



DRAFT Shape of ACT Senior Secondary
Curriculum for
Advanced Modern Languages A/T/M

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1. PURPOSE

- 1.1 The *Shape of ACT Senior Secondary Curriculum: Advanced Modern Languages* will guide the writing of the ACT Board of Senior Secondary Studies (BSSS) *Advanced Modern Languages A/T/M* course.
- 1.2 This paper has been prepared following consultation with Associate Professor Angela Scarino, a specialist in Applied Linguistics at Adelaide University and the deliberations of the *Advanced Modern Languages* course writers.
- 1.3 The paper should be read in conjunction with *The Shape of the ACT Senior Secondary Curriculum* located at: http://www.bsss.act.edu.au/curriculum/bsss_course_development_consultation

2. INTRODUCTION

- 2.1 The *Advanced Modern Languages A/T/M* course will be the basis of planning, teaching, learning and assessment in ACT senior secondary schools.

3. BACKGROUND

- 3.1 The ACT Board of Senior Secondary Studies is reviewing the existing Advanced Modern Languages course in the ten-year course development cycle of improvement and renewal. The requirements of the Languages Framework approved by the Board in 2026 will also feature in this redevelopment.
- 3.2 All courses under development are required to meet Board design specifications and to align with Board requirements for senior secondary curriculum. These specifications align with ACARA course design specifications and provide teachers with guidance and flexibility to plan, teach and assess according to the needs and interests of their students.

The BSSS *Advanced Modern Languages A/T/M* course is to be developed under the *Languages Framework*, reflecting the nature of the discipline. The *Languages Framework* is located [here](#):

The rationale for this framework describes Languages as:

In learning a language, students learn how to interact with others across languages and cultures to share meaning and learn about themselves, others and the world. It is a complex undertaking that engages students interpersonally, interculturally, creatively and intellectually. Students interpret, respond to and create and exchange language for a wide variety of purposes in a range of contexts. They reflect upon ideas, concepts, decisions, and choices and their impact. In learning about self and others in a diverse world they become multilingual communicators and meaning makers who engage socially and interculturally with others.

Language learning is a continual, cumulative and contextual process that inspires curiosity. Students aim to engage in meaningful communications using a repertoire of cultural and conceptual insights, vocabulary and grammar, and develop intercultural capability. They become flexible and creative users of complex systems of meaning and interaction. Students select from personal repertoires with attention to audience, purpose, context and textual features and enjoy the complex and creative act of self-expression and mediating meaning across languages and cultures. They use language respectfully, appropriately and creatively to pursue their goals.

Language learning is also a reflective process of self-discovery, personal transformation and identity formation. Students take time to reorganise thoughts, perceptions and ways of thinking to accommodate new world views inherent to the language. In opening their minds to diverse ways of thinking, being and living, students reflect on their understanding of themselves, their world and their own repertoire of languages and cultures. They re-examine closely held beliefs and preconceptions about being in the world and develop an evolving and reflexive sense of self in relation to others.

Students develop the learning skills, attitudes and dispositions to acquire a language and expand their meaning making repertoires and as such becoming more sensitive to language and texts and more adept at learning and using additional languages. They develop the dispositions of empathy, compassion, and perseverance, resilience and confidence in the face of uncertainty.

With experience in interacting and communicating across languages and cultures, students will develop the capability to navigate a complex, dynamic, and diverse world and pursue further studies. They will develop skills such as appropriate risk-taking and situational adaptability which are critical to living in a rapidly changing world. These transferable skills will be highly sought after in a variety of occupations, community settings and integral to living a full, ethical and rich life as global and local citizens.

3.3 All courses based on the Languages Framework should enable students to:

- Become confident communicators who can use the target language effectively in a range of contexts and for a variety of purposes, developing interpersonal skills
- Build intercultural capability by exploring the connections between experiencing language and culture, reflecting on self and others in the world, and the ways of the world, to foster respect, empathy, and local and global awareness
- Apply increasingly complex linguistic concepts to both the target language and own language(s), developing accuracy, creativity, reflexivity, and adaptability in interpreting, creating and exchanging meaning
- Use the target and own language(s) to gain and mediate knowledge, debate ideas, and share meanings, to enable engagement with others, collaboration, and problem-solving across cultures
- Build the confidence to learn independently, experiment with the language, and reflect on experiences to develop the creativity, open-mindedness, reflective and reflexive practices, and resilience needed to be lifelong learners

3.4 Concepts from the *Languages Framework* build on ACARA's F-10 Languages curriculum. Content in Languages is organised under 2 strands:

- Communicating meaning in [Language]
- Understanding language and culture

The 2 strands are interrelated and inform and support each other. The structure in Languages is presented in one or 2 sequences that offer alternative entry points into language learning, from Foundation to Year 10 and/or Year 7 to Year 10.

