

# English

*English*

## **Course Framework**



## INTRODUCTION

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

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

and provide students with:

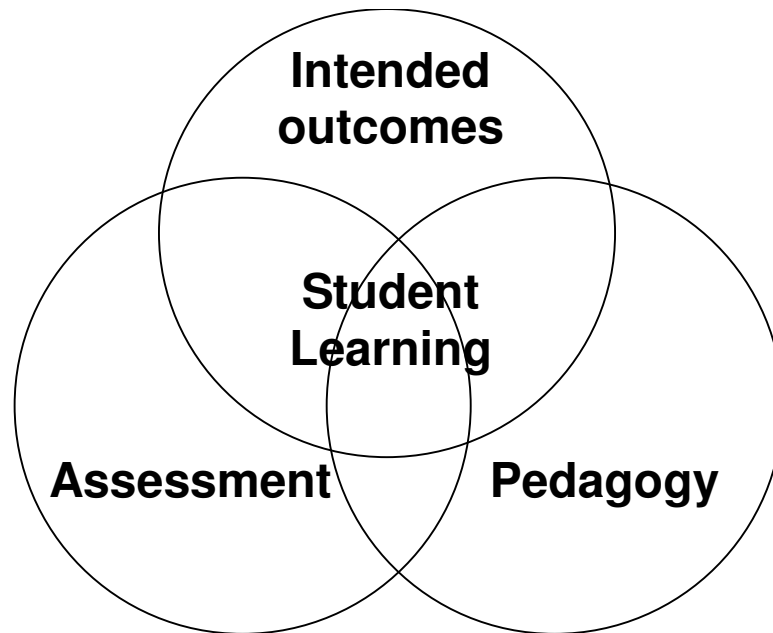
- a comprehensive body of specific knowledge, principles and concepts
- a basis for self-directed and lifelong learning
- personal attributes enabling effective participation in society

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

## 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 learner' understandings and the way they learn.  
(*Socio-cultural effects*)
8. Learning is a social and collaborative function as well as an individual one.  
(*Collaborative learning*)
9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.  
(*Explicit expectations and feedback*)

## **RATIONALE**

The study of English is integral to successful social, economic and cultural participation in a complex and changing world. A person's sense of identity, both individual and collective, is shaped and defined by this participation. The study of English empowers individuals to reflect on and respond critically and creatively to the world in which they live.

The focus of English in Years 11 and 12 is the interpretation and textual analysis of a diverse range of literary and non-literary texts and the ways in which language works to create meaning. Meaning is constructed through the dynamic interplay between author, audience, context, values, attitudes, medium, and language. The mastery of English requires students to identify and appreciate the ways in which meaning is shaped.

Through reading, viewing, writing, listening and speaking, and the use of information and communication technologies, students establish a framework of understanding that links texts to contexts, helping them to consider the way language is used in many different social and cultural situations. Students have the opportunity to apply strategies for learning, and develop an appreciation of the diversity of linguistic forms, registers, and modes of discourse. Students become effective users of language in a range of contexts.

The study of English fosters independent thought, imagination and creativity. These strengths can then be enlisted to analyse problems, experiment with possible approaches and solutions, and synthesise findings to evaluate and make judgments. The richness of the human imagination empowers students to engage, empathise, reflect and speculate. Through engaging with texts constructed by themselves and others, students become critical thinkers who are informed and discerning members of communities. Critical thinkers appreciate the past and present, imagine and shape the future, and identify processes of social, cultural and political change.

The study of English develops an appreciation of the power and beauty of language highlighting its capacity to evoke ideas, images and emotions. It offers insights into human experience, identity and connectedness. It fosters the enjoyment of reading and writing as intrinsically satisfying life long activities.

## GOALS

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

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

- read, listen to and view a wide range of multimodal texts
- develop skills in critical thinking and analysis
- challenge and extend their understanding of language, themselves and the world around them
- understand that meaning arises from the interplay between text and context, including an appreciation of the author's apparent purpose, the formal features of the text, and the audience's perspective
- use language effectively, creatively and critically for different purposes
- achieve competence in the technically correct use of the English language in meeting the demands of further study, the workplace, and student needs and interests.

## GUIDE TO THE SELECTION OF CONTENT

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

### Essential Concepts and Skills

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

#### Concepts

- language has the power to create and shape meaning
- texts are examined in their relevant literary, cultural, historical and political contexts
- imagination and creativity are integral to engagement with texts
- the reader's experience will affect his or her response to texts
- the interpretation of texts allows for diverse and justifiable responses.

