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| Modern Languages |  |
| FrameworkDraft for public consultation*From 2020* |  |

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|  | MODERN LANGUAGES FRAMEWORK |

# Introduction

All courses of study for the ACT Senior Secondary 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 Senior Secondary 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](http://www.australiancurriculum.com.au).

# Frameworks

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.

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)

* 1. 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)

* 1. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.

(Metacognition)

* 1. Learners’ sense of self and motivation to learn affects learning.

(Self-concept)

* 1. Learning needs to take place in a context of high expectations.

(High expectations)

* 1. Learners learn in different ways and at different rates.

(Individual differences)

* 1. Different cultural environments, including the use of language, shape learners’ understandings and the way they learn.

(Socio-cultural effects)

* 1. Learning is a social and collaborative function as well as an individual one.

(Collaborative learning)

* 1. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.

(Explicit expectations and feedback)

# Rationale

Learning additional languages widens horizons, broadens cognitive and cultural experience, and develops communicative and intercultural capabilities. 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 a learner’s 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.

# Goals

All courses written under this Framework should enable students to:

* enhance their capacity to communicate and interact effectively within and across languages and cultures and show control over linguistic elements with an awareness of audience and purpose
* acquire language learning processes and strategies
* understand the interrelationship of language and culture, and the importance of intercultural capabilities
* acquire skills to be a global citizen
* understand the diversity and variability of language use – how language changes with the context of situation and culture (participants and their relationship, circumstances of communication)

# Content

### Concepts and Knowledge

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, knowledge and processes underpinning learning in the target language include:

* textual knowledge (for example, cohesion and rhetorical organisation, text types)
* grammatical and systems knowledge (for example, phonology, graphology, vocabulary, morphology, syntax)
* 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 interactions).
* concepts from a range of learning areas across the curriculum.

### Processes

Skills developed in language learning include:

* higher order thinking
* independent and collaborative learning
* problem solving
* decoding unfamiliar language
* intercultural sensitivity
* intercultural exchanges
* relationship between language and culture
* communicating and understanding.

# 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:

# 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

Language acquisition is cumulative. Deep learning and understanding, opportunities to develop understanding over time and authentic interaction are valued. Holistic assessment is encouraged to allow students to demonstrate understanding and communicating in authentic contexts. Assessment must include task types that address the interrelated capabilities: speaking, responding and writing.

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| Inquiry based tasks 40% | In class tasks 60% |
| **Preparation and production** **Suggested tasks:*** Blog/Vlog
* Debate
* Interview
* Report
* Seminar
* News website
* Responding to multimodal texts (different context/purpose/audience output)
* Multimodal text with intercultural questions
* Tutorial

**Preparation may be collaborative or individual, and production may be interactive, the assessment is based on individual production.** | **Individual task and under test conditions****Examples:*** Oral interview
* Sustained writing
* Responding to multimodal texts (e.g. Analytically, creatively, persuasively)

**Encouraging spontaneous production of language in response to an unknown stimulus/questions.** |

**Additional Assessment Advice 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.
* Any single assessment task will fall under only one category and in the next unit must fall in the alternate category.
* Consecutive units must alternate the capability type between Inquiry based tasks and In class Tasks two different assessment task types for example, if one unit incorporates speaking in the inquiry based task, in the subsequent unit speaking would be an in class task.
* Each standard (1.0) or half standard (0.5) unit must include an inquiry based task and an in class task.
* Each task must enable students to demonstrate higher order thinking and include open ended questions.
* The complexity of the target language in the stimulus material and the response required should reflect the level of the course.
* Questions should require an application of content and not encourage rote learning.
* 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.