Communicating meaning in [Language]

This involves students learning to use language for communicative purposes in interpreting, creating and exchanging meaning. There are 3 sub-strands:

- Interacting in [Language]
- Mediating meaning in and between languages
- Creating text in [Language]

Understanding language and culture

This involves students learning to analyse and understand language and culture as resources for interpreting and shaping meaning in intercultural exchange. There are 2 sub-strands:

- Understanding systems of language
- Understanding the interrelationship of language and culture

3.5 In the ACT, we adapt the assessment criteria to be:

- Communicating Meaning in Language
- Understanding Language and Culture
- Reflection on Learning and Self in the World

3.6 All courses of study for the ACT Senior Secondary Certificate should enable students to develop essential capabilities. The Australian Curriculum General Capabilities comprise an integrated and interconnected set of knowledge, skills, behaviours, and dispositions that students develop and use in their learning across the curriculum. While developing all capabilities, in particular, the *Advanced Modern Languages A/T/M* course will engage with the capabilities of Intercultural Understanding, Creative and Critical Thinking, Personal and Social capability and Digital Literacy.

Intercultural Understanding

The Intercultural Understanding capability is core to Languages. In learning a second or additional language, students develop an appreciation of languages, cultures and beliefs including their own. They experience the strong interrelationships between languages and cultures and how these shape identity. Students develop intercultural understanding to value and respect diverse ways of communicating, thinking and behaving. They recognise how these are reflected in social and cultural practices, and language use in communication and the exchange of meaning. Students develop connections with communities and cultures, become aware of similarities and differences, and cultivate reciprocity and mutual respect. The Intercultural Understanding capability provides for the experience of engaging with others and for students to navigate and reflect on language use, perspectives and behaviours.

More information on the General Capabilities may be found [here](#):

Critical and Creative Thinking

The study of language provides opportunities for students to develop the ability to think logically, critically and creatively and the metacognitive skills and language to discuss it. It provides opportunities for students to inquire, generate, analyse and reflect on a range of concepts, ideas and perspectives in spoken and written texts. They learn how to analyse texts and interpret how the language of texts conveys meaning. They create new texts and appreciate aesthetic qualities in their own and others works. Students reflect on the thinking and processes used to mediate meaning between languages. They apply their knowledge of language as a system to new contexts and learn to revise and modify texts when considering context, purpose and audience.

More information on the General Capabilities may be found [here](#):

Personal and Social capability

The study of Languages enhances students' personal and social capability. Through the *Communicating meaning in [Language]* strand, students develop a range of interpersonal skills essential to effective communication, such as empathy, resilience, decision-making, negotiation and collaboration. Content in both the *Communicating meaning in [Language]* and *Understanding language and culture* strands encourages students to experience and develop an appreciation of diverse cultures and perspectives, and experience and recognise how these influence identity, including their own.

More information on the General Capabilities may be found [here](#):

Digital Literacy

The study of Languages develops students' digital literacy capability as they use a range of digital tools to access and create information, ideas and perspectives in multimodal texts. Students develop understanding of how they can use digital tools to access diverse language-speaking communities and authentic texts and create their own. They evaluate and analyse information in digital formats and develop understanding of their intended context, purpose and audience.

More information on the General Capabilities may be found [here](#):

4. THE CONTEXT OF THE ACT

4.1 Courses of study for the ACT Senior Secondary Certificate:

- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities
- empower students as active participants in their own learning
- engage students in contemporary issues relevant to their lives
- foster students' intellectual, social, and ethical development
- nurture students' well-being, and physical and spiritual development
- enable effective and respectful participation in a diverse society.

4.2 Each course of study:

- comprises an integrated and interconnected set of knowledge, skills, behaviours, and dispositions that students develop and use in their learning across the curriculum
- is based on a model of learning that integrates intended student outcomes, pedagogy, and assessment
- outlines teaching strategies which are grounded in learning principles and encompass quality teaching
- promotes intellectual quality, establish a rich learning environment, and generates relevant connections between learning and life experiences
- provides formal assessment and certification of students' achievements.

