of view in texts</li> <li>describes different language features and conventions used in different modes and mediums</li> <li>compares some aspects of ideas or attitudes represented in texts</li> <li>describes own and others' responses to texts</li> </ul>	<ul style="list-style-type: none"> <li>identifies some aspects of context or meaning in texts</li> <li>identifies some language features and conventions used in different modes and mediums</li> <li>identifies some ideas represented in texts</li> <li>provides a limited response to texts</li> </ul>
<b>Creating oral, written and multimodal texts</b>	<ul style="list-style-type: none"> <li>communicates complex ideas and sophisticated perspectives across a range of sustained and nuanced texts for different purposes, contexts and audiences</li> <li>manipulates stylistic features in different modes, mediums and genres</li> <li>adapts text structures and conventions when synthesising and conveying ideas</li> <li>communicates fluently and expressively using precise and nuanced expression</li> </ul>	<ul style="list-style-type: none"> <li>communicates ideas and perspectives across a range of coherent and effective texts for different purposes, contexts and audiences</li> <li>uses stylistic features effectively in different modes, mediums and genres</li> <li>selects text structures and conventions to appropriately and effectively communicate and develop ideas</li> <li>demonstrates effective control of expression</li> </ul>	<ul style="list-style-type: none"> <li>communicates ideas across a range of relevant texts for different purposes, contexts and audiences</li> <li>uses stylistic features appropriate to different modes, mediums and genres</li> <li>uses texts structures and conventions appropriately to communicate ideas</li> <li>demonstrates control of expression</li> </ul>	<ul style="list-style-type: none"> <li>communicates some ideas in texts created for different purposes, contexts and audiences</li> <li>uses some stylistic features in different modes, mediums and genres</li> <li>uses text structures and language features to communicate some ideas</li> <li>demonstrates variable control of expression</li> </ul>	<ul style="list-style-type: none"> <li>communicates some ideas in texts</li> <li>uses some stylistic features</li> <li>uses some text structures and language features</li> <li>demonstrates limited control of expression</li> </ul>

## Appendix B – Australian Curriculum Achievement Standards

### Achievement Standards for Literature (T) Units 1 and 2

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Responding to oral, written and multimodal texts</b>	<ul style="list-style-type: none"> <li>critically analyses how relationships between texts and contexts shape responses to texts</li> <li>evaluates how effectively language and stylistic features are used together in texts to influence meanings and interpretations</li> <li>critically analyses how effectively literary conventions, modes and mediums are integrated to achieve literary effects</li> <li>evaluates the effectiveness of literary transformations for different contexts, purposes and audiences</li> </ul>	<ul style="list-style-type: none"> <li>analyses how relationships between texts and contexts shape responses to texts</li> <li>evaluates how language and stylistic features are used together in texts to influence meanings and interpretations</li> <li>analyses how literary conventions, modes and mediums are used together to achieve literary effects</li> <li>analyses how and explains why literary texts are transformed for different contexts, purposes and audiences</li> </ul>	<ul style="list-style-type: none"> <li>explains relationships between texts and contexts</li> <li>explains how language and stylistic features used in texts influence meanings and interpretations</li> <li>explains how literary conventions, modes and mediums are used to achieve literary effects</li> <li>explains how and why literary texts can be transformed for different contexts, purposes and audiences</li> </ul>	<ul style="list-style-type: none"> <li>describes relationships between texts and contexts</li> <li>describes language and stylistic features used in texts</li> <li>describes how literary conventions, modes and mediums are used to create texts</li> <li>describes how literary texts can be transformed for different contexts, purposes and audiences</li> </ul>	<ul style="list-style-type: none"> <li>identifies relationships between texts or contexts</li> <li>identifies some aspects of language or stylistic features used in texts</li> <li>describes some aspects of literary conventions, modes and mediums used to create texts</li> <li>identifies how literary texts can be transformed</li> </ul>
<b>Creating oral, written and multimodal texts</b>	<ul style="list-style-type: none"> <li>synthesises language and stylistic features effectively for imaginative and analytical purposes</li> <li>presents comprehensive analytical responses which are compellingly argued and substantiated by apt textual references</li> <li>presents imaginative responses which are refined in form and style and draw on appreciation of literary texts</li> <li>demonstrates fluent control of expression in different modes and mediums</li> </ul>	<ul style="list-style-type: none"> <li>combines language and stylistic features appropriately for imaginative and analytical purposes</li> <li>presents analytical responses which are logically argued and substantiated by effective textual references</li> <li>presents imaginative responses which are effective in form and style and draw on appreciation of literary texts</li> <li>demonstrates effective control of expression in different modes and mediums</li> </ul>	<ul style="list-style-type: none"> <li>selects language and stylistic features for imaginative and analytical purposes</li> <li>presents analytical responses comprising clear argument and relevant textual references</li> <li>presents imaginative responses which are coherent in form and style and draw on literary texts</li> <li>demonstrates control of expression in different modes and mediums</li> </ul>	<ul style="list-style-type: none"> <li>uses some language and stylistic features for imaginative and analytical purposes</li> <li>presents analytical responses comprising some argument and textual reference</li> <li>presents imaginative responses using some elements of form and style drawn from literary texts</li> <li>demonstrates some control of expression in different modes and mediums</li> </ul>	<ul style="list-style-type: none"> <li>uses some language and stylistic features</li> <li>presents limited analytical responses</li> <li>presents limited imaginative responses</li> <li>demonstrates limited control of expression in different modes and mediums</li> </ul>

