



Continuing Modern Languages

Including Language Specific Features

A / T / M

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The ACT Senior Secondary System

The ACT senior secondary system recognises a range of university, vocational or life skills pathways.

The system is based on the premise that teachers are experts in their area: they know their students and community and are thus best placed to develop curriculum and assess students according to their needs and interests. Students have ownership of their learning and are respected as young adults who have a voice.

A defining feature of the system is school-based curriculum and continuous assessment. School-based curriculum provides flexibility for teachers to address students' needs and interests. College teachers have an opportunity to develop courses for implementation across ACT schools. Based on the courses that have been accredited by the BSSS, college teachers are responsible for developing programs of learning. A program of learning is developed by individual colleges to implement the courses and units they are delivering.

Teachers must deliver all content descriptions; however, they do have flexibility to emphasise some content descriptions over others. It is at the discretion of the teacher to select the texts or materials to demonstrate the content descriptions. Teachers can choose to deliver course units in any order and teach additional (not listed) content provided it meets the specific unit goals.

School-based continuous assessment means that students are continually assessed throughout years 11 and 12, with both years contributing equally to senior secondary certification. Teachers and students are positioned to have ownership of senior secondary assessment. The system allows teachers to learn from each other and to refine their judgement and develop expertise.

Senior secondary teachers have the flexibility to assess students in a variety of ways. For example: multimedia presentation, inquiry-based project, test, essay, performance and/or practical demonstration may all have their place. College teachers are responsible for developing assessment instruments with task specific rubrics and providing feedback to students.

The integrity of the ACT Senior Secondary Certificate is upheld by a robust, collaborative and rigorous structured consensus-based peer reviewed moderation process. System moderation involves all year 11 and 12 teachers from public, non-government and international colleges delivering the ACT Senior Secondary Certificate.

Only students who desire a pathway to university are required to sit a general aptitude test, referred to as the ACT Scaling Test (AST), which moderates student scores across courses and colleges. Students are required to use critical and creative thinking skills across a range of disciplines to solve problems. They are also required to interpret a stimulus and write an extended response.

Senior secondary curriculum makes provision for student-centred teaching approaches, integrated and project-based learning inquiry, formative assessment and teacher autonomy. ACT Senior Secondary Curriculum makes provision for diverse learners and students with mild to moderate intellectual disabilities, so that all students can achieve an ACT Senior Secondary Certificate.

The ACT Board of Senior Secondary Studies (BSSS) leads senior secondary education. It is responsible for quality assurance in senior secondary curriculum, assessment and certification. The Board consists of nominees from colleges, professional bodies, universities, industry, parent/carer organisations and unions. The Office of the Board of Senior Secondary Studies (OBSSS) consists of professional and administrative staff who support the Board in achieving its objectives and functions.

ACT Senior Secondary Certificate

Courses of study for the ACT Senior Secondary Certificate:

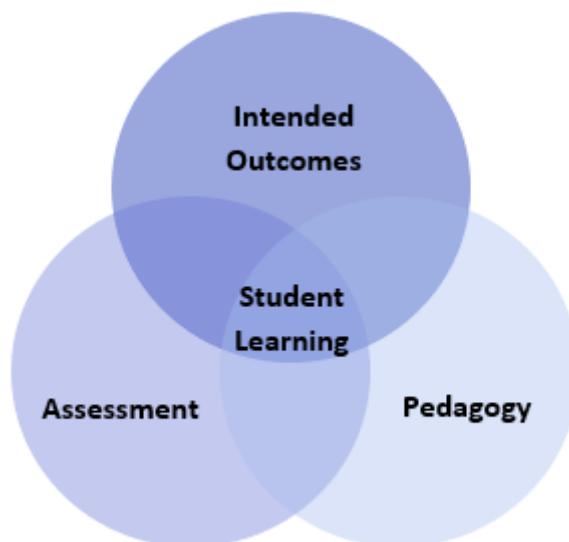
- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in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

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 generate relevant connections between learning and life experiences
- provides formal assessment and certification of students' achievements.

Underpinning beliefs

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



Learning Principles

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

General Capabilities

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)
- critical and creative thinking
- personal and social
- ethical understanding
- 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. These priorities are:

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

Elaboration of these General Capabilities and priorities is available on the ACARA website at www.australiancurriculum.edu.au.

Literacy

Learning languages develops overall literacy. It is in this sense 'value added', strengthening literacy-related capabilities that are transferable across languages, both the language being learnt and all other languages that are part of the learner's repertoire. Languages learning also strengthen literacy-related capabilities across domains of use, such as the academic domain and the domains of home language use, and across learning areas.