#### Skills

- reading and interpreting literary and non-literary texts
- communicating effectively in a range of modes
- analysing critically
- responding to texts creatively and independently
- constructing texts for a range of purposes
- demonstrating a command of the technical aspects of language

## **Recommended Content**

This English Course Framework allows for new and creative approaches to course and unit development.

In developing courses based on this framework, course developers should include:

- a broad range of traditional and current texts
- texts in a range of modes such as written, spoken, visual, multimedia
- a diversity of units that include writing and literature in thematic and genre based units. Language, communication and issues-based units may also be included.

Course developers should consider communication skills in the context of the Employability Skills Framework.

## **Vocational Courses**

There are no vocational courses under this Course Framework.

## **Pedagogy and 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, a rich learning environment and establish relevant connections between learning and life experiences.

The following approaches are relevant and effective in the teaching of English:

- designing tasks to suit different levels and learning styles within the class, e.g. 3 level guides, hot seating, story boarding
- building on prior knowledge, e.g. providing links, personal narrative
- scaffolding techniques, e.g. essay templates, mind mapping, mapping software, annotated exemplars
- encouraging participation and cooperative learning, e.g. brainstorming, individual, pair and group work
- clarifying the learning environment and teacher expectation, e.g. modelling, practice assessment tasks
- providing new experiences through excursions, live performances, guest speakers, interviews, interschool forums
- establishing context and teaching relevant vocabulary of texts, e.g. through individual and/or group research, vocabulary walls, metalanguage
- using technology to assist learning and provide opportunities to enhance students connectedness to texts, ideas and context, e.g., web based network activities, podcasting, wikis, blogs
- guiding students through research techniques, e.g. accessing information, note-making, summarising, synthesising, referencing.
- promoting and developing analytical and critical thinking skills, e.g. text analysis and comparison, problem-solving techniques
- providing guidance for oral presentations/seminars/tutorials, e.g. structure, eye contact, body language, visual aids, pronunciation, clarity, stress and intonation.
- encouraging the forming and expression of ideas and opinions through questioning, debating, short talks and discussion.

# ASSESSMENT

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

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

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

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

**Assessment Rubrics** draw on the general course framework criteria to develop assessment criteria for a task type and a continuum that indicates levels of student performance against each criterion.

## Assessment Task Types

### For A Courses:

- For a standard unit (1.0), except for writing units, students must complete a minimum of **three** assessment tasks and a maximum of **five**, at least **one** from each of the analytical response, creative response and oral task types.
- For a half standard unit (0.5) students must complete a minimum of **two** and a maximum of **three** assessment tasks. It is recommended that where two half standard units are offered in sequence an oral is in one and a creative is in the other.
- The creative task should be marked holistically as the rationale is an integral component of this assessment task.
- The time limit of the oral should be reflected in the weighting.
- Time and word lengths are **strongly recommended** but are not prescriptive.
- Non-written creative tasks **must** include a written analysis/rationale of 100 – 200 words
- The weightings for Writing units do not need to include an analytical task. Therefore they may be adjusted to: Creative 65 - 75% Oral 25 - 35%.

### Assessment Task Types (A Courses)

Task Type	Analytical	Creative	Weightings	
			1.0 units	0.5 units
<b>Analytical Response</b>  (Written)	Analytical Tasks <ul style="list-style-type: none"> <li>• 300 - 500 words in Year 11</li> <li>• 500 - 700 words in Year 12</li> </ul> <b>Suggested tasks:</b> <ul style="list-style-type: none"> <li>short answer response</li> <li>sustained argument</li> <li>report writing</li> <li>review</li> <li>journal writing</li> <li>essay</li> </ul>		40 - 60%	50%
<b>Creative Response</b>  (Written/ non-written)	Non-written creative tasks <b>must</b> include a written analysis/rationale. Recommended 100 – 200 words	<b>Creative (written)</b> <ul style="list-style-type: none"> <li>• 300 – 600 words in Year 11</li> <li>• 400 – 600 words in Year 12</li> </ul> <b>Suggested tasks for Creative (written):</b> <ul style="list-style-type: none"> <li>short stories</li> <li>diaries/journals</li> <li>Poetry</li> <li>letters</li> <li>Biographies/autobiographies</li> <li>children’s stories</li> <li>feature articles</li> </ul> <b>OR</b> <b>Creative (non-written)</b> <b>Suggested tasks for Creative (non-written):</b> <ul style="list-style-type: none"> <li>electronic art</li> <li>websites</li> <li>PowerPoint presentations</li> <li>digital story telling</li> <li>films</li> <li>collages</li> <li>radio plays</li> <li>photographs</li> <li>paintings</li> <li>dioramas</li> <li>stage sets</li> <li>sculptures</li> <li>short films</li> </ul>	20 - 30%	50%
<b>Oral Presentations</b>	<b>Oral Presentations:</b> <ul style="list-style-type: none"> <li>• 3 minutes per person in Year 11 (minimum)</li> <li>• 5 minutes per person in Year 12 (minimum)</li> <li>• assessed individually</li> <li>• must include an analytical component</li> </ul> <b>Suggested Tasks :</b> <ul style="list-style-type: none"> <li>Performance</li> <li>Imaginative/Creative response (any form)</li> <li>Group Presentations</li> <li>Individual Oral Presentations</li> <li>Panels</li> <li>Interviews</li> </ul>		20 - 40%	