## Appendix B – Australian Curriculum Achievement Standards

### Achievement Standards for Literature (T) Units 3 and 4

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Responding to oral, written and multimodal texts</b>	<ul style="list-style-type: none"> <li>critically evaluates how relationships between content, contexts and texts influence responses to texts</li> <li>critically analyses how literary conventions and language and stylistic features are integrated to represent culture and identity</li> <li>synthesises a range of interpretations of texts to present a coherent and independent response</li> <li>evaluates the relationships between analytical and imaginative texts and how effectively they inform each other</li> </ul>	<ul style="list-style-type: none"> <li>analyses how relationships between content and contexts influence texts and responses to texts</li> <li>analyses how literary conventions and language and stylistic features are used together to represent culture and identity</li> <li>compares and analyses interpretations of texts to present a reasoned and independent response</li> <li>analyses the connection between analytical and imaginative texts and how they inform each other</li> </ul>	<ul style="list-style-type: none"> <li>explains how contexts influence texts and responses</li> <li>explains how literary conventions and language and stylistic features are used to represent aspects of culture and identity</li> <li>compares and explains interpretations of texts to develop an independent response</li> <li>explains how analytical and imaginative texts inform each other</li> </ul>	<ul style="list-style-type: none"> <li>makes some link between texts and their contexts</li> <li>describes how language features are used to portray people, ideas and events portrayed in texts</li> <li>outlines own and others' responses to texts</li> <li>describes analytical and imaginative responses</li> </ul>	<ul style="list-style-type: none"> <li>describes some elements of texts and contexts</li> <li>recounts the subject matter of texts</li> <li>presents a limited response to texts</li> <li>describes analytical or imaginative responses</li> </ul>
<b>Creating oral, written and multimodal texts</b>	<ul style="list-style-type: none"> <li>adapts forms, conventions and stylistic features discerningly for imaginative and analytical purposes</li> <li>compares and synthesises different interpretations of a text in the development of their own response</li> <li>creates sophisticated imaginative texts informed by insightful understanding and appreciation of literary texts</li> <li>demonstrates nuanced control of expression</li> </ul>	<ul style="list-style-type: none"> <li>selects forms, conventions and stylistic features effectively for imaginative and analytical purposes</li> <li>compares and analyses different interpretations of a text in the development of their own response</li> <li>creates effective imaginative texts informed by detailed understanding of literary texts</li> <li>demonstrates precise control of expression</li> </ul>	<ul style="list-style-type: none"> <li>selects forms, conventions and stylistic features for imaginative and analytical purposes</li> <li>compares different interpretations of a text in the development of their own response</li> <li>creates imaginative texts which demonstrate understanding of literary texts</li> <li>demonstrates clear control of expression</li> </ul>	<ul style="list-style-type: none"> <li>uses some forms, conventions or stylistic features for particular purposes</li> <li>presents their own response to a text</li> <li>creates imaginative texts which make some reference to literary texts</li> <li>demonstrates variable control of expression</li> </ul>	<ul style="list-style-type: none"> <li>uses some forms and features for different purposes</li> <li>presents a limited response to a text</li> <li>creates imaginative texts</li> <li>demonstrates some control of expression</li> </ul>

