

LANGUAGES

**Course
Framework**

From 2015



LANGUAGES 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:

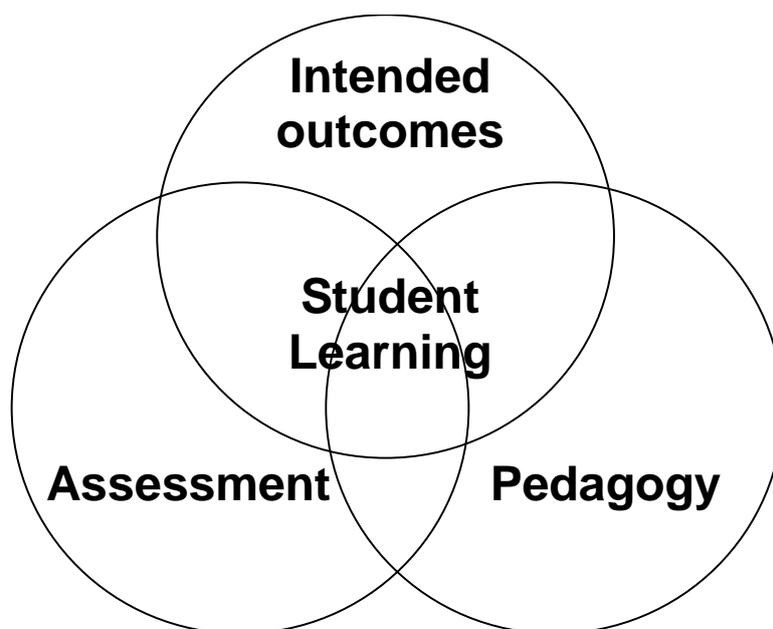
- Aboriginal and Torres Strait Islander histories and cultures
- Asia and Australia's engagement with Asia
- Sustainability

Elaboration of these student capabilities and priorities is available on the ACARA website at: www.australiancurriculum.com.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)

A and **T** 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

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

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

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

Learning languages requires and improves intellectual disciplines and systematic study habits. These habits are characterised by effective planning and organisation, incorporating processes of self-management and self-monitoring. ¹ (1)

GOALS

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

- enhance their capacity to communicate and interact effectively within and across languages and cultures, showing control over linguistic elements and an awareness of audience and purpose
- understand the interrelationship of language and culture, and the importance of intercultural competence
- acquire language learning strategies that can be applied in further studies
- expand their post school options and meet the growing needs of business and industry for language skills and intercultural understanding
- understand the variability of language use – how language changes with the context of situation and the context of culture (participants and their relationship, circumstances of communication)
- employ technology to enhance communication.

¹ The developers acknowledge the Queensland Studies Authority Languages curriculum document in the development of the rationale and goals.

Language courses at Advanced level should also enable students to:

- analyse and respond to literature and global issues in the target language.

Literacy in Languages

Learning languages develops overall literacy. It strengthens literacy- capabilities that are transferable across languages (for example, the language being learnt and the learner’s first language), across domains of use (for example, the academic domain and the domains of home language use), and across learning areas.

Learning languages makes accessible to students’ additional literacy experiences. It strengthens language awareness and helps to develop a metalanguage, a language for thinking and talking about how language works.

Numeracy in Languages

Students use and understand pattern, order and relationships, and develop understanding of concepts such as time, number and space in different cultures, as expressed through language. Students become familiar with numbers, dates and terms for mathematical operations in the target Language.

Students apply numeracy skills when they use tables or graphs to support an idea, opinion, or position when creating texts and interacting in the target language.²

² *The developers acknowledge the SACE Languages curriculum document in the development of literacy and numeracy skills.*

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

Concepts and knowledge underpinning learning in the target language include:

- grammatical and systems knowledge (for example, phonology, graphology, vocabulary, morphology, syntax)
- textual knowledge (for example, cohesion and rhetorical organisation, text types)
- sociolinguistic knowledge and understanding (for example, varieties, registers, cultural references)
- cultural and intercultural knowledge and understanding (for example, how identity is constructed in intracultural and intercultural encounters and interactions).
- general knowledge such as concepts drawn from areas of interest to the learners as well as subject matter connected to learning areas across the curriculum.