**For T Courses:**

- For a standard unit (1.0), except writing units, students must complete a minimum of **three** assessment tasks and a maximum of **five**, at least **one** from each of the analytical response, creative response and oral task types.
- For a half standard unit (0.5) students must complete a minimum of **two** and a maximum of **three** assessment tasks. It is recommended that where two half standard units are offered in sequence an oral is in one and a creative is in the other
- The Literary essay is **compulsory** with the exception of writing units
- The time limit of the oral should be reflected in the weighting.
- The creative task should be marked holistically as the rationale is an integral component of this assessment task.
- Time and word lengths are **strongly recommended** but are not prescriptive.
- All creative tasks **must** include a written analysis/rationale of 400 – 600 words. The rationale should have an analytical focus and affirm the intent of the creative work and how it meets the criteria of the task
- The weightings for writing units do not need to include a written analytical task. Therefore they may be adjusted to: Creative 65 - 75% Oral 25 - 35%.

### Assessment Task Types (T Courses)

Task Type	Analytical	Creative	Weightings	
			1.0 Unit	0.5 Unit
<b>Analytical Response</b>  (Written)	Analytical essay <ul style="list-style-type: none"> <li>• 800 – 1000 words in Year 11</li> <li>• 1000 - 1200 words in Year 12</li> </ul> <b>Suggested tasks:</b> <ul style="list-style-type: none"> <li>literary essay*</li> <li>argumentative essay</li> <li>review</li> <li>writing journal</li> <li>close textual analysis</li> <li>commentary</li> </ul> <p><b>*One literary essay is compulsory with the exception of writing units</b></p>		45 – 60%  At least one task to the value of 25% (of the total unit assessment) is to be completed in class	50%
<b>Creative response</b>  (written/ non-written)	All creative tasks <b>must</b> include a written analysis/rationale. Recommended 400 – 600 words.	<b>Creative (written)</b> <ul style="list-style-type: none"> <li>• 800 – 1000 words in Year 11</li> <li>• 1000 – 1200 words in Year 12</li> </ul> <b>Suggested tasks for Creative (written) responses:</b> <ul style="list-style-type: none"> <li>short stories</li> <li>diaries/journals</li> <li>poetry</li> <li>letters</li> <li>Biographies/autobiographies</li> <li>children’s stories</li> <li>feature articles</li> </ul> <p><b>OR</b></p> <b>Creative (non-written)</b> <b>Suggested tasks for Creative (non-written) responses:</b> <ul style="list-style-type: none"> <li>electronic art</li> <li>websites and digital story telling</li> <li>films</li> <li>collages</li> <li>radio plays</li> <li>photographs</li> <li>paintings</li> <li>stage sets</li> <li>short films</li> </ul>	20 – 25%	50%
<b>Oral</b>	<ul style="list-style-type: none"> <li>• 8 minutes per student in Year 11 (minimum)</li> <li>• 12 minutes per student in Year 12 (minimum)</li> <li>• To be assessed individually</li> </ul> Oral Presentations may be research based, analytical and/or creative in nature. However, all oral presentations must include an analytical component even if the presentation is creative in nature		20 - 30%	

## **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 Rubrics** have been developed for all of the Task Types. These are included at Appendix A.