Literacy development involves conscious attention and focused learning. It involves skills and knowledge that need guidance, time and support to develop. These skills include the:

- ability to decode and encode from sound to written systems
- the learning of grammatical, orthographic, and textual conventions
- development of semantic, pragmatic, interpretative, critical and reflective literacy skills

Literacy development for second language learners is cognitively demanding. It involves these same elements but often without the powerful support of a surrounding oral culture and context. The strangeness of the additional language requires scaffolding. In the language classroom, analysis is prioritised alongside experience. Explicit, explanatory, and exploratory talk around language and literacy is a core element. Learners are supported to develop their own meta-awareness, to be able to think and talk about how the language works and about how they learn to use it. Similarly, for first language learners, literacy development that extends to additional domains and contexts of use requires comparative analysis that extends literacy development in their first language and English.

Numeracy

Learning languages affords opportunities for learners to use the target language to develop skills in numeracy, to understand, analyse, categorise, critically respond to and use mathematics in different contexts. This includes processes such as using and understanding patterns, order, and relationships to reinforce concepts such as number, time or space in their own and in others' cultural and linguistic systems.

Information and Communication Technology (ICT)

Learning languages is enhanced through the use of multimodal resources, digital environments and technologies in the target language. Accessing live target language environments and texts via digital media contributes to the development of information technology capabilities as well as linguistic and cultural knowledge. Accessing different real-time contexts extends the boundaries of the classroom.

Critical and Creative Thinking

In learning a language, students interact with people and ideas from diverse backgrounds and perspectives, which enhance critical thinking, reflection and encourage creative, divergent and imaginative thinking. By learning to notice, connect, compare, and analyse aspects of the target language, students develop critical, analytic and problem-solving skills.

Personal and Social

Interacting effectively in an additional language and with people of diverse language backgrounds involves negotiating and interpreting meaning in a range of social and cultural situations. This involves understanding and empathising; important elements of social and intercultural competence. Being open-minded and recognising that people view and experience the world in different ways and learning to interact in a collaborative and respectful manner are key elements of personal and social competence.

Ethical Understanding

When learning another language, students are taught explicitly to acknowledge and value difference in their interactions with others and to develop respect for diverse ways of perceiving and acting in the world. Opportunities are provided to monitor and to adjust their own ethical points of view. In learning Aboriginal and Torres Strait Islander languages, students should consider appropriate ethical behaviour in terms of engaging with the owners and custodians of the languages. Similar consideration is required when interpreting and translating, or when collecting and analysing primary research data.

Intercultural Understanding

The development of intercultural understanding is a central aim of learning languages, as it is integral to global citizenship and lifelong learning. Students bring various preconceptions, assumptions, and orientations shaped by their existing language(s) culture(s) to their learning that can be challenged by the new language experience. Learning to move between the existing and new languages and cultures is integral to language learning and is the key to the development of students' intercultural capability. By learning a new language, or learning to use an existing language in new domains and contexts, students are able to notice, compare, and reflect on things previously taken for granted; to explore their own linguistic, social and cultural practices as well as those associated with the target language. They begin to see the complexity, variability, and sometimes the contradictions involved in using language. Learning a new language does not require forsaking the first language. It is an enriching and cumulative process, which broadens the learner's communicative repertoire, providing additional resources for interpreting and making meaning. Learners come to realise that interactions between different people via different languages also involves interactions between the different kinds of knowledge, understanding, and values that are articulated through language(s) and culture(s). They realise that successful intercultural communication is not only determined by what they do or say but also by what members of the other language and culture understand from what they say or do.

Cross-Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures

The Aboriginal and Torres Strait Islander histories and cultures priority provides the opportunity for all young Australians to gain a deeper understanding and appreciation of Aboriginal and Torres Strait Islander histories and cultures, deep knowledge traditions and holistic world views. This knowledge and understanding will enrich all learners' ability to participate positively in the ongoing development of Australia through a deepening knowledge and connection with the world's oldest continuous living cultures.

The Aboriginal and Torres Strait Islander histories and cultures priority has been developed around the three key concepts of Country/Place, Peoples and Cultures. Each concept contains a number of organising ideas that provide a scaffold for developing related knowledge, understanding and skills. These are embedded in each learning area according to the relevance of its content to the organising ideas. An organising idea may draw on content from more than one learning area. Taken as a set, the organising ideas provide a coherent framework for the priority.

Asia and Australia's Engagement with Asia

The Asia and Australia's engagement with Asia priority provides the opportunity for students to celebrate the social, cultural, political and economic links that connect Australia with Asia.

This priority will ensure that students learn about and recognise the diversity within and between the countries of the Asia region. They will develop knowledge and understanding of Asian societies, cultures, beliefs and environments, and the connections between the peoples of Asia, Australia, and the rest of the world. Asia literacy provides students with the skills to communicate and engage with the peoples of Asia so they can effectively live, work and learn in the region.