**Appendix B – Australian Curriculum Achievement Standards**

**Achievement Standards for EALD (A) Units 1 and 2 Bridging**

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Responding to oral, written and multimodal text</b>	<ul style="list-style-type: none"> <li>explains literal and implied ideas and information presented in short texts</li> <li>explains an attitude or point of view in simple texts</li> <li>explains the purpose of familiar text structures and vocabulary used in texts</li> </ul>	<ul style="list-style-type: none"> <li>describes literal and some implied ideas and information presented in short texts</li> <li>describes an attitude or point of view in simple texts</li> <li>describes the purpose of familiar text structures and vocabulary used in texts</li> </ul>	<ul style="list-style-type: none"> <li>identifies literal ideas and information presented in short familiar texts</li> <li>identifies a point of view in simple texts</li> <li>identifies the purpose of familiar text structures and vocabulary used in texts</li> </ul>	<ul style="list-style-type: none"> <li>locates some literal information presented in short familiar texts with support</li> <li>understands that texts have a purpose</li> <li>identifies some familiar text structures and vocabulary used in texts</li> </ul>	<ul style="list-style-type: none"> <li>locates very limited literal information in some short familiar texts with support</li> <li>locates simple text structures and vocabulary used in texts</li> </ul>
<b>Creating oral, written and multimodal texts</b>	<ul style="list-style-type: none"> <li>communicates ideas for different purposes and audiences in oral interactions</li> <li>creates texts that describe varied events and personal information clearly in different modes and mediums</li> <li>uses familiar text structures and language features</li> <li>communicates simple ideas with clarity</li> </ul>	<ul style="list-style-type: none"> <li>communicates ideas for familiar purposes and audiences in oral interactions</li> <li>creates texts that describe events and personal information in different modes and mediums</li> <li>uses some familiar text structures and language features</li> <li>communicates simple ideas meaningfully with some clarity</li> </ul>	<ul style="list-style-type: none"> <li>communicates an idea for some familiar purposes and audiences in oral interactions</li> <li>creates texts that recount experiences or personal information in different modes and mediums</li> <li>reproduces familiar text structures and language features</li> <li>communicates simple ideas with limited control of expression</li> </ul>	<ul style="list-style-type: none"> <li>communicates an idea for a familiar purpose in oral interactions</li> <li>creates texts that recount aspects of experiences or personal information in different modes and mediums</li> <li>reproduces some familiar text structures and language features</li> <li>repeats simple ideas with very limited control of expression</li> </ul>	<ul style="list-style-type: none"> <li>communicates in limited oral interactions</li> <li>creates simple recounts or descriptions in different modes and mediums</li> <li>demonstrates minimal control of expression</li> </ul>