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| Unit Grade Descriptors for Modern Languages Beginning A 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 | * explains language and culture in familiar contexts
 | * describes language and culture in familiar contexts
 | * identifies language and culture in familiar contexts
 | * identifies some language and culture in familiar contexts
 | * identifies minimal features of language and culture in familiar contexts
 |
| * explains some interconnections and reflect on own values, beliefs and practices, and ideas represented or expressed in texts
 | * describes interconnections and reflect on own values, beliefs and practices represented or expressed in texts
 | * identifies interconnections with some reflection on own values, beliefs and practices represented or expressed in texts
 | * identifies some interconnections between own beliefs and practices represented or expressed in texts with little or no reflection
 | * identifies little or no interconnections between own beliefs and practices represented or expressed in texts
 |
| Communicating | * produces texts displaying breadth in the treatment of familiar topics
 | * produces texts displaying some breadth in the treatment of familiar topics
 | * produces texts displaying knowledge of the topic
 | * produces texts displaying some knowledge of the topic
 | * produces texts displaying minimal knowledge of the topic
 |
| * applies conventions of rehearsed texts to represent ideas appropriate to audience and purpose
 | * applies conventions of rehearsed texts to represent experiences appropriate to audience or purpose
 | * applies some conventions of rehearsed texts to represent experiences appropriate to audience or purpose
 | * applies few conventions of rehearsed texts to represent experiences appropriate to audience or purpose
 | * applies limited or no conventions of texts
 |
| * uses accurate and diverse language and a variety of vocabulary and grammar both orally and in writing
 | * uses a range of vocabulary and grammar with accuracy both orally and in writing
 | * uses familiar grammar and vocabulary with some accuracy both orally and in writing
 | * uses some grammar and vocabulary both orally and in writing
 | * displays limited or no grammar and vocabulary both orally and in writing
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| Unit Grade Descriptors for Modern Languages Continuing A 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 | * analyses language and culture in a wide range of familiar contexts
 | * explains language and culture in a range of familiar contexts
 | * describes language and culture in familiar contexts
 | * identifies language and culture in familiar contexts
 | * identifies minimal features of language and culture in familiar contexts
 |
| * explains some interconnections and reflect on own values, beliefs and practices, and ideas represented or expressed in texts
 | * describes interconnections and reflect on own values, beliefs and practices represented or expressed in texts
 | * identifies interconnections and reflect on own values, beliefs and practices represented or expressed in texts
 | * identifies some interconnections between own beliefs and practices represented or expressed in texts with little to no reflection
 | * identifies little or no interconnections between own beliefs and practices represented or expressed in texts
 |
| * analyses perspectives represented in texts
 | * explains perspectives represented in texts
 | * describes perspectives represented in texts
 | * identifies perspectives represented in texts
 | * identifies some aspects of perspectives represented in texts
 |
| Communicating | * produces comprehensive texts displaying breadth in the treatment of the topic
 | * produces knowledgeable texts displaying breadth in the treatment of the topic
 | * produces texts displaying knowledge of the topic
 | * produces texts displaying some knowledge of the topic
 | * produces texts displaying limited knowledge of the topic
 |
| * displays knowledge and understanding of the target language as a system and responds appropriately and with sensitivity
 | * displays knowledge and understanding of the target language as a system and responds appropriately
 | * displays some knowledge and understanding of the target language as a system and responds appropriately
 | * displays limited knowledge of the target language as a system and responds appropriately
 | * displays little knowledge of the target language as a system
 |
| * applies conventions of texts to represent ideas and experiences appropriate to audience and purpose
 | * applies conventions of texts to represent experiences appropriate to audience or purpose
 | * applies some conventions of texts to represent experiences appropriate to audience or purpose
 | * applies few conventions of texts to represent experiences appropriate to audience or purpose
 | * applies few or no conventions of texts
 |
| * uses accurate and diverse language, clarity of expression and a range of vocabulary and grammar both orally and in writing
 | * uses accurate and diverse language and a range of vocabulary and grammar both orally and in writing
 | * uses grammar and vocabulary with some accuracy both orally and in writing
 | * uses some grammar and vocabulary both orally and in writing
 | * displays few or no grammar and vocabulary both orally and in writing
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|  Unit Grade Descriptors for Modern Languages Advanced A 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 | explains language and culture in a range of authentic and unfamiliar contexts | describes language and culture in authentic and unfamiliar contexts | describes some language and culture in authentic and unfamiliar contexts | identifies some features of language and culture in authentic and unfamiliar contexts | identifies few or no features of language and culture in authentic and unfamiliar contexts |
| explains interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts | describes interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts | describes some interconnections and reflect on own values beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts | identifies some interconnections between own beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts with little to no reflection | identifies few or no interconnections between own beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts |
| explains perspectives represented in short, topical texts | describes perspectives represented in short, topical texts | identifies perspectives represented in short, topical texts | identifies some perspectives represented in short, topical texts | identifies few or no perspectives represented in short, topical texts |
| Communicating | produces texts displaying breadth and some depth and independence in the treatment of the topic and draws conclusions | produces texts displaying breadth and some depth in the treatment of the topic and draws conclusions | produces texts displaying some breadth and depth in the treatment of the topic and draws conclusions | produces texts displaying some breadth in the treatment of the topic and draws minimal conclusions | produces texts displaying some knowledge of the topic |
| displays thorough knowledge and understanding of the target language and responds with examples of sustained confidence | displays knowledge and understanding of the target language and responds with confidence  | displays knowledge of the target language and responds with occasional confidence | displays knowledge of the target language; however lacks confidence in responses  | displays little or no confidence in responses to knowledge of the target language  |
| applies conventions of texts and takes some risks to represent ideas and experiences appropriate to audience and purpose | applies conventions of texts to represent experiences appropriate to audience and/ or purpose | applies some conventions of texts to represent experiences appropriate to audience or purpose | applies few conventions of texts to represent experiences appropriate to audience or purpose | applies no conventions of texts to represent experiences appropriate to audience or purpose |
| displays a degree of versatility and accurate and diverse language use and a range of vocabulary and grammar both orally and in writing | displays some versatility and accurate and diverse language use orally and in writing  | displays accuracy both orally and in writing  | displays some accuracy both orally and in writing  | displays limited accuracy both orally and in writing in disjointed texts |