Skills

Skills developed in language learning include:

- higher order thinking skills including creating, synthesising, analysing, evaluating, interpreting, comparing and contrasting, explaining, elaborating, relating, judging, imagining, concluding, justifying, translating, connecting, engaging with multiple perspectives

- independent and collaborative learning
- problem solving
- strategies for decoding unfamiliar language
- intercultural sensitivity
- negotiation of meaning through the use of language, questioning assumptions, noticing how interaction works and how meaning is exchanged interculturally
- relationship between language and culture.
- listening, speaking, reading and writing skills in various combinations.³

³ *The developers acknowledge the ACARA Languages Shape paper in the development of concepts and skills.*

Recommended content

Students completing a major must have studied all of the following topics:

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

Vocational Courses

There are no vocational courses under this Course Framework.

TEACHING STRATEGIES

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

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

Review prior learning

- communicative activities: recall, 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 joint construction
- scaffolding tasks to facilitate analysis of visual, spoken and written material including error recognition and correction
- strategies to access unfamiliar language
- sustained speaking and writing practice

- simulated real life and work scenarios
- engagement with guest speakers and demonstrators
- research strategies and time management

Promote independent practice and application

- production of sustained written and spoken texts
- manipulation of texts employing higher order thinking strategies
- problem-solving strategies
- workshop and peer review
- discussions, debates and student presentations
- 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 wider communities through excursions and field trips
- cross curriculum activities

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.

ASSESSMENT

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

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

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

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

Assessment Criteria

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

- Communicating
- Understanding.

Assessment Task Types

Assessment Task Types for the *Beginning* Language Course

Strand	Communicating		Understanding
Task Type	Speaking	Writing	Responding
<p>Mandatory Items</p> <p>Must be one item with the minimum mandatory weighting as shown below.</p>	<p>Unscripted interview/conversation in the target language, with teacher/native speaker comprised of unseen and open ended questions based on content covered in the unit presented on CD, DVD or USB</p> <p>Minimum time limit: 3 minutes</p>	<p>Sustained writing in the target language, produced in class under test conditions in a minimum of 30 minutes in response to an unseen question or visual stimulus based on content covered in the unit</p> <p>(word limits as defined by the course)</p> <p>Suggested task: letter, email, magazine article, blog</p>	<p>Listening AND reading comprehension and analysis with questions and answers in English and/or the target language*</p> <p>Over the course of two 0.5 units, both reading and listening must be assessed.</p> <p>*comprehensive testing of listening and reading skills are required</p>
Minimum for Mandatory	25% of the unit total mark	25% of the unit total mark	25% of the unit total mark
Optional	<p>The following options must include unscripted questions by teachers and/or peers in the target language:</p> <p>Oral presentation Role-play Interview Conversation Discussion Questionnaire</p>	<p>Sustained writing piece in the target language may include:</p> <p>A short text in a variety of genres Assignment under controlled conditions Short response to an unseen visual stimulus/statistics Translation Survey</p>	<p>Close textual analysis of language Listening comprehension Reading comprehension Written/visual response to a variety of text types Creative response and written rationale Summary Short response</p>
Weightings in A/T 1.0 Units	25-40%	25-40%	25-40%
Weightings in A/T 0.5 Units	25-40%	60-75%	