The Asia and Australia's engagement with Asia priority has been developed around three key concepts; Asia and its diversity, achievements and contributions of the peoples of Asia and Asia-Australia engagement. These concepts are regarded as fundamental to learning in the priority. Each concept comprises a number of organising ideas that provide a scaffold for developing related knowledge, understanding and skills. These are embedded in each learning area according to the relevance of its content to the organising ideas. An organising idea may draw on content from more than one learning area. Taken as a set, the organising ideas provide a coherent framework for the priority.

Sustainability

The Sustainability priority provides the opportunity for students to develop an appreciation of the necessity of acting for a more sustainable future and so address the ongoing capacity of Earth to maintain all life and meet the needs of the present without compromising the needs of future generations.

This priority will allow all young Australians to develop the knowledge, skills, values and world views necessary for them to act in ways that contribute to more sustainable patterns of living. It will enable individuals and communities to reflect on ways of interpreting and engaging with the world. The Sustainability priority is futures-oriented, focusing on protecting environments and creating a more ecologically and socially just world through informed action. Actions that support more sustainable patterns of living require consideration of environmental, social, cultural and economic systems and their interdependence.

The Sustainability priority is futures-oriented and calls on students to act sustainably as individuals and to participate in collective endeavours that are shared across local, regional and global communities. It emphasises the interdependence of environmental, social, cultural and economic systems.

The Sustainability priority has been developed around three key concepts: systems, world views and futures. These concepts are seen as fundamental to learning about sustainability. Each key concept contains a set of organising ideas that provide a scaffold for developing related knowledge, understanding and skills. These are embedded in each learning area according to the relevance of its content to the organising idea. An organising idea may draw on content from more than one learning area. Taken as a set, the organising ideas provide a coherent framework of the priority.

Continuing Modern Languages

A/T/M

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 intracultural and 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

This course 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 intracultural and 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).

Unit Titles

- The Individual
- Society and Community
- The Changing World
- Diverse Perspectives
- Independent Study

Organisation of Content

The Individual

Students learn about how relationships and personal experiences shape identity. Students explore ways of belonging and reflect upon their own expression of identity through the target language

Society and Community

Students learn how different language communities are organized. They learn through the target language how to engage in diverse cultural practices and consider these in relation to their own. Students explore how to participate in society and the community

The Changing World

Students learn how values and culture/s shape an understanding of, and interaction with issues that impact our world. Students explore, through the target language, challenges and opportunities to share responsibilities.

Diverse Perspectives

Students learn how culture and language are expressed and appreciated in diverse mediums to communicate, sustain and challenge thinking, behaviour and systems. Students examine and demonstrate an awareness of perspectives. They explore, through the target language, a diversity of cultural expressions in the arts and sciences.

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 can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third 1.0 unit in this course of study.

Assessment

The identification of criteria within the achievement standards and assessment task types and weightings provides 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 these criteria to assess students' performance but are not required to use all criteria on each task. Assessment criteria are to be used holistically on a given task and in determining the unit grade.

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

Rubrics are constructed for individual tasks, informing 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 on the degree to which they demonstrate:

- communicating
- understanding.

Assessment Task Types

Inquiry based tasks 40%	In class tasks 60%
<p>Preparation may be collaborative or individual, and production may be interactive, the assessment is based on individual production</p> <p>Examples:</p> <ul style="list-style-type: none"> • Blog/Vlog • Debate • Interview • Report • Seminar • News website • Responding to multimodal texts using different outputs, including a changed context/audience/purpose (e.g. analytical, creative, persuasive) • Multimodal text with intercultural questions • Tutorial 	<p>Individual spontaneous production of language in response to an unseen stimulus/questions</p> <p>Examples:</p> <ul style="list-style-type: none"> • Oral interview • Sustained writing • Responding to multimodal texts using different outputs, including a changed context/audience/purpose (e.g. analytical, creative, persuasive) <p>Listening, speaking, reading and writing should be assessed in an in-class environment at least once in an academic year</p>

Additional Assessment Information

- For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five.
- For a half standard unit (0.5), students must complete a minimum of two and a maximum of three assessment tasks.
- Each standard (1.0) or half standard (0.5) unit must include an inquiry based task and an in class task.
- Any single assessment task will fall under only one category and in the next unit must fall in the alternate category.
- 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. Responses may be in the target language or in English.
- It is recommended that students produce a variety of text types over a course of study
- The use of a dictionary is at the discretion of the school. The conditions of an assessment task to be specified for moderation purposes.

Achievement Standards

Years 11 and 12 achievement standards are written for A/T courses. A single achievement standard is written for M courses.

A Year 12 student in any unit is assessed using the Year 12 achievement standards. A Year 11 student in any unit is assessed using the Year 11 achievement standards. Year 12 achievement standards reflect higher expectations of student achievement compared to the Year 11 achievement standards. Years 11 and 12 achievement standards are differentiated by cognitive demand, the number of dimensions and the depth of inquiry.