4.3 In consideration of the ACT context, and in response to contemporary research and literature, an *Advanced Modern Languages* course should include:

- application of a student-centred pedagogical approach
- alignment to the Languages Framework and Achievement Standards
- applying communication, evaluation and reflection skills in *Advanced Modern Languages*

5. AIMS OF THE ADVANCED MODERN LANGUAGES CURRICULUM

The Advanced Modern Languages course is intended for students with developmentally appropriate fluency and literacy or near fluency and literacy in the target language. Some students in Advanced Modern Languages may have idiosyncratic weaknesses or gaps in their grasp of the target language. This course aims to develop students' bilingualism/multilingualism and extend the capacity of students to use the target language in all the language domains – speaking, listening, reading and writing – for formal and academic purposes. For some students this may involve refining and extending literacy to an adult level or developing literacy to align with oracy, but this will occur in the context of an issues and literature-based course of study. In this way, Advanced Modern Languages should be considered equivalent to the Senior Secondary *Essential English, Literature and English* courses.

In the ACT-Queanbeyan region, 27.1% of households use a language other than English at home, which is higher than the national average of 24.8%.¹ Three of the most spoken languages are Mandarin, Hindi and Punjabi, which are provided for in the Advanced Modern Languages course, though if schools request it, other languages might be added. Further, the ACT is home to an outward looking, mobile, international population with young people accompanying families on postings around the world, and diplomatic families posted to the ACT. Such a population profile supports interest in a range of languages at the Advanced level, including Mandarin Chinese, Japanese, Korean, Indonesian, Hindi, Tamil, Italian, French, Spanish, German and Arabic. This may be for purposes of further study in the home country, connecting with one's heritage, or continuing a language learning begun overseas. Further strong bilingual or immersion education programs in Mandarin, French and Italian in ACT schools, provide possible pathways for students to reach the threshold for senior studies at the advanced level in those languages. The Advanced Language course then aims to support further learning and acculturation in the literatures and significant contemporary issues of the target language communities and support academic skills and literacy appropriate to functioning as a young adult in the target language communities.

Research into Advanced Modern Languages Curriculum suggests that the most respected and most common approach is Content Based Instruction, that is, exploring significant literatures and topics of contention in the target language communities through the study of target language texts such as various media texts from the social science, science and Arts, and literature, and teachers build in opportunities for specific instruction in particular linguistic or cultural aspect necessary to build adult fluency or address gaps in student understanding.² Lee-Smith notes a particular advantage of this approach is the flexibility it allows for autonomy and individualised project-based learning.³ Similarly, typical of university offerings, Advanced level language courses at the University of Notre Dame: “focus on expanding proficiency in the target language through analysing, interpreting, and thinking creatively about complex texts and ideas within a broader historical and cultural context, as well as reflecting critically about their own culture and globally.” Aligned to this is Paula Winke's contention that to become proficient at the advanced level, “First, learners should engage in advanced-level language tasks (i.e., use the language at the advanced level) as much as possible, and get critical yet helpful feedback on their use that they can act upon to build up their skill sets.”⁴ Such learning also has the advantage of building self-identification as a successful learner which promotes motivation and continued effort as they are working with and producing language on real and meaningful topics and problems.⁵ Schools can leverage their access significant existing resources in the target language from open media sources, widely available films and TV, and through easily accessible literature.

¹ [2021 Canberra - Queanbeyan, Census All persons QuickStats | Australian Bureau of Statistics](#)

² Angela Lee-Smith, Making Interdisciplinary Connections in Advanced Level Korean Language Curriculum: Designing Content-Based Project Modules, *Journal of the National Council of Less Commonly Taught Languages*, Vol. 30, 2021

³ University of Notre Dame “Core Curriculum: Advanced Language and Culture”, <https://corecurriculum.nd.edu/our-core-curriculum/ways-of-knowing/advanced-language-and-culture/>. Flinders University Advanced Language for Interaction, 2026, <https://handbook.flinders.edu.au/topics/2026/LANG3001?year=2026>

⁴ Paula Winke, “How to Reach Advanced Language Proficiency”, ACTFL Language Connects, 2022, <https://www.actfl.org/research/research-briefs/how-to-reach-advanced-language-proficiency>

⁵ Paula Winke, “How to Reach Advanced Language Proficiency”, ACTFL Language Connects, 2022, <https://www.actfl.org/research/research-briefs/how-to-reach-advanced-language-proficiency>