## **ACHIEVEMENT STANDARDS**

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

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

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

**UNIT GRADE DESCRIPTORS for A COURSES**

<b>Assessment criteria</b>	<b>Responding critically</b>	<b>Evaluation and synthesis of ideas</b>	<b>Imagination and originality</b>	<b>Use of language</b>	<b>Control of medium</b>
A student who achieves an <b>A</b> grade typically	<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>• synthesises and evaluates material in a competent manner to construct a perceptive response</li> </ul>	<ul style="list-style-type: none"> <li>• effectively demonstrates creativity and originality</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>• demonstrates effective and consistent control of the conventions of the medium</li> </ul>
A student who achieves a <b>B</b> grade typically	<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>• synthesises and evaluates material to construct a competent response</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates creativity and originality</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>• demonstrates consistent control of the conventions of the medium</li> </ul>
A student who achieves a <b>C</b> grade typically	<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>• evaluates material to construct a satisfactory response</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>• communicates with developing control of language for a range of purposes and audiences</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates understanding of the conventions of the medium but applies them inconsistently</li> </ul>
A student who achieves a <b>D</b> grade typically	<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>• evaluates some material in a limited manner to construct a response</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>• communicates with partial control of language with little understanding 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>
A student who achieves an <b>E</b> grade typically	<ul style="list-style-type: none"> <li>• paraphrases or retells</li> <li>• does not express a viewpoint</li> </ul>	<ul style="list-style-type: none"> <li>• constructs a simplistic or incomplete response</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates little understanding of simple and concrete ideas</li> </ul>	<ul style="list-style-type: none"> <li>• communicates with little control of language</li> </ul>	<ul style="list-style-type: none"> <li>• does not demonstrate understanding of the conventions of the medium</li> </ul>

### UNIT GRADE DESCRIPTORS for T COURSES

<b>Assessment criteria</b>	<b>Responding critically</b>	<b>Evaluation and synthesis of ideas</b>	<b>Imagination and originality</b>	<b>Use of language</b>	<b>Control of medium</b>
A student who achieves an <b>A</b> grade typically	<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>• synthesises and evaluates material in a complex manner to construct a perceptive response</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates a high degree of creativity and originality</li> </ul>	<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>• demonstrates a highly developed control and use of the conventions of the medium</li> </ul>
A student who achieves a <b>B</b> grade typically	<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>• synthesises and evaluates material in an effective manner to construct a competent response</li> </ul>	<ul style="list-style-type: none"> <li>• effectively demonstrates creativity and originality</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>• demonstrates an effective and consistent control and use of the conventions of the medium</li> </ul>
A student who achieves a <b>C</b> grade typically	<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>• synthesises and evaluates material to construct a satisfactory response</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>• communicates with developing control of language for a range of purposes and audiences</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates understanding of the conventions of the medium but applies them inconsistently</li> </ul>
A student who achieves a <b>D</b> grade typically	<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>• synthesises and evaluates material in a limited manner to construct a response</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>• communicates with inconsistent control of language with limited understanding 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>
A student who achieves an <b>E</b> grade typically	<ul style="list-style-type: none"> <li>• paraphrases or retells</li> <li>• shows little capacity to justify and support viewpoint</li> </ul>	<ul style="list-style-type: none"> <li>• constructs a simplistic or incomplete response</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>	<ul style="list-style-type: none"> <li>• communicates with limited control of language</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates little understanding of the 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.

## 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.

# BIBLIOGRAPHY

## References for Curriculum Development

Quality Teaching Model

*Every Chance to Learn*, Curriculum Framework for ACT Schools, specifically ELAs 8, 9, 10  
BSSS Publication: *What's Plagiarism: How can you avoid it?*

Employability Skills framework

[http://www.dest.gov.au/sectors/training\\_skills/publications\\_resources/profiles/employability\\_skills\\_for\\_the\\_future.htm](http://www.dest.gov.au/sectors/training_skills/publications_resources/profiles/employability_skills_for_the_future.htm)

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

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

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

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

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

[http://www.decs.sa.gov.au/decs\\_home.asp](http://www.decs.sa.gov.au/decs_home.asp)

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

## COURSE FRAMEWORK DEVELOPMENT GROUP

Name	College
Ann Medway	Canberra College
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The group gratefully acknowledges the work of previous groups who developed and revised the English Course Framework.

## A COURSE RUBRIC for ORAL

*Note: Rubrics have been created as a guideline for schools. Rubrics do not replace a sustained comment by the teacher that is specific to the task*