An achievement standard cannot be used as a rubric for an individual assessment task. Assessment is the responsibility of the college. Student tasks may be assessed using rubrics or marking schemes devised by the college. A teacher may use the achievement standards to inform development of rubrics. The verbs used in achievement standards may be reflected in the rubric. In the context of combined Years 11 and 12 classes, it is best practice to have a distinct rubric for Years 11 and 12. These rubrics should be available for students prior to completion of an assessment task so that success criteria are clear.

Achievement Standards for Languages Continuing A Courses – Year 11

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

Achievement Standards for Languages Continuing T Courses – Year 11

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

Achievement Standards for Languages Continuing A Courses – Year 12

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

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

Achievement Standards for Languages M Courses – Years 11 and 12

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
Understanding	<ul style="list-style-type: none"> explains language in familiar contexts with independence explains culture in familiar contexts with independence 	<ul style="list-style-type: none"> describes language in familiar contexts with some assistance describes culture in familiar contexts with some assistance 	<ul style="list-style-type: none"> identifies language in familiar contexts with assistance identifies culture in familiar contexts with assistance 	<ul style="list-style-type: none"> identifies some language in familiar contexts with continuous guidance identifies some culture in familiar contexts with continuous guidance 	<ul style="list-style-type: none"> identifies minimal features of language in familiar contexts with direct instruction identifies minimal features of culture in familiar contexts with direct instruction
Communicating	<ul style="list-style-type: none"> produces texts in the treatment of familiar topics with independence applies conventions of rehearsed texts with independence uses accurate language and vocabulary and grammar both orally and/or in writing with independence 	<ul style="list-style-type: none"> produces texts in the treatment of familiar topics with some assistance applies conventions of rehearsed texts with some assistance uses a range of vocabulary and grammar both orally and/or in writing with some assistance 	<ul style="list-style-type: none"> produces texts displaying knowledge of the topic with assistance applies some conventions of rehearsed texts with assistance uses familiar grammar and vocabulary with some accuracy both orally and/or in writing with assistance 	<ul style="list-style-type: none"> produces texts displaying some knowledge of the topic with continuous guidance applies few conventions of rehearsed texts with continuous guidance uses some grammar and vocabulary orally and/or in writing with continuous guidance 	<ul style="list-style-type: none"> produces texts displaying minimal knowledge of the topic with direct instruction applies limited or no conventions of texts with direct instruction displays limited or no grammar and vocabulary both orally and/or in writing with direct instruction

The Individual**Value: 1.0****The Individual a****Value 0.5****The Individual b****Value 0.5****Unit Description**

Students learn about how relationships and personal experiences shape identity. Students explore ways of belonging and reflect upon their own expression of identity through the target language.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> acquire language learning processes and strategies in relation to identity engage with the target language and culture to explore identity understand the diversity, variability and fluidity of language use 	<ul style="list-style-type: none"> evaluate and apply language learning processes and strategies in relation to identity engage with the target language and culture to express identity understand the diversity, variability and fluidity of language to express identity and belonging 	<ul style="list-style-type: none"> apply language learning processes and strategies in relation to identity engage with the target language and culture in relation to identity

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Engaging with texts		
<ul style="list-style-type: none"> analyse a variety of increasingly complex texts that explore expressions of identity and ways of belonging such as personal relationships, experiences and wellbeing create a variety texts for different purposes, including conveying ideas and expressing emotions about the individual/identity 	<ul style="list-style-type: none"> critically analyse a variety of increasingly complex texts that explore expressions of identity and ways of belonging such as personal relationships, experiences and wellbeing create a variety of increasingly sustained texts for different purposes, including conveying ideas and expressing emotions about the individual/identity 	<ul style="list-style-type: none"> explore texts to develop ideas on identity and ways of belonging

A Course	T Course	M Course
Contexts of language and culture		
<ul style="list-style-type: none"> • examine how intercultural understanding enhances the ability to communicate, interact, and negotiate within and across languages and cultures, and to understand oneself and others, such as the expression of identity • understand the nature of intercultural communication such as register and body language • understand that customs and traditions, including language, may vary within a culture, as well as between cultures, and across time • reflect and monitor own language learning and intercultural experiences 	<ul style="list-style-type: none"> • evaluate how intercultural understanding enhances the ability to communicate, interact, and negotiate within and across languages and cultures, and to understand oneself and others, such as the expression of identity • understand the nature of intercultural communication such as register and body language • evaluate how customs and traditions, including language, may vary within a culture, as well as between cultures, and across time • analyse, reflect on and monitor own language learning and intercultural experiences 	<ul style="list-style-type: none"> • understand how intercultural understandings enhances the ability to communicate • identify aspects of intercultural communication such as register and body language • examine the concept of custom and tradition • self-reflect on language learning
Values, beliefs and perspectives		
<ul style="list-style-type: none"> • explore individual values, beliefs and perspectives in the expression of identity such as role and relationships • understand how society and community are established and maintained through cultural, intercultural and intracultural perspectives • examine own values, beliefs, ideas and practices in relation to those represented in texts 	<ul style="list-style-type: none"> • analyse individual values, beliefs and perspectives in the expression of identity such as role and relationships • understand how identity and belonging are constructed through cultural, intercultural and intracultural knowledge perspectives • critically analyse own values, beliefs, ideas and practices in relation to those represented in texts 	<ul style="list-style-type: none"> • discuss values, beliefs and perspectives as expression of identity