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|  Unit Grade Descriptors for Modern Languages 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 | * analyses language and culture in a variety of familiar contexts
 | * analyses language and culture in most familiar contexts
 | * describes language and culture in most familiar contexts
 | * identifies language and culture in some familiar contexts
 | * identifies minimal language and culture in rehearsed contexts
 |
| * explains interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in texts
 | * explains some interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in texts
 | * describes interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in texts
 | * identifies some interconnections with some reflection on own beliefs, practices, and ideas represented or expressed in texts
 | * identifies few interconnections with little or no reflection on own beliefs, practices, and ideas represented or expressed in texts
 |
| * analyses perspectives represented in texts
 | * explains perspectives represented in texts
 | * explains some perspectives represented in texts
 | * identifies perspectives represented in texts
 | * identifies aspects of the perspectives represented in texts
 |
| Communicating | * produces texts displaying breadth and some depth in the treatment of the topic and constructs logical and structured responses
 | * produces texts displaying breadth in the treatment of the topic and constructs well-structured responses
 | * produces texts displaying some breath in the treatment of the topic and constructs conclusions
 | * produces texts displaying some knowledge of the topic
 | * produces texts displaying little or no understanding of the topic
 |
| * applies appropriate conventions of texts and takes some risks to represent ideas and experiences appropriate to audience and purpose
 | * applies conventions of texts to represent ideas and experiences appropriate to audience and purpose
 | * applies some conventions of texts to represent experiences appropriate to audience and/or purpose
 | * applies few conventions of texts to represent experiences appropriate to audience or purpose
 | * applies limited or no conventions of texts
 |
| * displays accurate and diverse language use, clarity of expression and a variety of vocabulary and grammar both orally and in writing
 | * displays accurate and diverse language use and a variety of vocabulary and grammar both orally and in writing
 | * uses familiar vocabulary and grammar with some accuracy both orally and in writing
 | * displays some vocabulary of the language both orally and in writing
 | * displays limited or no vocabulary of the language both orally and in writing
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|  Unit Grade Descriptors for Modern Languages Continuing 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 | critically analyses particular linguistic, cultural and stylistic features  |  analyses linguistic, cultural and stylistic features  | explains linguistic, cultural and stylistic features | identifies linguistic, cultural and stylistic features | identifies some linguistic, cultural and stylistic features |
| analyses language and culture in familiar and unfamiliar contexts | analyses language and culture in familiar contexts | describes language and culture in familiar contexts | identifies language and culture in familiar contexts | identifies some features of language and culture in familiar contexts |
| analyses interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in texts | explains interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in texts | explains some interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in texts | identifies interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in texts | identifies some interconnections between own beliefs, practices, and ideas represented or expressed in texts with little to no reflection |
| analyses concepts and perspectives represented in texts  | analyses perspectives represented in texts | explains perspectives represented in texts | identifies perspectives represented in texts | identifies aspects of the perspectives represented in texts |
| Communicating | produces comprehensive texts displaying depth and breadth in the treatment of the topic and constructs logical and structured texts  | produces comprehensive texts displaying breadth in the treatment of the topic and constructs logical and structured texts | produces texts displaying detailed knowledge of the topic and constructs logical and structured texts | produces texts displaying some knowledge of the topic  | produces texts displaying little or no understanding of the topic |
| applies appropriate conventions of texts and takes risks to represent ideas and experiences appropriate to audience and purpose | applies conventions of texts and takes some risks to represent ideas and experiences appropriate to audience and purpose | applies some conventions of texts to represent experiences appropriate to audience and purpose | applies few conventions of texts to represent experiences appropriate to audience and purpose | applies limited or no conventions of texts  |
| displays accurate and diverse language use, clarity of expression and a wide range of vocabulary and grammar both orally and in writing | displays accurate and diverse language use and a wide range of vocabulary and grammar both orally and in writing | displays a wide vocabulary and uses grammar with some accuracy both orally and in writing | displays some vocabulary of the language both orally and in writing | displays limited or no vocabulary of the language both orally and in writing |