The benefits of bilingualism are well-documented in the research and are associated with heightened cognitive capacity, greater academic outcomes, higher executive function, and communication and intercultural capabilities. As Anna Dabrowski summates: “Bilingualism has been associated with a range of benefits for young learners, from higher test scores to more creative thought processes and greater mental flexibility. Being bilingual has even been claimed to mitigate the impacts of socioeconomic status on students.”⁶ Further other research shows that bilingualism supports greater cognitive capacity, intercultural and communicative capability.⁷ John Hajek argues that “Research shows that small children, four/five-year-olds, who have another language or learning another language try harder to be empathetic towards people they're interacting with, try harder to understand what people around them want... And that, of course, has great benefits to society in general.”⁸ Supporting bilingualism has then a range of benefits for students in their life in general and for their ongoing education.⁹

For child migrants and second-generation students, bilingualism and cultural connection have significant benefits for their sense of self, belonging in Australia and connection to relatives. As Professor Hajek notes “cultural knowledge and language are inextricably linked for many communities, and bilingual children have a better connection with their migrant heritage.”¹⁰ Similarly Su Yeong Kim notes “Bilingualism is about much more than brain power. It's also about people and the bonds that tie them together. For many families, the use of language is the thread that ties generations. A child greeting elders at a cultural festival in their shared language isn't simply practicing speech, she's showing respect, belonging, and pride in where she comes from.”¹¹ Being bilingual in the dominant language and the family's language is associated with better relationships between young people and minority language speaking parents and their family that results in stronger feelings of support and connection.¹² Further, the transmission of cultural knowledge, values and moral frameworks support wellbeing in young people through clear frameworks for being and ethical decision-making.¹³ As such, the corollary benefits to students' well-being and mental health from being bilingual are also significant outcomes from study in Advanced Modern Languages.

⁶ Anna Dabrowski, “How to Make Australia more Bilingual”, *The Conversation*, June 18, 2015.

<https://theconversation.com/how-to-make-australia-more-bilingual-42609>

⁷ Singapore University of Technology and Design. “Bilingualism as a catalyst for social development in children.” *Science Daily*, 24 July 2023, www.sciencedaily.com/releases/2023/07/230724122708.htm. Katherine Demuth and Nan Xu Rattasone “Should I raise my kids bilingually?”, *The Conversation*, 31 March 2014.

<https://theconversation.com/should-i-raise-my-kids-bilingually-23508>. Marianne Turner, “The benefits of bilingual education in Australian Schools”, *Monash Australia Education*,

<https://www.monash.edu/education/teachspace/articles/the-benefits-of-bilingual-education-in-australian-schools>. Su Yeong Kim, “Bilingual Brains, Better Outcomes?: The Benefits of Multilingual Upbringing

Raising kids multilingual can boost brain development and future success” *Psychology Today*, 9 September 2025,

<https://www.psychologytoday.com/au/blog/empowering-children-of-immigrants/202509/bilingual-brains-better-outcomes-the-benefits-of?msocid=32f97a8064216ac922716c1f65736bb7>. Viorica Marian, Anthony Shook, “The Cognitive Benefits of Being Bilingual”, *Cerebrum*, October 2012.

⁸ Professor John Jaek cited in Zoe Thomaidou, “Raising a bilingual child in Australia: Benefits, facts and tips”, SBS.com.au, <https://www.sbs.com.au/language/english/en/article/raising-a-bilingual-child-in-australia-benefits-facts-and-tips/fx1tor5zo>

⁹ Viorica Marian, “Speaking of Psychology: The benefits of being bilingual, with Viorica Marian, PhD: Episode 267”, American Psychological Association, January 2024, <https://www.apa.org/news/podcasts/speaking-of-psychology/being-bilingual>

¹⁰ Professor John Jaek cited in Zoe Thomaidou, “Raising a bilingual child in Australia: Benefits, facts and tips”, SBS.com.au, <https://www.sbs.com.au/language/english/en/article/raising-a-bilingual-child-in-australia-benefits-facts-and-tips/fx1tor5zo>

¹¹ Su Yeong Kim, “Bilingual Brains, Better Outcomes?: The Benefits of Multilingual Upbringing Raising kids multilingual can boost brain development and future success” *Psychology Today*, 9 September 2025, <https://www.psychologytoday.com/au/blog/empowering-children-of-immigrants/202509/bilingual-brains-better-outcomes-the-benefits-of?msocid=32f97a8064216ac922716c1f65736bb7>

¹² Lisa-Maria Muller, Katie Howard, Elspeth Wilson, Jenny Gibson, Napoleon Katsos, “Bilingualism in the family and child well-being: A scoping review”, *International Journal of Bilingualism*, Vol. 24, No. 5-6, 2020. He Sun, “Harmonious bilingual experience and child wellbeing: a conceptual framework”, *Human Developmental Psychology*, Vol. 14, 2023, <https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2023.1282863/full>. Aniko Hatoss, “The Emotional Side of Language Maintenance in Migrant Families”, *Multilingual Australia*, February 2023.