A Course	T Course	M Course
Features of language use		
<ul style="list-style-type: none"> communicate ideas, and opinions related to the individual's experience such as personal interests and relationships collaborate to share ideas and understand perspectives respond appropriately to audience, purpose and context in spoken and written interactions with consideration of gender, age or dialect use processes and strategies to make meaning when viewing, listening and reading apply specific grammatical features and functions (see appendix) with a focus on communication, and increasing accuracy, complexity and fluency 	<ul style="list-style-type: none"> communicate ideas, concepts and opinions related to the individual's experience such as personal interests and relationships collaborate to share ideas and understand perspectives respond appropriately to audience, purpose and context in spoken and written interactions with consideration of gender, age or dialect evaluate and use processes and strategies to make meaning when viewing, listening and reading apply specific grammatical features and functions (see appendix) with a focus on communication, and increasing accuracy, complexity and fluency 	<ul style="list-style-type: none"> communicate ideas related to personal interests collaborate to share ideas and understand perspectives use processes and strategies to make meaning when viewing, listening and reading apply specific grammatical features and functions (see appendix)
Reflection		
<ul style="list-style-type: none"> self-reflect on learning processes recognising cognitive, cultural, personal and linguistic elements of language acquisition 	<ul style="list-style-type: none"> self-reflect on learning processes recognising cognitive, cultural, personal and linguistic elements of language acquisition 	<ul style="list-style-type: none"> self-reflect on learning processes

A guide to reading and implementing content descriptions

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. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 10-12.

Society and Community**Value: 1.0****Society and Community a****Value 0.5****Society and Community b****Value 0.5****Unit Description**

Students learn how different language communities are organized. They learn through the target language how to engage in diverse cultural practices and consider these in relation to their own. Students explore how to participate in society and the community.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> understand the dynamic interrelationship of language and culture, and the importance of intercultural capabilities acquire language learning processes and strategies 	<ul style="list-style-type: none"> evaluate the dynamic interrelationship of language and culture, and the importance of intercultural capabilities acquire language learning processes and strategies which enable students to communicate understandings about communities 	<ul style="list-style-type: none"> recognise the interrelationship of language and culture, and the importance of intercultural capabilities acquire language learning processes and strategies

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Engaging with texts		
<ul style="list-style-type: none"> analyse a variety of increasingly complex texts that explore how roles and responsibilities are shaped and defined by the expectations and values of the society such as education, occupation and tradition create a variety texts for different purposes, that convey ideas, beliefs and/or values 	<ul style="list-style-type: none"> critically analyse a variety of increasingly complex texts that explore how roles and responsibilities are shaped and defined by the expectations and values of the society such as education, occupation and tradition create a variety of increasingly sustained texts for different purposes, that convey ideas, beliefs and/or values 	<ul style="list-style-type: none"> explore a variety of texts create texts

A Course	T Course	M Course
Contexts of language and culture		
<ul style="list-style-type: none"> • examine how intercultural understanding enhances the ability to communicate, interact and negotiate within and across languages in society and community, to understand oneself and others • understand the nature of intercultural communication such as register and body language • understand that customs and traditions, including language may vary within a culture, as well as between cultures, and across time • reflect on and monitor own language learning and intercultural experiences 	<ul style="list-style-type: none"> • evaluate how intercultural understanding enhances the ability to communicate, interact and negotiate within and across languages in society and community, to understand oneself and others • understand the nature of intercultural communication such as register and body language • evaluate how customs and traditions, including language, may vary within a culture, as well as between cultures, and across time • analyse, reflect on and monitor own language learning and intercultural experiences 	<ul style="list-style-type: none"> • describe how intercultural understanding enhances the ability to communicate • identify aspects of intercultural communication such as register and body language • reflect on own language learning
Values, beliefs and perspectives		
<ul style="list-style-type: none"> • explore ideas and opinions of self and others, as members of society, such as rights, responsibilities and duties • understand how society and community are established and maintained through cultural, intercultural and intracultural perspectives • examine own values, beliefs, ideas and practices in relation to those represented in texts 	<ul style="list-style-type: none"> • analyse ideas and opinions of self and others, as members of society, such as rights, responsibilities and duties • understand how society and community are established and maintained through cultural, intercultural and intracultural perspectives • critically analyse own values, beliefs, ideas and practices in relation to those represented in texts 	<ul style="list-style-type: none"> • discuss ideas and opinions of self and others • explore values, beliefs, ideas and practices represented in texts