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| Unit Grade Descriptors for Modern Languages Advanced 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 |  analyses particular linguistic, cultural and stylistic features of authentic texts  | explains some linguistic, cultural and stylistic features of authentic texts | describes linguistic, cultural and stylistic features of authentic texts | identifies some linguistic, cultural and stylistic features of authentic texts | identifies some linguistic, and cultural features of authentic texts |
| analyses language and culture in range of authentic and unfamiliar contexts | explains language and culture in a range of authentic and unfamiliar contexts | describes some language and culture in authentic and unfamiliar contexts | identifies some features of language and culture in authentic and unfamiliar contexts | identifies few or no features of language and culture in authentic and unfamiliar contexts |
| explains or compares and contrasts complex interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts | explains interconnections and reflect on own values between own values, beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts | describes interconnections and reflect on own values between own beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts | identifies some interconnections between own beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts with little to no reflection | identifies few or no interconnections between own 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 | explains concepts and perspectives represented in texts from literature and the media | describes concepts and perspectives represented in texts from literature and the media | identifies some concepts and perspectives represented in texts from literature and the media | identifies few or no concepts and perspectives represented in texts from literature and the media |
| Communicating | creates texts displaying independence, depth and breadth in the treatment of the topic, substantiates decisions and constructs conclusions  | creates complex texts displaying breadth and some depth and independence in the treatment of the topic and constructs conclusions | creates texts displaying breadth in the treatment of the topic and constructs conclusions | creates texts displaying some breadth in the treatment of the topic and constructs conclusions | creates texts displaying some knowledge of the topic |
| displays thorough knowledge and understanding of the target language as a system and responds with sustained confidence and sensitivity | displays thorough knowledge and understanding of the target language as a system and responds with examples of sustained confidence and sensitivity | displays knowledge and understanding of the target language as a system and responds with occasional confidence and sensitivity  | displays knowledge of the target language; however lacks confidence and/ or sensitivity in responses  | displays little or no confidence or sensitivity in responses to knowledge of the target language  |
| applies to a high degree conventions of texts and takes risks to represent ideas and experiences appropriate to audience and purpose | applies conventions of texts and takes some risks to represent ideas and experiences appropriate to audience and purpose | applies conventions of texts to represent experiences appropriate to audience and purpose | applies some conventions of texts to represent experiences appropriate to audience and purpose | applies few conventions of texts to represent experiences appropriate to audience and purpose.  |
| displays versatility and accurate and diverse language use, clarity of expression and a wide range of vocabulary and grammar both orally and in writing | displays a degree of versatility and accurate and diverse language use and a wide range of vocabulary and grammar both orally and in writing | displays some versatility and accurate and diverse language use and a range of vocabulary and grammar both orally and in writing  | displays a range of vocabulary and uses grammar with some accuracy both orally and in writing in a sustained text  | displays a range of vocabulary and uses grammar with limited accuracy both orally and in writing in disjointed texts |