Assessment Task Types for the *Continuing* Language Course

Strand	Communicating		Understanding
Task Type	Speaking	Writing	Responding
<p>Mandatory Items</p> <p>Must be one item with the minimum mandatory weighting as shown below.</p>	<p>Unscripted interview/conversation in the target language, with teacher/native speaker comprised of unseen and open ended questions based on content covered in the unit presented on CD, DVD or USB</p> <p>Minimum time limit: 5 minutes</p>	<p>Sustained writing in the target language, producing increasingly complex texts in class under test conditions in a minimum of 45 minutes in response to an unseen question or visual stimulus based on content covered in the unit</p> <p>(word limits as defined by the course)</p> <p>Suggested task: letter, email, magazine article, blog, review, speech, poetry, essay</p>	<p>Critical analysis through listening AND reading comprehension with questions and answers in English and/or the target language*</p> <p>Over the course of two 0.5 units, both reading and listening must be assessed.</p> <p>*comprehensive testing of listening and reading skills are required</p>
Minimum for Mandatory	25% of the unit total mark	25% of the unit total mark	25% of the unit total mark
Optional	<p>The following options must include unscripted questions by teachers and/or peers in the target language:</p> <p>Oral presentation Role-play Debate Interview Conversation Discussion Interpreting</p>	<p>Sustained writing piece in the target language may include:</p> <p>A text in a variety of genres Assignment under controlled conditions Short response to an unseen visual stimulus/statistics Translation Survey Creative written production</p>	<p>Close textual analysis of language Listening comprehension Reading comprehension Written/visual response to a variety of text types Creative response and written rationale Summary Short response</p>
Weightings in A/T 1.0 Units	25-40%	25-40%	25-40%
Weightings in A/T 0.5 Units	25-40%	60-75%	

Assessment Task Types for the *Advanced* Language Course

Strand	Communicating		Understanding
Task Type	Speaking	Writing	Responding
<p>Mandatory Items</p> <p>Must be one item with the minimum mandatory weighting as shown below.</p>	<p>Unscripted interview/conversation in the target language, with teacher/native speaker comprised of unseen and open ended questions based on content covered in the unit presented on CD, DVD or USB</p> <p>Minimum time limit: 10 minutes</p>	<p>Sustained writing in the target language, producing increasingly complex texts in class under test conditions in a minimum of 45 minutes in response to an unseen question or visual stimulus based on content covered in the unit</p> <p>(word limits as defined by the course)</p> <p>Suggested task: letter, newspaper article, critique, speech, poetry, essay</p>	<p>Critical analysis through Listening AND reading tasks leading to increasingly sophisticated student responses in the target language and/or English*</p> <p>Over the course of two 0.5 units, both reading and listening must be assessed.</p> <p>*comprehensive testing of listening and reading skills are required</p>
Minimum for Mandatory	25% of the unit total mark	25% of the unit total mark	25% of the unit total mark
Optional	<p>The following options must include unscripted questions by teachers and/or peers in the target language:</p> <p>Oral presentation Role-play Debate Interview Conversation Discussion Interpreting</p>	<p>Sustained writing piece in the target language may include:</p> <p>A text in a variety of genres Assignment under controlled conditions Short response to an unseen visual stimulus/statistics Translation Survey Creative written production Essay</p>	<p>Close textual analysis of language Listening comprehension Reading comprehension Written/visual response to a variety of text types Creative response and written rationale Summary Short response</p>
Weightings in A/T 1.0 Units	25-40%	25-40%	25-40%
Weightings in A/T 0.5 Units	25-40%	60-75%	

Language courses at Advanced level should enable students to analyse and respond to literature and global issues in the target language.

Additional Assessment Advice for 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.
- Each standard (1.0) or half standard (0.5) unit **must** assess all Mandatory items.
- In a 0.5 unit, a Speaking task type must be included. Writing and Responding may be incorporated into the one assessment task with similar relevant weighting to the 1.0 unit.
- Every task **must** enable students to demonstrate higher order thinking skills.
- The Mandatory items **must** be one item with the minimum mandatory weighting as shown above.
- The complexity of the target language in the stimulus material and the response required should reflect the level of the course.
- No assessment item may be less than 10%.
- It is recommended that students be provided with a choice of questions from which they select one for sustained writing.
- It is recommended that students produce a variety of text types over a course of study.