Criteria	Advanced	Established	Demonstrated	Some Evidence	Little Evidence
<b>Choice of material for audience and unit</b>	Thoughtful and effective selection of appropriate and challenging material	Effective selection of material	Appropriate selection of material	Limited evidence of appropriate selection of material	Inappropriate choice of material
<b>Knowledge and understanding of: meaning, purpose, conventions and context of text/topic</b>	Extensive and comprehensive knowledge and understanding of text/topic	Substantial knowledge and understanding of text/topic.	Evidence of knowledge and developing understanding of text/topic	Limited knowledge and literal understanding of text/topic	Superficial knowledge and/or flawed knowledge of text/topic
<b>Critical and analytical response</b>	Analyses, interprets and argues with a high degree of insight Logically justifies viewpoint with relevant and effective examples	Analyses, interprets and argues clearly and effectively Justifies viewpoint with relevant and effective examples	Developing critical and analytical skills and demonstrates a viewpoint	Responds to text/topic with occasional insight with some capacity to form a viewpoint	Understands simple and concrete ideas – paraphrases or retells
<b>Structure (i.e. clear, logical development of content)</b>	Skilful development of ideas in an effective structure	A clear well developed structure	Evidence of logical thought and attempts to organise ideas	Limited development and organisation of ideas	No evidence of development and organisation of ideas
<b>Clarity and fluency</b>	Expresses ideas with a high degree of clarity and fluency	Expresses ideas with clarity and fluency.	Developing clarity and fluency	Partial development of clarity and fluency	Unclear and lacking fluency
<b>Engagement of audience in terms of tone, eye contact, pace (a performed, not read speech)</b>	High level of engagement through confident and lively delivery	Effective engagement of audience through well developed skills of delivery	Evidence of engagement with a sense of audience	Communicates with a limited sense of audience and reliance on notes	No evidence of any attempt to engage the audience
<b>Imaginative/original approach with effective use of visual or other relevant support material</b>	Employs a highly original and creative approach in response to the task. Excellent use of support material	Employs originality and creativity in approach and response to the task. Effective use of support material	Employs some creativity in approach and response to the task. Some use of support material	Limited evidence of creativity in approach and response to the task. Little use of support material	No evidence of creativity in response to the task. No effective supporting material
<b>Awareness and efficient use of time</b>	Efficient and effective use of time	Efficient use of time	Awareness of time constraints	Poor use of time	Insufficient length

GRADE/MARK: .....

SIGNATURE OF MARKER: .....

SUBMISSION OF NOTES AND ANNOTATED BIBLIOGRAPHY: YES / NO    DELIVERED ON SCHEDULED DATE: YES / NO

LENGTH OF TIME: .....    COMMENT: .....

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## A COURSE RUBRIC for CREATIVE RESPONSE

*Note: Rubrics have been created as a guideline for schools. Rubrics do not replace a sustained comment by the teacher that is specific to the task*

Criteria	Advanced	Established	Demonstrated	Some Evidence	Little Evidence
<b>Response</b>					
<b>Understanding of audience and task</b>	Perceptive understanding of audience and task	Well-developed understanding of audience and task	Some understanding of audience and task	Partial understanding of audience and task	No understanding of audience or task
<b>Control of conventions of chosen medium(s) (including word length where relevant)</b>	Effective and consistent control of conventions of medium(s) chosen	Consistent control of conventions of medium(s) chosen	Developing control of conventions of medium(s) chosen	Partial control of conventions of medium(s) chosen	Lacks awareness of conventions of medium(s) chosen
<b>Links to text/topic</b>	Makes insightful links to text/topic	Makes meaningful links to text/topic	Makes some appropriate links to text/topic	Makes limited links to text/topic	Link to topic/text is unclear.
<b>Imagination, originality of thought and distinctive style</b>	Creates with a distinctive style, demonstrating a high degree of imagination, originality and flair	Creates with imagination and originality	Developing use of imagination and originality of thought	Creates with some evidence of imagination, or originality of thought	Little evidence of imagination, or originality of thought
<b>Command of the technical aspects relevant to form.</b>	Creates with effective control of the technical aspects of language relevant to form	Creates with control of the technical aspects of language relevant to form	Developing control of the technical aspects of language relevant to form	Partial control of the technical aspects of language relevant to form	Little control of the technical aspects of language relevant to form
<b>Rationale</b>					
<b>Critical analysis and interpretation with textual references where relevant</b>	Perceptive critical analysis and interpretation	Competent critical analysis and interpretation	Developing skills of critical analysis and interpretation	Some degree of critical analysis and interpretation	Limited evidence of critical analysis and interpretation
<b>Command of the technical aspects of language: spelling, grammar, sentence structure, paragraphing, word choice, formality of tone</b>	Writes with effective control of the technical aspects of language	Writes with control of the technical aspects of language	Developing control of the technical aspects of language	Partial control of the technical aspects of language	Lacks control of the technical aspects of language
<b>Links to text/topic</b>	Demonstrates extensive and comprehensive knowledge of text/topic	Demonstrates substantial knowledge of text/topic	Demonstrates knowledge of text/topic	Demonstrates limited knowledge of text/topic.	Demonstrates flawed or superficial knowledge of text/topic

GRADE/MARK: .....

SIGNATURE OF MARKER: .....