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| Unit Grade Descriptors for Modern Languages Beginning 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 | * analyses language and culture in familiar contexts
 | * explains language and culture in familiar contexts
 | * describes language and culture in familiar contexts
 | * identifies language and culture in familiar contexts
 | * identifies minimal features of language and culture in familiar contexts
 |
| * explains some interconnections and reflect on own values, beliefs and practices, and ideas represented or expressed in texts
 | * describes interconnections and reflect on own values, beliefs and practices represented or expressed in texts
 | * identifies interconnections and reflect on own values, beliefs and practices represented or expressed in texts
 | * identifies some interconnections between own beliefs and practices represented or expressed in texts with little or no reflection
 | * identifies little or no interconnections between own beliefs and practices represented or expressed in texts
 |
| Communicating | * produces texts displaying breadth in the treatment of familiar topics
 | * produces texts displaying some breadth in the treatment of familiar topics
 | * produces texts displaying knowledge of the topic
 | * produces texts displaying some knowledge of the topic
 | * produces texts displaying minimal knowledge of the topic
 |
| * applies conventions of texts to represent ideas appropriate to audience and purpose
 | * applies conventions of texts to represent experiences appropriate to audience or purpose
 | * applies some conventions of texts to represent experiences appropriate to audience or purpose
 | * applies few conventions of texts to represent experiences appropriate to audience or purpose
 | * applies limited or no conventions of texts
 |
| * uses accurate and diverse language and a wide range of vocabulary and grammar both orally and in writing
 | * uses accurate and diverse language and a range of vocabulary and grammar both orally and in writing
 | * uses grammar and vocabulary with some accuracy both orally and in writing
 | * uses some grammar and vocabulary both orally and in writing
 | * displays limited or no grammar and vocabulary both orally and in writing
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| Unit Grade Descriptors for Modern Languages Continuing 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 | analyses language and culture in a wide range of familiar contexts | explains language and culture in a range of familiar contexts | describes language and culture in familiar contexts | identifies language and culture in familiar contexts | identifies minimal features of language and culture in familiar contexts |
| analyses interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in texts | explains some interconnections and reflect on own values, beliefs and practices, and ideas represented or expressed in texts | describes interconnections and reflect on own values, beliefs and practices represented or expressed in texts | identifies interconnections between own beliefs and practices represented or expressed in texts with little to no reflection | identifies minimal interconnections between own beliefs and practices represented or expressed in texts |
| analyses perspectives represented in texts  | explains perspectives represented in texts | describes perspectives represented in texts | identifies perspectives represented in texts | identifies some aspects of perspectives represented in texts |
| Communicating | produces comprehensive texts displaying breadth in the treatment of the topic  | produces knowledgeable texts displaying breadth in the treatment of the topic  | produces texts displaying knowledge of the topic  | produces texts displaying some knowledge of the topic  | produces texts displaying minimal knowledge of the topic |
| displays thorough knowledge and understanding of the target language as a system and responds appropriately and with sensitivity | displays thorough knowledge and understanding of the target language as a system and responds appropriately  | displays knowledge and understanding of the target language as a system and responds appropriately  | displays some knowledge of the target language and responds appropriately | displays minimal knowledge of the target language  |
| applies conventions of texts to represent ideas and experiences appropriate to audience and purpose | applies conventions of texts to represent ideas and experiences appropriate to audience or purpose | applies some conventions of texts to represent experiences appropriate to audience or purpose | applies few conventions of texts to represent experiences appropriate to audience or purpose | applies few or no conventions of texts  |
| displays accurate and diverse language use, clarity of expression and a wide range of vocabulary and grammar both orally and in writing | displays accurate and diverse language use and a wide range of vocabulary and grammar both orally and in writing | displays a wide vocabulary and uses grammar with some accuracy both orally and in writing | displays some vocabulary of the language both orally and in writing | displays very limited or no vocabulary of the language both orally and in writing |

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|  Unit Grade Descriptors for Modern Languages 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 | analyses language and culture in range of authentic and unfamiliar contexts | explains language and culture in a range of authentic and unfamiliar contexts | describes some language and culture in authentic and unfamiliar contexts | identifies some features of language and culture in authentic and unfamiliar contexts | identifies few or no features of language and culture in authentic and unfamiliar contexts |
| analyses complex interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts | explains interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts | describes interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts | identifies some interconnections with some reflection on own beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts | identifies few or no interconnections with little or no reflection on own beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts |
| analyses concepts and perspectives represented in short, topical texts | explains concepts and perspectives represented in short, topical texts | describes concepts and perspectives represented in short, topical texts | identifies some concepts and perspectives represented in short, topical texts | identifies few or no concepts and perspectives represented in short, topical texts |
| Communicating | produces texts displaying independence, depth and breadth in the treatment of the topic and draws conclusions  | produces texts displaying breadth and some depth and independence in the treatment of the topic and draws conclusions | produces texts displaying breadth in the treatment of the topic and draws conclusions | produces texts displaying some breadth in the treatment of the topic and draws conclusions | produces texts displaying some knowledge of the topic |
| displays thorough knowledge and understanding of the target language and responds with sustained confidence  | displays thorough knowledge and understanding of the target language and responds with examples of sustained confidence | displays knowledge and understanding of the target language and responds with occasional confidence  | displays knowledge of the target language; however lacks confidence in responses  | displays little or no confidence in responses to knowledge of the target language  |
| applies to a high degree conventions of texts and takes risks to represent ideas and experiences appropriate to audience and purpose | applies to a degree conventions of texts and takes some risks to represent ideas and experiences appropriate to audience and purpose | applies conventions of texts to represent experiences appropriate to audience and/ or purpose | applies some conventions of texts to represent experiences appropriate to audience or purpose | applies few conventions of texts to represent experiences appropriate to audience or purpose |
| displays versatility and accurate and diverse language use, clarity of expression and a range of vocabulary and grammar both orally and in writing | displays a degree of versatility and accurate and diverse language use and a range of vocabulary and grammar both orally and in writing | displays some versatility and accurate language use orally and in writing  | displays some accuracy both orally and in writing  | displays limited accuracy both orally and in writing in disjointed texts |