¹³ He Sun, “Harmonious bilingual experience and child wellbeing: a conceptual framework”, *Human Developmental Psychology*, Vol. 14, 2023, <https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2023.1282863/full>

The advent of increasingly sophisticated, accurate, naturalistic, and most of all, generally reliable generative AI platforms and translation systems has profound implications for how we think about the aims and practice of language learning and what skills multilingual people will offer the marketplace and the community. Professor Yong Zhao argues that: “Given that machine translation is already better at communicating than most people who have spent a few years studying foreign languages and the technology will continue to improve, it is important to rethink foreign language education.”¹⁴ This suggests that with simple translation processes available at our fingertips, the language learning curriculum must expand beyond functional communication to increase its focus on the essential human factors that knowing a language can provide and that cannot be simulated by generative AI. Skills that multilingual people who straddle cultures possess. As Elba Ramirez argues:

*while technology can translate messages, it misses an important component of human communication – the cultural nuances behind the words. So, while AI translation might bridge language barriers and promote communication because of its accessibility, it’s important to be clear about the benefits and challenges it presents. Merely relying on technology to translate between languages will ultimately lead to misunderstandings and a less rich human experience.*¹⁵

The proposed Advanced Modern Languages course attempt to grapple with those implications in emphasising the mediation of meaning, reflexivity, students’ deep understanding of the socio-cultural knowledge that contextualises and determines the use of language, and emphasising the intrinsic rewards of being multilingual. As Dr Angela Scarino et al. remind us that, while emphasising the importance and practicality of assessing intercultural capability, also

*Engagement in intercultural communication is always affected with and through a language, and participants are positioned in and through their affiliations with that language. Moreover, languages provide the resource through which the engagement occurs, and the conceptual and meaning-making resources for enacting the engagement, and thus give shape to the ways in which the engagement unfolds.*¹⁶

Students will be called on to demonstrate their understanding of and justification of their language and communication choices through reflective exercises. For as Maeryem Karlik argues: “Language is not just a set of words and grammar rules, but it is also a reflection of the culture of its speakers. When learning a new language, it is essential to understand the cultural context of that language in order to truly master it.”¹⁷ Similarly Salvador Ordorica notes that there are nuances that a human translator will see that an AI will not because of the translator’s deep awareness of the language and culture nexus. Yet Ordorica also notes that business is very aware of the cost savings that come with AI translation services, so language learners must be prepared to offer more.¹⁸

¹⁴ Yong Zhao, AI means a rethink of teaching foreign languages, Pursuit, 3 February 2023,

<https://pursuit.unimelb.edu.au/articles/ai-means-a-rethink-of-teaching-foreign-languages>

¹⁵ Elba Ramirez, With AI translation tools so powerful, what is the point of learning a language?, *The Conversation*, October 22 2024, <https://theconversation.com/with-ai-translation-tools-so-powerful-what-is-the-point-of-learning-a-language-238068>

¹⁶ Angela Scarino, Michelle Kohler, Anthonyj. Liddicoat, “Chapter 13: Assessing Intercultural Capability”, in Victoria Russell, Kathryn Murphy-Judy, Francis John Troyan, Aleidine J. Moeller, Krishnauna Hines-Gaither (eds.) *The Handbook of Research in World Language Instruction*, Routledge, New York, 2025. [\(PDF\) Assessing Intercultural Capability](#)

¹⁷ Meryem Karlik, “Exploring The Impact of Culture on Language Learning: How Understanding Cultural Context and Values Can Deepen Language Acquisition”, *International Journal of Language, Linguistics, Literature and Culture*, Vol. 02, No. 05; 2023

¹⁸ Salvador Ordorica “Comparing And Contrasting AI And Human Translation”, *Forbes*, Jun 05, 2023,

<https://www.forbes.com/councils/forbesbusinesscouncil/2023/06/05/comparing-and-contrasting-ai-and-human-translation/>