## Appendix B – Australian Curriculum Achievement Standards

### Achievement Standards for EALD (A) Units 3 and 4 Bridging

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Responding to oral, written and multimodal texts</b>	<ul style="list-style-type: none"> <li>distinguishes between literal and implied meanings and analyses main ideas in familiar texts</li> <li>explains the purpose and audience of texts</li> <li>explains the effects of some text structures and language features used in texts</li> <li>explains common cultural references in texts</li> </ul>	<ul style="list-style-type: none"> <li>explains literal meanings, some implied meanings and main ideas in familiar texts</li> <li>describes the purpose and audience of texts</li> <li>describes the effects of some text structures and language features used in texts</li> <li>describes some common cultural references in texts</li> </ul>	<ul style="list-style-type: none"> <li>explains literal meanings and main ideas in familiar texts</li> <li>identifies the purpose and audience of texts</li> <li>describes some text structures and language features</li> <li>identifies common cultural references in texts</li> </ul>	<ul style="list-style-type: none"> <li>describes literal meanings in short familiar texts</li> <li>identifies the purpose of texts</li> <li>identifies some text structures and language features</li> <li>identifies some common cultural references in texts</li> </ul>	<ul style="list-style-type: none"> <li>identifies some literal meanings in texts</li> <li>refers to some text structures and language features</li> </ul>
<b>Creating oral, written and multimodal texts</b>	<ul style="list-style-type: none"> <li>communicates appropriately in different contexts in oral interactions</li> <li>creates familiar and some unfamiliar texts which are appropriate to different purposes, audiences, modes and mediums</li> <li>selects text structures and language features appropriate to different types of texts</li> <li>communicates ideas with clarity and control of expression in different contexts</li> </ul>	<ul style="list-style-type: none"> <li>communicates clearly in familiar and some unfamiliar contexts in oral interactions</li> <li>creates familiar texts appropriate to different purposes, audiences, modes and mediums</li> <li>uses text structures and language features in different types of texts</li> <li>communicates ideas meaningfully and with some clarity and control of expression</li> </ul>	<ul style="list-style-type: none"> <li>communicates in familiar contexts in oral interactions</li> <li>creates familiar texts for different purposes, audiences, modes and mediums</li> <li>uses simple text structures and language features in different types of texts</li> <li>communicates ideas with control of expression</li> </ul>	<ul style="list-style-type: none"> <li>communicates in some familiar contexts in oral interactions</li> <li>creates texts for some familiar purposes and audiences in different modes and mediums</li> <li>uses a limited range of familiar text structures and language features</li> <li>communicates ideas with some control of expression</li> </ul>	<ul style="list-style-type: none"> <li>communicates in some oral interactions</li> <li>creates texts for some familiar purposes in different modes and mediums</li> <li>uses a very limited range of familiar text structures and language features</li> <li>communicates ideas with limited control of expression</li> </ul>