ACHIEVEMENT STANDARDS

Student achievement in A, T and M units is reported based on system standards as an A-E grade. Grade descriptors and standard work samples where available, provide a guide for teacher judgement of students' achievement over the unit.

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.

Unit Grade Descriptors for Beginning A Courses – Year 11

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Understanding	<ul style="list-style-type: none"> explains language and culture in familiar contexts explains some interconnections between own beliefs and practices, and ideas represented or expressed in texts 	<ul style="list-style-type: none"> describes language and culture in familiar contexts describes interconnections between own beliefs and practices represented or expressed in texts 	<ul style="list-style-type: none"> identifies language and culture in familiar contexts identifies interconnections between own beliefs and practices represented or expressed in texts 	<ul style="list-style-type: none"> identifies some language and culture in familiar contexts identifies some interconnections between own beliefs and practices represented or expressed in texts 	<ul style="list-style-type: none"> identifies minimal features of language and culture in familiar contexts identifies little or no interconnections between own beliefs and practices represented or expressed in texts
Communicating	<ul style="list-style-type: none"> produces texts displaying breadth in the treatment of familiar topics applies conventions of rehearsed texts to represent ideas appropriate to audience and purpose uses accurate language and a variety of vocabulary and grammar both orally and in writing 	<ul style="list-style-type: none"> produces texts displaying some breadth in the treatment of familiar topics applies conventions of rehearsed texts to represent experiences appropriate to audience or purpose uses a range of vocabulary and grammar with accuracy both orally and in writing 	<ul style="list-style-type: none"> produces texts displaying knowledge of the topic applies some conventions of rehearsed texts to represent experiences appropriate to audience or purpose uses familiar grammar and vocabulary with some accuracy both orally and in writing 	<ul style="list-style-type: none"> produces texts displaying some knowledge of the topic applies few conventions of rehearsed texts to represent experiences appropriate to audience or purpose uses some grammar and vocabulary both orally and in writing 	<ul style="list-style-type: none"> produces texts displaying minimal knowledge of the topic applies limited or no conventions of texts displays limited or no grammar and vocabulary both orally and in writing

Unit Grade Descriptors for Beginning A Courses – Year 12

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Understanding	<ul style="list-style-type: none"> analyses language and culture in familiar contexts explains some interconnections between own beliefs and practices, and ideas represented or expressed in texts 	<ul style="list-style-type: none"> explains language and culture in familiar contexts describes interconnections between own beliefs and practices represented or expressed in texts 	<ul style="list-style-type: none"> describes language and culture in familiar contexts identifies interconnections between own beliefs and practices represented or expressed in texts 	<ul style="list-style-type: none"> identifies language and culture in familiar contexts identifies some interconnections between own beliefs and practices represented or expressed in texts 	<ul style="list-style-type: none"> identifies minimal features of language and culture in familiar contexts identifies little or no interconnections between own beliefs and practices represented or expressed in texts
Communicating	<ul style="list-style-type: none"> produces texts displaying breadth in the treatment of familiar topics applies conventions of texts to represent ideas appropriate to audience and purpose uses accurate language and a wide range of vocabulary and grammar both orally and in writing 	<ul style="list-style-type: none"> produces texts displaying some breadth in the treatment of familiar topics applies conventions of texts to represent experiences appropriate to audience or purpose uses accurate language and a range of vocabulary and grammar both orally and in writing 	<ul style="list-style-type: none"> produces texts displaying knowledge of the topic applies some conventions of texts to represent experiences appropriate to audience or purpose uses grammar and vocabulary with some accuracy both orally and in writing 	<ul style="list-style-type: none"> produces texts displaying some knowledge of the topic applies few conventions of texts to represent experiences appropriate to audience or purpose uses some grammar and vocabulary both orally and in writing 	<ul style="list-style-type: none"> produces texts displaying minimal knowledge of the topic applies limited or no conventions of texts displays limited or no grammar and vocabulary both orally and in writing