A Course	T Course	M Course
Features of language use		
<ul style="list-style-type: none"> communicate ideas, concepts and opinions related to social organisation and engagement such as their own values, beliefs, practices and ideas collaborate to share ideas and understand perspectives respond appropriately to audience, purpose and context in spoken and written interactions with consideration of gender, age or dialect use processes and strategies to make meaning when viewing, listening and reading apply specific grammatical features and functions (see appendix) with a focus on communication, and increasing accuracy, complexity and fluency 	<ul style="list-style-type: none"> communicate ideas, concepts and opinions related to social organisation and engagement such as their own values, beliefs, practices and ideas collaborate to share ideas and understand perspectives respond appropriately to audience, purpose and context in spoken and written interactions with consideration of gender, age or dialect evaluate and use processes and strategies to make meaning when viewing, listening and reading apply specific grammatical features and functions (see appendix) with a focus on communication, and increasing accuracy, complexity and fluency 	<ul style="list-style-type: none"> communicate ideas, concepts and opinions such as their own values, beliefs, practices and ideas collaborate to share ideas and understand perspectives respond to audience apply specific grammatical features and functions (see appendix)
Reflection		
<ul style="list-style-type: none"> self-reflect on learning processes recognising cognitive, cultural, personal and linguistic elements of language acquisition 	<ul style="list-style-type: none"> self-reflect on learning processes recognising cognitive, cultural, personal and linguistic elements of language acquisition 	<ul style="list-style-type: none"> self-reflect on learning processes

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Assessment

Refer to pages 10-12.

The Changing World

Value: 1.0

The Changing World a

Value 0.5

The Changing World b

Value 0.5

Unit Description

Students learn how values and culture/s shape an understanding of, and interaction with issues that impact our world. Students explore, through the target language, challenges and opportunities to share responsibilities.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> acquire skills to be a global citizen understand the diversity, variability and fluidity of language use for communication 	<ul style="list-style-type: none"> acquire understandings and skills to be a global citizen understand the diversity, variability and fluidity of language use for communication 	<ul style="list-style-type: none"> describe what it means to be a global citizen

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Engaging with texts		
<ul style="list-style-type: none"> analyse a variety of increasingly complex texts that explore change and the issues that impact our world, such as social, historical, political, environmental, technological and economic challenges and opportunities create a variety of texts for different purposes to explore trends and issues that impact on our personal, societal and global world 	<ul style="list-style-type: none"> critically analyse a variety of increasingly complex texts that explore change and the issues that impact our world, such as social, historical, political, environmental, technological and economic challenges and opportunities create a variety of increasingly sustained texts for different purposes to explore trends and issues that impact on our personal, societal and global world 	<ul style="list-style-type: none"> explore texts, discussing challenges and opportunities for changing our world create simple texts

A Course	T Course	M Course
Contexts of language and culture		
<ul style="list-style-type: none"> • examine how intercultural understanding enhances the ability to communicate, interact and negotiate within and across languages and cultures, and to understand oneself and others • understand the nature of intercultural communication such as register and body language • understand that customs and traditions, including language, may vary within a culture, as well as between cultures, and across time • reflect on and monitor own language learning and intercultural experiences 	<ul style="list-style-type: none"> • evaluate how intercultural understanding enhances the ability to communicate, interact and negotiate within and across languages and cultures, and to understand oneself and others • understand the nature of intercultural communication such as register and body language • evaluate how customs and traditions, including language, may vary within a culture, as well as between cultures, and across time • analyse, reflect on and monitor own language learning and intercultural experiences 	<ul style="list-style-type: none"> • demonstrate knowledge of intercultural understandings • reflect on own learning and intercultural experiences
Values, beliefs and perspectives		
<ul style="list-style-type: none"> • explore changing values, beliefs and perspectives in the search for a sustainable future such as demographic, intergenerational, traditional/modern contexts • understand how the changing world is perceived and communicated through cultural, intercultural and intracultural perspectives • examine own values, beliefs, ideas and practices in relation to those represented in texts 	<ul style="list-style-type: none"> • analyse changing values, beliefs and perspectives with empathy in the search for a sustainable future such as demographic, intergenerational, traditional/modern contexts • understand how the changing world is perceived and communicated through cultural, intercultural and intracultural perspectives • critically analyse own values, beliefs, ideas and practices in relation to those represented in texts 	