## Appendix B – Australian Curriculum Achievement Standards

### Achievement Standards for EALD (T) Units 1 and 2

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Responding to oral, written and multimodal texts</b>	<ul style="list-style-type: none"> <li>analyses main ideas and supporting details in texts to comprehend literal and inferential meanings</li> <li>analyses ways in which language choices and type of text are created to suit particular purposes and contexts</li> <li>evaluates the effectiveness of text structures and language features in texts, in persuading and influencing audiences</li> <li>analyses social and cultural references in texts and evaluates their effects and implications</li> </ul>	<ul style="list-style-type: none"> <li>analyses main ideas and supporting details in texts to identify literal and inferential meanings</li> <li>analyses how purpose and context shape language choices and the type of texts that are created</li> <li>analyses how text structures and language features are used to persuade audiences in familiar and some unfamiliar texts</li> <li>analyses social and cultural references in texts and explains their effects</li> </ul>	<ul style="list-style-type: none"> <li>explains literal meanings and main ideas in texts</li> <li>explains how purpose and context shape the type of texts that are created</li> <li>explains how text structures and language features are used to persuade audiences in familiar texts</li> <li>explains some social and cultural references in texts</li> </ul>	<ul style="list-style-type: none"> <li>describes literal meanings and main ideas in texts</li> <li>describes the purpose and context of texts</li> <li>describes aspects of text structures and language features used in familiar and some unfamiliar texts</li> <li>identifies some social or cultural references in texts</li> </ul>	<ul style="list-style-type: none"> <li>locates some information in texts</li> <li>identifies the purpose or context of texts</li> <li>identifies some aspects of text structures and language features used in familiar texts</li> <li>identifies obvious social and cultural references in texts</li> </ul>
<b>Creating oral, written and multimodal texts</b>	<ul style="list-style-type: none"> <li>communicates ideas and information clearly and concisely in oral interactions</li> <li>presents ideas and opinions selecting relevant evidence and examples to support a point of view</li> <li>structures texts effectively for contexts, purposes and audiences in different modes and mediums</li> <li>uses language features and conventions confidently and with sustained control of expression</li> </ul>	<ul style="list-style-type: none"> <li>communicates ideas and information competently in oral interactions</li> <li>presents ideas and opinions selecting clear examples to support a point of view</li> <li>structures texts appropriately for contexts, purposes and audiences in different modes and mediums</li> <li>uses language features and conventions with clarity and control of expression</li> </ul>	<ul style="list-style-type: none"> <li>communicates ideas and information in oral interactions</li> <li>presents ideas and opinions using some examples</li> <li>structures texts for familiar and some unfamiliar contexts, purposes and audiences in different modes and mediums</li> <li>uses language features and conventions with some consistency and accuracy</li> </ul>	<ul style="list-style-type: none"> <li>communicates some ideas and information in oral interactions</li> <li>presents some ideas and opinions</li> <li>structures texts for some familiar contexts, purposes or audiences in different modes and mediums</li> <li>uses simple language features and conventions with some accuracy</li> </ul>	<ul style="list-style-type: none"> <li>communicates ideas or information in some familiar contexts</li> <li>presents simple ideas or opinions</li> <li>reproduces some text structures in different modes and mediums</li> <li>uses simple language features or conventions with limited accuracy</li> </ul>

## Appendix B – Australian Curriculum Achievement Standards

### Achievement Standards for EALD (T) Units 3 and 4

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Responding to oral, written and multimodal texts</b>	<ul style="list-style-type: none"> <li>evaluates information, ideas and attitudes presented in texts, demonstrating insightful understanding</li> <li>critically analyses how relationships between context, purpose and audience influence texts</li> <li>evaluates the effectiveness of text structures, language features and conventions in different modes and mediums to convey personal, social and cultural perspectives</li> <li>critically analyses relationships between language, values, culture and identity and evaluates how they influence and change understanding</li> </ul>	<ul style="list-style-type: none"> <li>evaluates information, ideas and attitudes presented in texts, demonstrating clear understanding</li> <li>analyses how context, purpose and audience together influence texts</li> <li>analyses how text structures, language features and conventions are used in different modes and mediums to convey personal, social and cultural perspectives</li> <li>analyses connections between language, values, culture and identity and explains how they influence understanding</li> </ul>	<ul style="list-style-type: none"> <li>explains information, ideas and attitudes presented in texts</li> <li>explains how context, purpose and audience influence texts</li> <li>analyses how text structures, language features and conventions are used in different modes and mediums to convey some perspectives</li> <li>explains connections between language, values, culture and identity</li> </ul>	<ul style="list-style-type: none"> <li>describes information and ideas presented in texts</li> <li>describes how some aspects of context, purpose and audience influence texts</li> <li>describes how some text structures, language features and conventions are used in different modes and mediums</li> <li>identifies connections between language, values, culture and identity</li> </ul>	<ul style="list-style-type: none"> <li>identifies some information and ideas presented in texts</li> <li>identifies how some aspects of context, purpose or audience influence texts</li> <li>identifies text structures, language features or conventions used in different modes and mediums</li> <li>identifies some aspects of language, culture and identity</li> </ul>
<b>Creating oral, written and multimodal texts</b>	<ul style="list-style-type: none"> <li>sustains communication fluently, spontaneously and appropriately in oral interactions</li> <li>selects compelling evidence and examples to justify ideas and arguments</li> <li>structures texts that are innovative and effective for diverse contexts, purposes, audiences, modes and mediums</li> <li>uses sophisticated language features and conventions with effective control of style, register and expression</li> </ul>	<ul style="list-style-type: none"> <li>sustains communication clearly and effectively in oral interactions</li> <li>selects relevant evidence and examples to support ideas and arguments</li> <li>structures texts that are effective for different contexts, purposes, audiences, modes and mediums</li> <li>uses complex language features and conventions with consistent control of register and expression</li> </ul>	<ul style="list-style-type: none"> <li>sustains communication in a range of oral interactions</li> <li>selects evidence and examples to support ideas and arguments</li> <li>structures texts appropriate to different contexts, purposes, audiences, modes and mediums</li> <li>uses language features and conventions with control of register and expression</li> </ul>	<ul style="list-style-type: none"> <li>communicates ideas and information in straightforward oral interactions</li> <li>uses some evidence or examples to support ideas and arguments</li> <li>structures texts for some contexts, purposes, audiences, modes and mediums</li> <li>uses familiar language features and conventions with some control of expression</li> </ul>	<ul style="list-style-type: none"> <li>communicates ideas or information in some contexts</li> <li>presents some ideas or points of view</li> <li>reproduces text structures in different modes and mediums</li> <li>uses some language features and conventions with limited control of expression</li> </ul>