Unit Grade Descriptors for Continuing A Courses – Year 11

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Understanding	<ul style="list-style-type: none"> analyses language and culture in a wide range of familiar contexts explains some interconnections between own beliefs and practices, and ideas represented or expressed in texts analyses perspectives represented in texts 	<ul style="list-style-type: none"> explains language and culture in a range of familiar contexts describes interconnections between own values, beliefs and practices represented or expressed in texts explains perspectives represented in texts 	<ul style="list-style-type: none"> describes language and culture in familiar contexts identifies interconnections between own beliefs and practices represented or expressed in texts describes perspectives represented in texts 	<ul style="list-style-type: none"> identifies language and culture in familiar contexts identifies some interconnections between own beliefs and practices represented or expressed in texts identifies perspectives represented in texts 	<ul style="list-style-type: none"> identifies minimal features of language and culture in familiar contexts identifies little or no interconnections between own beliefs and practices represented or expressed in texts identifies some aspects of perspectives represented in texts
Communicating	<ul style="list-style-type: none"> produces comprehensive texts displaying breadth in the treatment of the topic displays knowledge and understanding of the target language as a system and responds appropriately and with sensitivity applies conventions of texts to represent ideas and experiences appropriate to audience and purpose uses accurate language, clarity of expression and a range of vocabulary and grammar both orally and in writing 	<ul style="list-style-type: none"> produces knowledgeable texts displaying breadth in the treatment of the topic displays knowledge and understanding of the target language as a system and responds appropriately applies conventions of texts to represent experiences appropriate to audience or purpose uses accurate language and a range of vocabulary and grammar both orally and in writing 	<ul style="list-style-type: none"> produces texts displaying knowledge of the topic displays some knowledge and understanding of the target language as a system and responds appropriately applies some conventions of texts to represent experiences appropriate to audience or purpose uses grammar and vocabulary with some accuracy both orally and in writing 	<ul style="list-style-type: none"> produces texts displaying some knowledge of the topic displays limited knowledge of the target language as a system and responds appropriately applies few conventions of texts to represent experiences appropriate to audience or purpose uses some grammar and vocabulary both orally and in writing 	<ul style="list-style-type: none"> produces texts displaying limited knowledge of the topic displays little knowledge of the target language as a system applies few or no conventions of texts displays few or no grammar and vocabulary both orally and in writing

Unit Grade Descriptors for Continuing A Courses – Year 12

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Understanding	<ul style="list-style-type: none"> • analyses language and culture in a wide range of familiar contexts • analyses interconnections between own values, beliefs, practices, and ideas represented or expressed in texts • analyses perspectives represented in texts 	<ul style="list-style-type: none"> • explains language and culture in a range of familiar contexts • explains some interconnections between own beliefs and practices, and ideas represented or expressed in texts • explains perspectives represented in texts 	<ul style="list-style-type: none"> • describes language and culture in familiar contexts • describes interconnections between own beliefs and practices represented or expressed in texts • describes perspectives represented in texts 	<ul style="list-style-type: none"> • identifies language and culture in familiar contexts • identifies interconnections between own beliefs and practices represented or expressed in texts • identifies perspectives represented in texts 	<ul style="list-style-type: none"> • identifies minimal features of language and culture in familiar contexts • identifies minimal interconnections between own beliefs and practices represented or expressed in texts • identifies some aspects of perspectives represented in texts
Communicating	<ul style="list-style-type: none"> • produces comprehensive texts displaying breadth in the treatment of the topic • displays thorough knowledge and understanding of the target language as a system and responds appropriately and with sensitivity • applies conventions of texts to represent ideas and experiences appropriate to audience and purpose • displays accurate language use, clarity of expression and a wide range of vocabulary and grammar both orally and in writing 	<ul style="list-style-type: none"> • produces knowledgeable texts displaying breadth in the treatment of the topic • displays thorough knowledge and understanding of the target language as a system and responds appropriately • applies conventions of texts to represent ideas and experiences appropriate to audience or purpose • displays accurate language use and a wide range of vocabulary and grammar both orally and in writing 	<ul style="list-style-type: none"> • produces texts displaying knowledge of the topic • displays knowledge and understanding of the target language as a system and responds appropriately • applies some conventions of texts to represent experiences appropriate to audience or purpose • displays a wide vocabulary and uses grammar with some accuracy both orally and in writing 	<ul style="list-style-type: none"> • produces texts displaying some knowledge of the topic • displays some knowledge of the target language and responds appropriately • applies few conventions of texts to represent experiences appropriate to audience or purpose • displays some vocabulary of the language both orally and in writing 	<ul style="list-style-type: none"> • produces texts displaying minimal knowledge of the topic • displays minimal knowledge of the target language • applies few or no conventions of texts • displays very limited or no vocabulary of the language both orally and in writing