COMMENT: .....

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## A COURSE RUBRIC for ANALYTICAL RESPONSE

*Note: Rubrics have been created as a guideline for schools. Rubrics do not replace a sustained comment by the teacher that is specific to the task*

Criteria	Advanced	Established	Demonstrated	Some Evidence	Little Evidence
<b>Control of the form demonstrating an awareness of audience and purpose (including word length)</b>	Effective and consistent control of the form and awareness of audience and purpose (including word length)	Consistent control of the form and awareness of audience and purpose (including word length)	Developing control of the form and awareness of audience and purpose (including word length)	Partial control of the form and awareness of audience and purpose (including word length)	Insufficient use of form and little awareness of audience and purpose (including word length)
<b>Knowledge of text/topic</b>	Demonstrates extensive and comprehensive knowledge of text/topic.	Demonstrates substantial knowledge of text/topic	Demonstrates knowledge of text/topic	Demonstrates limited knowledge of text/topic.	Demonstrates flawed or superficial knowledge of text/topic
<b>Critical and analytical skills</b>	Analyses, interprets and argues critically and with insight. Justifies viewpoint logically	Analyses, interprets and argues with insight. Justifies viewpoint	Developing critical and analytical skills with some insight and some justification of viewpoint	Understands simple and concrete ideas and expresses a viewpoint with insufficient justification	Constructs a simplistic or incomplete response
<b>Use of examples/quotations within the response. Citation of quotations (See BSSS publication What's Plagiarism: How you can avoid it)</b>	Relevant and effective use of examples using correct citation conventions	Use of relevant examples using mostly correct citation conventions	Some use of examples using some correct citations.	Limited use of examples with few correct citations.	No use of examples
<b>Creativity and originality</b>	Effectively demonstrates creativity and originality	Demonstrates creativity and originality	Demonstrates some creativity. May present work that is too dependant on class work or other sources	Demonstrates limited creativity. Presents a literal interpretation	Demonstrates little understanding of simple and concrete ideas
<b>Command of the technical aspects of language: spelling, grammar, sentence structure, paragraphing, word choice, formality of tone</b>	Writes with effective control of the technical aspects of language: spelling, grammar, sentence structure, paragraphing, word choice, formality of tone	Writes with control of the technical aspects of language: spelling, grammar, sentence structure, paragraphing, word choice, formality of tone	Developing control of the technical aspects of language: spelling, grammar, sentence structure, paragraphing, word choice, formality of tone	Partial control of the technical aspects of language: spelling, grammar, sentence structure, paragraphing, word choice, formality of tone	Lacks control of the technical aspects of language: spelling, grammar, sentence structure, paragraphing, word choice, formality of tone

**GRADE/MARK:** .....

**SIGNATURE OF MARKER:** .....

**COMMENT:** .....

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## T COURSE RUBRIC for ORAL

*Note: Rubrics have been created as a guideline for schools. Rubrics do not replace a sustained comment by the teacher that is specific to the task*

Criteria	Advanced	Established	Demonstrated	Some Evidence	Little Evidence
<b>Choice of material for audience and unit</b>	Discerning selection of appropriate and challenging material	Effective and appropriate selection of material	Appropriate selection of material	Limited evidence of appropriate selection of material	Inappropriate choice of material
<b>Knowledge and understanding of: meaning, purpose, conventions and context of text/s</b>	Extensive and comprehensive knowledge and understanding of text/s	Substantial knowledge and understanding of text/s	Evidence of knowledge and developing understanding of text/s	Limited knowledge and literal understanding of text/s	Superficial knowledge and/or flawed knowledge of text/s
<b>Critical and analytical response</b>	Analyses, interprets and argues with sophistication and a high degree of insight	Analyses, interprets and argues clearly and effectively with insight	Developing critical and analytical skills with some insight and justification of viewpoint	Responds to texts with occasional insight with some capacity to justify viewpoint	Understands simple and concrete ideas – paraphrases or retells
<b>Structure (i.e. clear, logical development of content)</b>	Skilful development of ideas in a sophisticated structure	Well developed and effective structure	Evidence of logical thought and organisation of ideas	Limited development and organisation of ideas	No evidence of development and organisation of ideas
<b>Clarity and fluency</b>	Expresses ideas with a high degree of clarity and fluency	Expresses ideas with clarity and fluency	Developing clarity and fluency	Partial development of clarity and fluency	Unclear and lacking fluency
<b>Engagement of audience in terms of tone, eye contact, pace (a performed not read speech)</b>	High level of engagement through sophisticated and vital delivery	Effective engagement of audience through well developed skills of delivery	Evidence of engagement with a sense of audience	Communicates with a limited sense of audience and reliance on notes	No evidence of attempt to engage the audience
<b>Imaginative/original approach with effective use of visual or other support material</b>	Employs a highly original and creative approach in response to the task Excellent use of support material	Employs originality and creativity in approach and response to the task Effective use of support material	Employs some creativity in approach and response to the task. Some use of support material	Limited evidence of creativity in approach and response to the task. Little use of support material	No evidence of creativity in response to the task No effective supporting material
<b>Awareness and efficient use of time</b>	Efficient and discerning use of time	Efficient use of time	Awareness of time constraints	Poor use of time	Insufficient length