**Appendix B – Australian Curriculum Achievement Standards**

**Achievement Standards for Modified Units 1 - 4**

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Responding to oral, written and multimodal texts</b>	<ul style="list-style-type: none"> <li>describes how medium, mode and text structure achieve a particular purpose and effect</li> <li>describes how examples are used to support ideas in a text</li> <li>describes the use of language choices for different purposes and audiences</li> </ul>	<ul style="list-style-type: none"> <li>identifies how medium, mode and text structure achieve a particular purpose, with explicit instruction and occasional assistance</li> <li>identifies how details and examples are used to support the main ideas in texts, with explicit instruction and occasional assistance</li> <li>identifies how the context, purpose and audience of texts influence language choices, with explicit instruction and occasional assistance</li> </ul>	<ul style="list-style-type: none"> <li>identifies medium, mode and text structure in texts, with explicit instruction and regular assistance</li> <li>identifies main ideas and supporting details in texts, with explicit instruction and regular assistance</li> <li>identifies the purpose of texts, with explicit instruction and regular assistance</li> </ul>	<ul style="list-style-type: none"> <li>identifies elements of medium, mode and text structure in familiar texts, with explicit and direct instruction</li> <li>identifies some main ideas and information in a text with explicit and direct instruction</li> <li>identifies the purpose with explicit and direct instruction</li> </ul>	<ul style="list-style-type: none"> <li>identifies some elements of medium, mode and text structure in familiar texts, with continuous and direct instruction</li> <li>identifies some ideas or information in a text, with continuous and direct instruction</li> <li>identifies the purpose and context of some texts, with continuous and direct instruction</li> </ul>
<b>Creating oral, written and multimodal texts</b>	<ul style="list-style-type: none"> <li>presents opinions appropriately in texts</li> <li>selects relevant information from different sources</li> <li>communicates ideas demonstrating clear expression</li> </ul>	<ul style="list-style-type: none"> <li>presents opinions appropriately in texts, with explicit instruction and occasional assistance</li> <li>selects relevant information from sources, with explicit instruction and occasional assistance</li> <li>communicates ideas using clear expression, with explicit instruction and occasional assistance</li> </ul>	<ul style="list-style-type: none"> <li>presents opinions in texts, with explicit instruction and regular assistance</li> <li>selects relevant information from sources, with explicit instruction and regular assistance</li> <li>communicates ideas, with explicit instruction and regular assistance</li> </ul>	<ul style="list-style-type: none"> <li>presents some opinions, with explicit and direct instruction</li> <li>selects some information from different sources, presents some ideas, with explicit and direct instruction</li> <li>communicates some ideas, with explicit and direct instruction</li> </ul>	<ul style="list-style-type: none"> <li>presents some opinions, with continuous and direct instruction</li> <li>locates some information in texts, with continuous and direct instruction</li> <li>communicates ideas, with continuous and direct instruction</li> </ul>