Unit Grade Descriptors for Advanced A Courses – Year 11

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

Unit Grade Descriptors for Advanced A Courses – Year 12

	A student who achieves an A grade typically	A student who achieves a B grade typically	A student who achieves a C grade typically	A student who achieves a D grade typically	A student who achieves an E grade typically
Understanding	<ul style="list-style-type: none"> • analyses language and culture in range of authentic and unfamiliar contexts • analyses complex interconnections between own values, beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts • analyses concepts and perspectives represented in short, topical texts 	<ul style="list-style-type: none"> • explains language and culture in a range of authentic and unfamiliar contexts • explains interconnections between own values, beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts • explains concepts and perspectives represented in short, topical texts 	<ul style="list-style-type: none"> • describes some language and culture in authentic and unfamiliar contexts • describes interconnections between own beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts • describes concepts and perspectives represented in short, topical texts 	<ul style="list-style-type: none"> • identifies some features of language and culture in authentic and unfamiliar contexts • identifies some interconnections between own beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts • identifies some concepts and perspectives represented in short, topical texts 	<ul style="list-style-type: none"> • identifies few or no features of language and culture in authentic and unfamiliar contexts • identifies few or no interconnections between own beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts • identifies few or no concepts and perspectives represented in short, topical texts
Communicating	<ul style="list-style-type: none"> • produces texts displaying independence, depth and breadth in the treatment of the topic and draws conclusions • displays thorough knowledge and understanding of the target language and responds with sustained confidence • applies to a high degree conventions of texts and takes risks to represent ideas and experiences appropriate to audience and purpose • displays versatility and accurate language use, clarity of expression and a range of vocabulary and grammar both orally and in writing 	<ul style="list-style-type: none"> • produces texts displaying breadth and some depth and independence in the treatment of the topic and draws conclusions • displays thorough knowledge and understanding of the target language and responds with examples of sustained confidence. • applies to a degree conventions of texts and takes some risks to represent ideas and experiences appropriate to audience and purpose • displays a degree of versatility and accurate language use and a range of vocabulary and grammar both orally and in writing 	<ul style="list-style-type: none"> • produces texts displaying breadth in the treatment of the topic and draws conclusions • displays knowledge and understanding of the target language and responds with occasional confidence • applies conventions of texts to represent experiences appropriate to audience and/ or purpose • displays some versatility and accurate language use orally and in writing 	<ul style="list-style-type: none"> • produces texts displaying some breadth in the treatment of the topic and draws conclusions • displays knowledge of the target language; however lacks confidence in responses • applies some conventions of texts to represent experiences appropriate to audience or purpose • displays some accuracy both orally and in writing 	<ul style="list-style-type: none"> • produces texts displaying some knowledge of the topic • displays little or no confidence in responses to knowledge of the target language • applies few conventions of texts to represent experiences appropriate to audience or purpose • displays limited accuracy both orally and in writing in disjointed texts