In addition, Robert Godwin-Jones notes that elements like tone, pauses, irony and inference, sarcasm are also cultural practices that are beyond the AI.¹⁹ These are elements of use that students can reflect on in analysing and responding to texts. They will be asked to extend and refine their language skills consciously and demonstrate that through reflection on technical and rhetorical choices, their intrapersonal and interpersonal skills and cultural awareness in and across languages and cultures. In Advanced Modern Languages they will make plain their deep understanding of the cultural practices of target language users. This will enable them to validate the social import and cultural significance of translations and render communication more apt. The reflective and reflexive practices in the proposed courses will support and measure capacity in this area. These are things that the AI cannot do for people and will continue to justify language learning into the future. Our language graduates must be able work with that nuance.

The Advanced Modern Language courses will also provide guidance on expected outcomes and proficiency levels for the Advanced levels in different languages, including recommended texts, and time, word and character limits. This will facilitate equivalency between languages for assessment and moderation.

Advanced Modern Language Studies will equip students with considerable linguistic and intercultural capacity. They will be well-placed to contextualise language use in its cultural context and mediate meaning across and within their languages. This considerable capacity is in demand in all occupational areas in increasing globalised world and in multicultural Australia. Whatever the profession or role in life, effortlessly stepping between cultural and linguistic worlds will be a valuable resource for any person. By integrating communication, critical and creative thinking, and intercultural awareness, the program prepares students for further academic study and careers in education, government, social and community work, health, translation, diplomacy, international business, and cultural consultancy. Ultimately, consolidation an additional language equips students with essential 21st-century skills, enriching their intellectual, personal, and social development and enabling successful participation in a global society.

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¹⁹ Godwin-Jones, R. (2019). "In a World of SMART Technology, Why Learn Another Language?" *Educational Technology and Society*, 22 (2), 4-13.

6. STRUCTURE OF THE ADVANCED MODERN LANGUAGES CURRICULUM

RATIONALE

In Advanced Modern Languages, students have the opportunity to undertake studies in a language in which they already hold considerable capability. Studies in Advanced Modern Languages consolidates bilingualism through deepening and extending linguistic and cultural knowledge to new domains, and refining literacy for adult purposes such as further study. Further, by deep studies of significant target language texts and issues, students are immersed in the cultural practices and community discussions. Through content studies students engage with global and local issues and literature. Students refine their capacity to express their appreciation and understanding of the cultural context and better interpret, mediate and justify translations of target language texts.

In consolidating their bilingualism, students are empowered to participate fully in multiple language communities. For some students, this course will enable them to fully participate in family life, build confidence and pride, and maintain social networks that extend into the local community and beyond Australia. For some students, they will be able to continue and deepen connections made overseas and build new friendships in our global world. These social, emotional and community links bring with them emotional and psychological benefits that contribute to student well-being and belonging in the ACT community and beyond.

Advanced and bilingual language capabilities also bring economic and professional opportunities. Advanced language and intercultural skills are valued in a wide range of occupational contexts. Further, as they reflect on the learning, values and beliefs, they clarify their own self-awareness and build their own autonomy as lifelong learners. Ultimately, consolidating an additional language equips students with essential 21st-century skills, enriching their intellectual, personal, and social development and enabling successful participation in a global society

UNITS

The units have been drafted for discussion as follows:

The Individual
Students evaluate how people represent individual lives and experiences in the cultures of the target language. They investigate the literary and rhetorical techniques used to express ideas about individuality and shape audience experiences. They create their own representations of their own and others' lives and communicate arguments about the rights and duties of individuals in the cultures of the target language. Students reflect upon their own and others expression of identity and diverse ideas about individuality.
Society and Community
Students evaluate information and arguments about significant community issues. They synthesise the information and positions of commentators working in the target language to clarify their own view and communicate their own arguments. Students explore how to participate in discussions in the societies and the communities of the target language in chosen mediums. They reflect on their own views and changing ideas about the issues debated and how they are expressed.
The Changing World
Students explore how the world past, present and/or future change. Through target language texts, they investigate the causes of problems and possible solutions. Students synthesise the nature of problems, rhetoric, and the techniques of text types used to mobilise opinion and persuade people to new points of view. Students reflect on challenges and opportunities for positive change in the world today.
Diverse Perspectives
Students explore different perspectives on issues and/or concepts. They engage with literature and undertake a close study of texts in the target language. They consider how creators have used literature to critique society, and sustain and challenge traditions, thinking, behaviour and systems. They synthesise research and their own view of texts in response to works studied and create works of their own. They reflect on their own views and changing perspective about texts and the ideas evaluated.
Independent Study
An Independent study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent study unit must be proposed by an individual student for their own study and negotiated with their teacher. An independent study unit requires the principal's written approval. The program of learning for an independent study unit must meet all the content descriptions as appears in the course. Independent study units are only available to individual students in Year 12. Pre-requisites for an Independent study unit are that students have completed at least THREE standard 1.0 units from this course.