GRADE/MARK: .....

SIGNATURE OF MARKER: .....

SUBMISSION OF NOTES AND ANNOTATED BIBLIOGRAPHY: YES / NO

COMMENTS: .....

## T COURSES RUBRIC for LITERARY ESSAY

*Note: Rubrics have been created as a guideline for schools. Rubrics do not replace a sustained comment by the teacher that is specific to the task*

Criteria	Advanced	Established	Demonstrated	Some Evidence	Little Evidence
<b>Control of the essay form demonstrating an awareness of audience and purpose (including word length)</b>	Sophisticated control of the essay form and awareness of audience and purpose (including word length)	Well-developed control of the essay form and awareness of audience and purpose (including word length)	Developing control of the essay form and awareness of audience and purpose (including word length)	Partial control of the essay form and awareness of audience and purpose (including word length)	Insufficient evidence of the essay form or awareness of audience and purpose (including word length)
<b>Knowledge of text</b>	Demonstrates extensive and comprehensive knowledge of text	Demonstrates substantial knowledge of text	Demonstrates knowledge of text	Demonstrates limited knowledge of text	Demonstrates flawed or superficial knowledge of text
<b>Critical and analytical skills</b>	Analyses, interprets and argues with sophistication and a high degree of insight	Analyses, interprets and argues clearly and effectively with insight	Developing critical and analytical skills with some insight and justification of viewpoint	Responds to texts with occasional insight but limited justification of viewpoint	Understands simple and concrete ideas – paraphrases or retells
<b>Use of quotations within the essay</b> <b>Citation of quotations</b> (See BSSS publication <i>What's Plagiarism: how you can avoid it</i> )	Skilful and discerning use of quotations Highly developed application of citation conventions	Effective use of appropriate quotations Effective application of citation conventions	Use of appropriate quotations Consistent application of citation conventions	Limited or ineffective use of quotations Limited application of citation conventions	Very limited/no use of quotations Incorrect or no citation of quotations
<b>Distinctive voice and originality of thought</b>	Demonstrates independence and originality of thought Writes with a distinctive voice	Displays some originality of thought and independent voice	Evidence of a developing independent voice	Relies on description or retelling narrative Little evidence of independent thought	Expresses simple ideas and paraphrases
<b>Command of the technical aspects of language: spelling, grammar, sentence structure, paragraphing, word choice, formality of tone</b>	Writes with vitality and control of language: spelling, grammar, sentence structure, paragraphing, word choice, formality of tone	Writes with a well-developed control of the technical aspects of language: spelling, grammar, sentence structure, paragraphing, word choice, formality of tone	Developing control of the technical aspects of language: spelling, grammar, sentence structure, paragraphing, word choice, formality of tone	Partial control of the technical aspects of language: spelling, grammar, sentence structure, paragraphing, word choice, formality of tone	Lacks control of the technical aspects of language: spelling, grammar, sentence structure, paragraphing, word choice, formality of tone
<b>Clarity and fluency of expression</b>	Writes with a high degree of clarity and fluency of expression	Writes with clarity and fluency of expression	Writes with some clarity and fluency of expression	Writes with limited clarity and fluency of expression	Lacks clarity and fluency of expression

GRADE/MARK: .....

SIGNATURE OF MARKER: .....

SUBMISSION OF NOTES AND ANNOTATED BIBLIOGRAPHY: YES / NO

COMMENTS: .....