Unit Grade Descriptors for Beginning T Courses – Year 11

	A student who achieves an A grade typically	A student who achieves a B grade typically	A student who achieves a C grade typically	A student who achieves a D grade typically	A student who achieves an E grade typically
Understanding	<ul style="list-style-type: none"> • analyses language and culture in a variety of familiar contexts • explains interconnections between own values, beliefs, practices, and ideas represented or expressed in texts • analyses perspectives represented in texts 	<ul style="list-style-type: none"> • analyses language and culture in most familiar contexts • explains some interconnections between own beliefs, practices, and ideas represented or expressed in texts • explains perspectives represented in texts 	<ul style="list-style-type: none"> • describes language and culture in most familiar contexts • describes interconnections between own values, beliefs, practices, and ideas represented or expressed in texts • explains some perspectives represented in texts 	<ul style="list-style-type: none"> • identifies language and culture in some familiar contexts • identifies some interconnections between own beliefs, practices, and ideas represented or expressed in texts • identifies perspectives represented in texts 	<ul style="list-style-type: none"> • identifies minimal language and culture in rehearsed contexts • identifies few interconnections between own beliefs, practices, and ideas represented or expressed in texts • identifies aspects of the perspectives represented in texts
Communicating	<ul style="list-style-type: none"> • produces texts displaying breadth and some depth in the treatment of the topic and constructs logical and structured responses • applies appropriate conventions of texts and takes some risks to represent ideas and experiences appropriate to audience and purpose • displays accurate language use, clarity of expression and a variety of vocabulary and grammar both orally and in writing 	<ul style="list-style-type: none"> • produces texts displaying breadth in the treatment of the topic and constructs well structured responses • applies conventions of texts to represent ideas and experiences appropriate to audience and purpose • displays accurate language use and a variety of vocabulary and grammar both orally and in writing 	<ul style="list-style-type: none"> • produces texts displaying some breath in the treatment of the topic and constructs conclusions • applies some conventions of texts to represent experiences appropriate to audience and/or purpose • uses familiar vocabulary and grammar with some accuracy both orally and in writing 	<ul style="list-style-type: none"> • produces texts displaying some knowledge of the topic • applies few conventions of texts to represent experiences appropriate to audience or purpose • displays some vocabulary of the language both orally and in writing 	<ul style="list-style-type: none"> • produces texts displaying little or no understanding of the topic • applies limited or no conventions of texts • displays limited or no vocabulary of the language both orally and in writing

Unit Grade Descriptors for Beginning T Courses – Year 12

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Understanding	<ul style="list-style-type: none"> evaluates language and culture in familiar and unfamiliar contexts analyses interconnections between own values, beliefs, practices, and ideas represented or expressed in texts evaluates concepts and perspectives represented in texts 	<ul style="list-style-type: none"> analyses language and culture in familiar and unfamiliar contexts explains interconnections between own values, beliefs, practices, and ideas represented or expressed in texts analyses perspectives represented in texts 	<ul style="list-style-type: none"> describes language and culture in familiar contexts explains some interconnections between own values, beliefs, practices, and ideas represented or expressed in texts explains perspectives represented in texts 	<ul style="list-style-type: none"> identifies language and culture in familiar contexts identifies interconnections between own beliefs, practices, and ideas represented or expressed in texts identifies perspectives represented in texts 	<ul style="list-style-type: none"> identifies some features of language and culture in familiar contexts identifies some interconnections between own beliefs, practices, and ideas represented or expressed in texts identifies aspects of the perspectives represented in texts
Communicating	<ul style="list-style-type: none"> produces insightful texts displaying depth and breadth in the treatment of the topic and constructs logical and structured responses applies appropriate conventions of texts and takes risks to represent ideas and experiences appropriate to audience and purpose displays accurate language use, clarity of expression and a variety of vocabulary and grammar both orally and in writing 	<ul style="list-style-type: none"> produces texts displaying breadth in the treatment of the topic and constructs well structured responses applies conventions of texts and takes some risks to represent ideas and experiences appropriate to audience and purpose displays accurate language use and a variety of vocabulary and grammar both orally and in writing 	<ul style="list-style-type: none"> produces texts displaying some breadth in the treatment of the topic and constructs conclusions applies some conventions of texts to represent experiences appropriate to audience and/or purpose uses familiar vocabulary and grammar with some accuracy both orally and in writing 	<ul style="list-style-type: none"> produces texts displaying some knowledge of the topic applies few conventions of texts to represent experiences appropriate to audience or purpose displays some vocabulary of the language both orally and in writing 	<ul style="list-style-type: none"> produces texts displaying little or no understanding of the topic applies very few conventions of texts displays limited vocabulary of the language both orally and in writing