A Course	T Course	M Course
Features of language use		
<ul style="list-style-type: none"> communicate ideas, concepts and opinions related to the changing world such as challenges and opportunities to share responsibilities collaborate to share ideas and understand perspectives respond appropriately to audience, purpose and context in spoken and written interactions with consideration of gender, age or dialect use processes and strategies to make meaning when viewing, listening and reading apply specific grammatical features and functions (see appendix) with a focus on communication, and increasing accuracy, complexity and fluency 	<ul style="list-style-type: none"> communicate ideas, concepts and opinions related to the changing world such as challenges and opportunities to share responsibilities collaborate to share ideas and understand perspectives respond appropriately to audience, purpose and context in spoken and written interactions with consideration of gender, age or dialect evaluate and use processes and strategies to make meaning when viewing, listening and reading apply specific grammatical features and functions (see appendix) with a focus on communication, and increasing accuracy, complexity and fluency 	<ul style="list-style-type: none"> communicate ideas collaborate to share ideas and understand perspectives use processes and strategies to make meaning when viewing, listening and reading apply specific grammatical features and functions (see appendix)
Reflection		
<ul style="list-style-type: none"> self-reflect on learning processes recognising cognitive, cultural, personal and linguistic elements of language acquisition 	<ul style="list-style-type: none"> self-reflect on learning processes recognising cognitive, cultural, personal and linguistic elements of language acquisition 	<ul style="list-style-type: none"> self-reflect on language learning

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Assessment

Refer to pages 10-12.

Diverse Perspectives

Value: 1.0

Diverse Perspectives a

Value 0.5

Diverse Perspectives b

Value 0.5

Unit Description

Students learn how culture and language are expressed and appreciated in diverse mediums to communicate, sustain and challenge thinking, behaviour and systems. Students examine and demonstrate an awareness of perspectives. They explore, through the target language, a diversity of cultural expressions in the arts and sciences.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> understand how culture and language are expressed and appreciated in diverse mediums to communicate, sustain and challenge thinking understand the diversity, variability and fluidity of language use 	<ul style="list-style-type: none"> understand how culture and language are expressed and appreciated in diverse mediums to communicate, sustain and challenge thinking, behaviour, and systems understand the diversity, variability and fluidity of language use 	<ul style="list-style-type: none"> understand how culture and language are expressed and appreciated in diverse mediums

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Engaging with texts		
<ul style="list-style-type: none"> analyse a variety of increasingly complex texts that explore diverse perspectives that sustain and/or challenge thinking, behaviour and systems, such as literary, visual and performing arts and sciences create a variety of texts for different purposes to demonstrate an awareness of differing perspectives 	<ul style="list-style-type: none"> critically analyse a variety of increasingly complex texts that explore diverse perspectives that sustain and/or challenge thinking, behaviour and systems, such as literary, visual and performing arts and sciences create a variety of increasingly sustained texts for different purposes to demonstrate an awareness of differing perspectives 	<ul style="list-style-type: none"> explore and respond to a variety of literary, visual and performing arts

A Course	T Course	M Course
Contexts of language and culture		
<ul style="list-style-type: none"> • examine how expressive and imaginative texts create aesthetic, humorous or emotional effects in ways that reflect cultural influence • understand the nature of intercultural communication such as register and body language • understand that customs and traditions, including language, may vary within a culture, as well as between cultures, and across time • reflect on and monitor language learning and intercultural experiences in self and others 	<ul style="list-style-type: none"> • evaluate how expressive and imaginative texts create aesthetic, humorous or emotional effects in ways that reflect cultural influence • understand the nature of intercultural communication such as register and body language • evaluate how customs and traditions, including language, may vary within a culture, as well as between cultures, and across time • analyse, reflect on and monitor own language learning and intercultural experiences 	<ul style="list-style-type: none"> • describe how expressive and imaginative texts create aesthetic, humorous or emotional effects in ways that reflect cultural influence • self-reflect on language learning
Values, beliefs and perspectives		
<ul style="list-style-type: none"> • explore how values, beliefs and perspectives are expressed through the arts, in a variety of mediums and diverse contexts, through language and images • understand how diverse points of view are constructed and interpreted through cultural, intercultural and intracultural perspectives • examine own values, beliefs, ideas and practices in relation to those represented in texts 	<ul style="list-style-type: none"> • analyse how values, beliefs and perspectives are expressed through the arts, in a variety of mediums and diverse contexts, through language and images • understand how diverse perspectives are constructed and interpreted through cultural, intercultural and intracultural perspectives • critically analyse own values, beliefs, ideas and practices in relation to those represented in texts 	<ul style="list-style-type: none"> • identify own values, beliefs, ideas and practices in relation to those represented in texts