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|  Unit Grade Descriptors for Modern Languages Beginning 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 | * evaluates language and culture in familiar and unfamiliar contexts
 | * analyses language and culture in familiar and unfamiliar contexts
 | * describes language and culture in familiar contexts
 | * identifies language and culture in familiar contexts
 | * identifies some features of language and culture in familiar contexts
 |
| * analyses interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in texts
 | * explains interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in texts
 | * explains some interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in texts
 | * identifies interconnections between own beliefs, practices, and ideas represented or expressed in texts with little to no reflection
 | * identifies some interconnections between own beliefs, practices, and ideas represented or expressed in texts
 |
| * evaluates concepts and perspectives represented in texts
 | * analyses perspectives represented in texts
 | * explains perspectives represented in texts
 | * identifies perspectives represented in texts
 | * identifies aspects of the perspectives represented in texts
 |
| Communicating | * produces insightful texts displaying depth and breadth in the treatment of the topic and constructs logical and structured responses
 | * produces texts displaying breadth in the treatment of the topic and constructs well-structured responses
 | * produces texts displaying some breath in the treatment of the topic and constructs conclusions
 | * produces texts displaying some knowledge of the topic
 | * produces texts displaying little or no understanding of the topic
 |
| * applies appropriate conventions of texts and takes risks to represent ideas and experiences appropriate to audience and purpose
 | * applies conventions of texts and takes some risks to represent ideas and experiences appropriate to audience and purpose
 | * applies some conventions of texts to represent experiences appropriate to audience and/or purpose
 | * applies few conventions of texts to represent experiences appropriate to audience or purpose
 | * applies very few conventions of texts
 |
| * displays accurate and diverse language use, clarity of expression and a variety of vocabulary and grammar both orally and in writing
 | * displays accurate and diverse language use and a variety of vocabulary and grammar both orally and in writing
 | * uses familiar vocabulary and grammar with some accuracy both orally and in writing
 | * displays some vocabulary of the language both orally and in writing
 | * displays limited vocabulary of the language both orally and in writing
 |