7. CONSIDERATIONS

7.1 Incorporating a futures orientation

Teachers use the course document to guide the redevelopment of Programs of Learning, integrating the latest research and discoveries in *Advanced Modern Languages*. The emphasis on interrogating texts for translation and mediation, intercultural understanding, intellectual flexibility and critically evaluating research and ideas in *Advanced Modern Languages* empowers students to become lifelong learners and successful participation in a local, national and global society.

The course meets objectives outlined in *The ACT Future of Education Strategy* to allow students agency in being “active participants in their learning” by developing students “interests, knowledge and skills”. *Advanced Modern Languages* provides opportunities for teachers and students to develop their interests in this area and through Programs of Learning. Further, students will develop inquiries into areas of particular interest and develop a “high standard of literacy and numeracy” in critically analysing, representing, translating and communicating their findings in the target language. (ACT Government, Future of Education Strategy Website, 2018).

The course also meets objectives outlined in the *Alice Springs Mparntwe Declaration* has as a goal “All young Australians become confident and creative individuals, successful lifelong learners, and active and informed members of the community.” (2019, p. 5). With a strong foundation in *Advanced Modern Languages*, students are prepared to make informed decisions, solve problems and value and celebrate cultural and linguistic differences and engage in global community. The curriculum encourages curiosity, ethical thinking, and critical analysis, enabling students to adapt to the demands of a dynamic and evolving field.

7.2 Advanced Modern Languages curriculum

The *Advanced Modern Languages* curriculum plays a vital role in the ACT senior secondary curriculum, fostering higher-order thinking, personal and social capability, and communication skills. The ability to mediate meaning and communicate linguistic and cultural understanding is an important 21st century skill. Students develop knowledge, understanding and skills that enable successful participation in a global society. Bilingualism broadens students’ horizons and opportunities as national and global citizens and builds connections and psycho-social resilience within their own families and communities.

7.3 Equity and opportunity

The *Advanced Modern Languages* course provides flexibility and choice for teachers and student in designing programs of learning. The factors that influence this choice include school and community contexts, local community learning opportunities, contemporary and local issues, and available learning resources. Consolidating bilingualism in minority language community students is also an important lever for social equity and helps students overcomes barriers to participation in the economy and society by valuing students’ cultures and identities. The provision of A, T, and M options and guidance supports access for a wide range of learners.

7.4 Connections to other learning areas

The *Advanced Modern Languages* course builds on knowledge, skills and understanding from students’ previous studies of Australian Curriculum courses. Students learn about fundamental principles and ideas about language learning area from P -10. Though content-based learning, *Advanced Modern Languages* provides opportunities to integrate and connect content to other learning areas; in particular, English, Humanities and Social Science, Sciences, and the Arts. Bilingual learning supports students’ literacy development in two languages, English and the target language, as well as other languages a student may have. Students to interact with others and create spoken, written and multimodal texts with an awareness of context, purpose and audience. *Advanced Modern Languages*, similar to studies in English Framework, help students to understand the relationship between spoken and written language, and recognise how cultural context shapes meaning. They develop students’ understanding of, and ability to use, grammatical and language features. Languages, Sciences, and Humanities and Social Sciences subjects share learning contexts that progressively shape the students’ world. In these learning areas, students’ learning involves perspectives of their personal worlds, such as personal and family histories and events, the nature of the world around them, their local communities, and national and global issues.

In the process of understanding an expanding world view, both learning areas help students to learn to reflect on the relationship between places, cultures and identities. Languages and the Arts share a focus on the communication of stories, ideas, perspectives and cultures. Both learning areas help students to explore relationships among people, cultures and identities, and recognise how these are exemplified in and through linguistic and artistic practices and behaviours.