Unit Grade Descriptors for Continuing T Courses – Year 11

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Understanding	<ul style="list-style-type: none"> critically analyses particular linguistic, cultural and stylistic features analyses language and culture in familiar and unfamiliar contexts analyses interconnections between own values, beliefs, practices, and ideas represented or expressed in texts analyses concepts and perspectives represented in texts 	<ul style="list-style-type: none"> analyses linguistic, cultural and stylistic features analyses language and culture in familiar contexts explains interconnections between own values, beliefs, practices, and ideas represented or expressed in texts analyses perspectives represented in texts 	<ul style="list-style-type: none"> explains linguistic, cultural and stylistic features describes language and culture in familiar contexts explains some interconnections between own values, beliefs, practices, and ideas represented or expressed in texts explains perspectives represented in texts 	<ul style="list-style-type: none"> identifies linguistic, cultural and stylistic features identifies language and culture in familiar contexts identifies interconnections between own beliefs, practices, and ideas represented or expressed in texts identifies perspectives represented in texts 	<ul style="list-style-type: none"> identifies some linguistic, cultural and stylistic features identifies some features of language and culture in familiar contexts identifies some interconnections between own beliefs, practices, and ideas represented or expressed in texts identifies aspects of the perspectives represented in texts
Communicating	<ul style="list-style-type: none"> produces comprehensive texts displaying depth and breadth in the treatment of the topic and constructs logical and structured texts applies appropriate conventions of texts and takes risks to represent ideas and experiences appropriate to audience and purpose displays accurate language use, clarity of expression and a wide range of vocabulary and grammar both orally and in writing 	<ul style="list-style-type: none"> produces comprehensive texts displaying breadth in the treatment of the topic and constructs logical and structured texts applies conventions of texts and takes some risks to represent ideas and experiences appropriate to audience and purpose displays accurate language use and a wide range of vocabulary and grammar both orally and in writing 	<ul style="list-style-type: none"> produces texts displaying detailed knowledge of the topic and constructs logical and structured texts applies some conventions of texts to represent experiences appropriate to audience and purpose displays a wide vocabulary and uses grammar with some accuracy both orally and in writing 	<ul style="list-style-type: none"> produces texts displaying some knowledge of the topic applies few conventions of texts to represent experiences appropriate to audience and purpose displays some vocabulary of the language both orally and in writing 	<ul style="list-style-type: none"> produces texts displaying little or no understanding of the topic applies limited or no conventions of texts displays limited or no vocabulary of the language both orally and in writing

Unit Grade Descriptors for Continuing T Courses – Year 12

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

Unit Grade Descriptors for Advanced T Courses – Year 11

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

Unit Grade Descriptors for Advanced T Courses – Year 12

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

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.

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COURSE FRAMEWORK GROUP

Name	College
Fiona Arthur	Education and Training Directorate
Heike Craig	Daramalan College
Dianne Lefebvre	Radford College
Rhiannon Richards	Canberra Girls Grammar School

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

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 B: 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