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| Unit Grade Descriptors for Modern Languages 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 | critically analyses particular linguistic, cultural and stylistic features  |  analyses particular linguistic, cultural and stylistic features  | explains some linguistic, cultural and stylistic features | describes linguistic, cultural and stylistic features | identifies some linguistic, cultural and stylistic features |
| evaluates language and culture in familiar and unfamiliar contexts | analyses language and culture in familiar and unfamiliar contexts | explains language and culture in familiar and unfamiliar contexts | describes language and culture in familiar contexts | identifies some features of language and culture in familiar contexts |
| analyses complex interconnections and reflect on own values between own values, beliefs and practices, and ideas represented or expressed in texts | explains complex interconnections and reflect on own values between own values, beliefs and practices, and ideas represented or expressed in texts | explains interconnections and reflect on own values between own values, beliefs and practices, and ideas represented or expressed in texts | describes interconnections and reflect on own values between own beliefs and practices, and ideas represented or expressed in texts | identifies some interconnections between own beliefs and practices, and ideas represented or expressed in texts with little to no reflection |
| evaluates concepts and perspectives represented in texts  | analyses concepts and perspectives represented in texts | explains concepts and perspectives represented in texts | describe concepts and perspectives represented in texts | identifies concepts and perspectives represented in texts |
| Communicating | produces insightful texts displaying independence, depth and breadth in the treatment of the topic, substantiates decisions and constructs logical conclusions  | produces complex texts displaying breadth and some depth and independence in the treatment of the topic and constructs logical conclusions | produces texts displaying breadth in the treatment of the topic and constructs conclusions | produces texts displaying some detail in the treatment of the topic  | produces texts displaying some knowledge of the topic |
| displays clear and thorough knowledge and understanding of the target language as a system and responds appropriately and with sensitivity | displays thorough knowledge and understanding of the target language as a system and responds appropriately and with sensitivity | displays knowledge and understanding of the target language as a system and responds appropriately  | displays knowledge of the target language and responds appropriately | displays some knowledge of the target language  |
| applies appropriate conventions of texts and takes risks to represent ideas and experiences appropriate to audience and purpose | applies conventions of texts and takes some risks to represent ideas and experiences appropriate to audience and purpose | applies some conventions of texts to represent experiences appropriate to audience and purpose | applies few conventions of texts to represent experiences appropriate to audience and purpose | applies limited or no conventions of texts  |
| displays accurate land diverse language use, clarity of expression and a wide range of vocabulary and grammar both orally and in writing | displays accurate and diverse language use and a wide range of vocabulary and grammar both orally and in writing | displays a wide vocabulary and uses grammar with some accuracy both orally and in writing | displays some vocabulary of the language both orally and in writing | displays limited or no vocabulary of the language both orally and in writing |

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| Unit Grade Descriptors for Modern Languages Advanced 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 | critically analyses particular linguistic, cultural and stylistic features of authentic texts  | analyses particular linguistic, cultural and stylistic features of authentic texts  | explains some linguistic, cultural and stylistic features of authentic texts | describes linguistic, cultural and stylistic features of authentic texts | identifies some linguistic, cultural and stylistic features of authentic texts |
| evaluates language and culture in a wide range of authentic and unfamiliar contexts | analyses language and culture in range of authentic and unfamiliar contexts | explains language and culture in a range of authentic and unfamiliar contexts | describes some language and culture in authentic and unfamiliar contexts | identifies some features of language and culture in authentic and unfamiliar contexts |
| analyses and synthesises complex interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts | explains and compares and contrasts complex interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts | explains interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts | describes interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts | identifies some interconnections between own beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts with little or no reflection |
| evaluates concepts and perspectives represented in a range of texts from literature and the media | analyses concepts and perspectives represented in texts from literature and the media | explains concepts and perspectives represented in texts from literature and the media | describes concepts and perspectives represented in texts from literature and the media | identifies concepts and perspectives represented in texts from literature and the media |
| Communicating | creates insightful texts displaying independence, depth and breadth in the treatment of the topic, substantiates decisions and constructs conclusions  | creates complex texts displaying breadth and some depth and independence in the treatment of the topic and constructs conclusions | creates texts displaying breadth in the treatment of the topic and constructs conclusions | creates texts displaying some breadth in the treatment of the topic and constructs conclusions | creates texts displaying some knowledge of the topic |
| displays clear and thorough knowledge and understanding of the target language as a system and responds with a high degree of confidence and sensitivity | displays thorough knowledge and understanding of the target language as a system and responds appropriately and with a good degree of confidence and sensitivity | displays knowledge and understanding of the target language as a system and responds with confidence and sensitivity  | displays knowledge of the target language and responds with some confidence and/ or sensitivity | displays little or no confidence and/ or sensitivity in responses to knowledge of the target language  |
| applies to a high degree conventions of texts and takes risks to represent ideas and experiences appropriate to audience and purpose | applies conventions of texts and takes some risks to represent ideas and experiences appropriate to audience and purpose | applies conventions of texts to represent experiences appropriate to audience and purpose | applies some conventions of texts to represent experiences appropriate to audience and purpose | applies few conventions of texts to represent experiences appropriate to audience and purpose |
| displays versatility and accurate and diverse language use, clarity of expression and a wide range of vocabulary and grammar both orally and in writing | displays a degree of versatility and accurate and diverse language use and a wide range of vocabulary and grammar both orally and in writing | displays some versatility and accurate and diverse language use and a range of vocabulary and grammar both orally and in writing  | displays a range of vocabulary and uses grammar with some accuracy both orally and in writing in a sustained text  | 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 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.

## Framework Group

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| --- | --- |
| **Name** | **College** |
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## 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.

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| 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

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| 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 |