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## T COURSES RUBRIC for CREATIVE RESPONSE and RATIONALE

*Note: Rubrics have been created as a guideline for schools. Rubrics do not replace a sustained comment by the teacher that is specific to the task*

Criteria	Advanced	Established	Demonstrated	Some Evidence	Little Evidence
<b>Response</b>					
<b>Understanding of audience and task</b>	Sophisticated understanding of audience and task	Well-developed understanding of audience and task	Some understanding of audience and task	Partial understanding of audience and task	No understanding of audience or task
<b>Suitability and control of conventions of chosen medium(s) (including word length where relevant)</b>	Medium chosen is highly appropriate demonstrating highly developed control of conventions of medium(s) chosen	Very appropriate choice of medium with well-developed control of conventions of medium(s) chosen	Appropriate choice of medium with developing control of conventions of medium(s) chosen	Adequate choice of medium with limited control of conventions of medium(s) chosen	Lacks awareness of convention of medium and the medium chosen may not be appropriate
<b>Links to text/topic</b>	Makes sophisticated and insightful links to text/topic	Makes substantial links to text/topic	Makes some appropriate links to text/topic	Makes limited links to text/topic	Links to text/topic unclear
<b>Imagination, originality of thought and distinctive style</b>	Creates with a distinctive style, demonstrating a high degree of imagination, originality and flair	Creates with imagination and originality with evidence of a distinctive style	Some use of imagination and originality of thought	Creates with little evidence of imagination, or originality of thought	Lacks imagination and originality and /or relies on clichés with no symbolism evident
<b>Command of the technical aspects relevant to form:</b> <b>Written language:</b> spelling, paragraphing, word choice and register <b>Non Written:</b> features will be specific to form but may include symbolism, colour, line, camera angles, sound, proxemics	Creates with a sophisticated control of the technical aspects of language relevant to form	Creates with a well-developed control of the technical aspects of language relevant to form	Developing control of the technical aspects of language relevant to form	Partial control of the technical aspects of language relevant to form	Littler control of the technical aspects of language relevant to form
<b>Rationale</b>					
<b>Critical analysis and interpretation with textual references where relevant</b>	Sophisticated skills of critical analysis and interpretation	Well-developed skills of critical analysis and interpretation	Developing skills of critical analysis and interpretation	Some degree of critical analysis and interpretation	
<b>Command of the technical aspects of language:</b> spelling, paragraphing, word choice and register (levels of language)	Writes with a sophisticated control of the technical aspects of language: spelling, paragraphing, grammar, register and vocabulary	Writes with a well-developed control of the technical aspects of language: spelling, paragraphing, grammar, register and vocabulary	Developing control of the technical aspects of language: spelling, paragraphing, grammar, register and vocabulary	Partial control of the technical aspects of language: spelling, paragraphing, grammar, register and vocabulary	
<b>Clarity and fluency of expression</b>	Writes with sophistication of expression	Writes with clarity and fluency of expression	Developing clarity and fluency of expression	Little evidence of clarity and fluency of expression	
<b>Links to text/topic</b>	Makes sophisticated and insightful links to text/topic	Makes substantial links to text/topic	Makes some appropriate links to text/topic	Makes limited links to text/topic	

GRADE/MARK: .....

SIGNATURE OF MARKER: .....

SUBMISSION OF NOTES AND ANNOTATED BIBLIOGRAPHY: YES / NO

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

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

***and provide students with***

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

## **Glossary Terms**

**Language unit:** A unit of work that explores the history of language and the diversity of language in its forms.

**Communication Unit:** A unit of work that focus on developing the student's knowledge of how language functions. The student is required to investigate the relationship between structure, function and context and employ the skills of describing, reflecting and analysing.

**Context:** the historical, cultural, political, social or economic circumstances which inform the creation and interpretation of texts.

**Issues-based Unit:** A unit of work in which a thematic approach to content is taken. Issues-based units must be anchored in challenging texts that reflect the standards expected within the course of study.

**Linguistic forms:** within the context of this document, this term refers to the use of language by the author of a text for specific effect.

**Literary text:** A range of material that is accepted to be of literary significance; this material includes a variety of modes including written, visual, film, electronic texts and may be fictional or non-fictional in nature.

**Non-literary text:** A range of material that is of significance in workplace and everyday contexts; this material includes a variety of modes including written, visual, film, electronic texts and are often transactional in nature.

**Rationale (Creative Task):** The rationale is an essential part of the creative task. It is analytical in approach and affirms the intent of the student work, creating clear connections between the area of study and the creative work. The rationale directly addresses assessment criteria and is marked holistically as a component of the creative work.

**Reading:** making meaning from a text, be it written, visual or spoken.

**Text:** The term "texts" refers to any communications [printed or electronic forms] of meaning involving language which are read, listened to and viewed. The focus of this Essential Learning Achievement is on reading a variety of texts which involve written language, (or print), which may also include associated images and/or sound.

**Writing Unit:** the focus of the Unit is on completing sustained, sophisticated writing in response to a range of texts and stimuli. These units differ from communications units in the technical focus on genre and form, the content and the sustained nature of writing produced for the unit.