7.5 Role of digital technologies

Students integrate an extensive range of online information and texts in the target language. They learn how to use alternate keyboards and typing in the target language. Students learn to find and use reliable online information sources in the target language and about target language cultures and places. Students learn the strengths and weaknesses of translation technologies such as AI and other online tools and how to use them to enhance rather than undermine their own learning.

7.6 Clarity of curriculum

The curriculum is substantial and flexible. It is sufficiently rich and descriptive to guide teachers with limited experience but avoids excessive prescription that would hamper experienced teachers from exercising their skills. The curriculum document is expressed clearly in terms that are accessible to a new teacher, who is well-educated in their discipline and in pedagogy, while allowing all teachers to enhance it with their interests and expertise.

7.7 Breadth and depth of study

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions.

A Program of Learning is what a college provides to implement the course for a subject meeting students' needs and interests. It is at the discretion of the teacher to emphasize some content descriptions over others. The teacher may teach additional (not listed) content if it meets the specific unit goals providing that it does not duplicate content in other units.

7.8 The nature of the learner

The course is designed to meet the needs of diverse learners, offering options at (T), (A), and (M) levels. This structure provides pathways for students pursuing a range of post-school goals, including tertiary education, vocational training, and a lifelong engagement with language. It is expected that students undertaking the M course will already be speakers of the target language and will be consolidating skills in the target language.

7.9 General capabilities

Advanced Modern Languages A/T/M develops critical and creative thinking when students explore problems, develop innovative ideas, generate solutions, and evaluate and refine their ideas. Language learning requires students to understand and create links between existing knowledge and new knowledge. Student's personal and social capability is strengthened through the study of languages. They develop an awareness of the role of languages and cultures in human interaction and identity and develop personal ways of responding to linguistic and cultural diversity by reflecting on their intercultural experiences. Students also reflect on their own attitudes, beliefs, and values, and those of others. In doing so, they develop awareness and understanding of the ways in which their own language(s) and culture(s) shape their actions, personal behaviour, thoughts, attitudes, perspectives, and identity. Students develop intercultural understanding as they engage with diverse cultures in ways that recognise commonalities and differences. Students develop their own understanding of different ways of knowing, being, and doing, and of how cultural concepts and practices affect the ways in which people see the world. They have opportunities to see their own view of the world in the context of the linguistic and cultural environment in which they live.

7.10 Cross Curriculum Perspectives

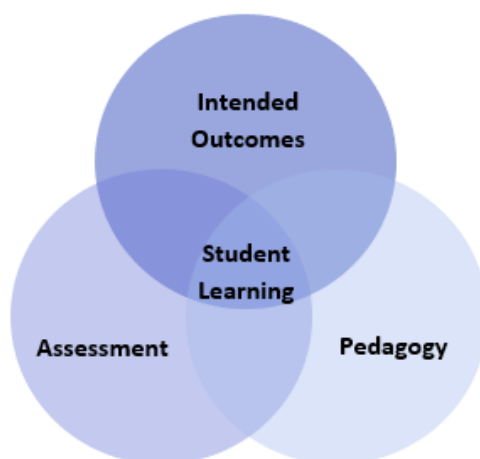
Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia's engagement with Asia, and Sustainability perspectives are represented in the course in ways that are appropriate.

8. PEDAGOGY AND ASSESSMENT

The underpinning beliefs and learning principles for the development of ACT Board of Senior Secondary School curriculum as are follows:

8.1 Underpinning beliefs

- All students are able to learn
- Learning is a partnership between students and teachers
- Teachers are responsible for advancing student learning.



8.2 Learning Principles

1. Learning builds on existing knowledge, understandings, and skills.
(Prior knowledge)
2. When learning is organised around major concepts, principles, and significant real-world issues, within and across disciplines, it helps students make connections and build knowledge structures.
(Deep knowledge and connectedness)
3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.
(Metacognition)
4. Learners' sense of self and motivation to learn affects learning.
(Self-concept)
5. Learning needs to take place in a context of high expectations.
(High expectations)
6. Learners learn in different ways and at different rates.
(Individual differences)
7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.
(Socio-cultural effects)
8. Learning is a social and collaborative function as well as an individual one.
(Collaborative learning)
9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.
(Explicit expectations and feedback).

9. CONCLUSION

The study of *Advanced Modern Languages* promotes critical and creative thinking, communication skills, intercultural capabilities and personal and social capability. These skills equip young citizens to engage with the linguistic and cultural diversity of the world and its peoples and reflect on their experience in various aspects of social life, including their own participation and ways of being in the world.

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