Features of language use		
<ul style="list-style-type: none"> communicate ideas, concepts and opinions related to diverse perspectives such as political or social behaviours and systems collaborate to share ideas and understand perspectives respond appropriately to audience, purpose and context in spoken and written interactions with consideration of gender, age or dialect use processes and strategies to make meaning when viewing, listening and reading apply specific grammatical features and functions (see appendix) with a focus on communication, and increasing accuracy, complexity and fluency 	<ul style="list-style-type: none"> communicate ideas, concepts and opinions related to diverse perspectives such as political or social behaviours and systems collaborate to share ideas and understand perspectives respond appropriately to audience, purpose and context in spoken and written interactions with consideration of gender, age or dialect evaluate and use processes and strategies to make meaning when viewing, listening and reading apply specific grammatical features and functions (see appendix) with a focus on communication, and increasing accuracy, complexity and fluency 	<ul style="list-style-type: none"> communicate ideas collaborate to share ideas and understand perspectives apply specific grammatical features and functions (see appendix)
Reflection		
<ul style="list-style-type: none"> self-reflect on learning processes recognising cognitive, cultural, personal and linguistic elements of language acquisition 	<ul style="list-style-type: none"> self-reflect on learning processes recognising cognitive, cultural, personal and linguistic elements of language acquisition 	<ul style="list-style-type: none"> self-reflect on learning processes

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Assessment

Refer to pages 10-12.

Independent Study

Value: 1.0

Independent Study a

Value 0.5

Independent Study b

Value 0.5

Prerequisites

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third 1.0 unit in this course of study.

Unit Description

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 can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

Duplication of Content

Students must not duplicate topics, case studies or issues studied in this course.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> acquire language learning processes and strategies enhance capacity to communicate and interact effectively within and across languages and cultures, and over time 	<ul style="list-style-type: none"> acquire and demonstrate language learning processes and strategies enhance capacity to communicate and interact effectively within and across languages and cultures, and over time 	<ul style="list-style-type: none"> acquire language learning processes and strategies develop intercultural understandings

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Engaging with texts		
<ul style="list-style-type: none"> analyse a variety of increasingly complex texts for different purposes create a variety of texts for different purposes 	<ul style="list-style-type: none"> critically analyse a variety of increasingly complex texts for different purposes create a variety of increasingly sustained texts for different purposes 	

A Course	T Course	M Course
Contexts of language and culture		
<ul style="list-style-type: none"> • examine language and culture are inextricably linked • understand the nature of intercultural communication such as register and body language • understand that customs and traditions, including language, may vary within a culture, as well as between cultures, and across time • reflect on and monitor own language learning and intercultural experiences 	<ul style="list-style-type: none"> • evaluate how language and culture are inextricably linked • understand the nature of intercultural communication such as register and body language • evaluate how customs and traditions, including language, may vary within a culture, as well as between cultures, and across time • analyse, reflect on and monitor own language learning and intercultural experiences 	<ul style="list-style-type: none"> • self-reflect on language learning
Values, beliefs and perspectives		
<ul style="list-style-type: none"> • explore how meaning is constructed through cultural, intercultural and intracultural knowledge • understand how society and community are established and maintained through cultural, intercultural and intracultural perspectives • examine own values, beliefs, ideas and practices in relation to those represented in texts 	<ul style="list-style-type: none"> • analyse how meaning is constructed through cultural, intercultural and intracultural knowledge • understand the significance of cultural, intercultural and intracultural perspectives • critically analyse own values, beliefs, ideas and practices in relation to those represented in texts 	<ul style="list-style-type: none"> • compare own values, beliefs, ideas and practices in relation to those represented in texts
Features of language use		
<ul style="list-style-type: none"> • communicate ideas, concepts and opinions • collaborate to share ideas and understand perspectives 	<ul style="list-style-type: none"> • communicate ideas, concepts and opinions • collaborate to share ideas and understand perspectives 	<ul style="list-style-type: none"> • communicate ideas • collaborate to share ideas and understand perspectives

A Course	T Course	M Course
<ul style="list-style-type: none"> • respond appropriately to audience, purpose and context in spoken and written interactions with consideration of gender, age or dialect • use processes and strategies to make meaning when viewing, listening and reading • apply specific grammatical features and functions (see appendix) with a focus on communication, and increasing accuracy, complexity and fluency 	<ul style="list-style-type: none"> • respond appropriately to audience, purpose and context in spoken and written interactions with consideration of gender, age or dialect • evaluate and use processes and strategies to make meaning when viewing, listening and reading • apply specific grammatical features and functions (see appendix) with a focus on communication, and increasing accuracy, complexity and fluency 	<ul style="list-style-type: none"> • apply specific grammatical features and functions (see appendix)
Reflection		
<ul style="list-style-type: none"> • self-reflect on learning processes recognising cognitive, cultural, personal and linguistic elements of language acquisition 	<ul style="list-style-type: none"> • self-reflect on learning processes recognising cognitive, cultural, personal and linguistic elements of language acquisition 	<ul style="list-style-type: none"> • self-reflect on learning processes

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Assessment

Refer to pages 10-12.

Appendix A – Implementation Guidelines

Available course patterns

A standard 1.0 value unit is delivered over at least 55 hours. To be awarded a course, students must complete at least the minimum units over the whole minor, major, major/minor or double major course.

Course	Number of standard units to meet course requirements
Minor	Minimum of 2 units
Major	Minimum of 3.5 units

Units in this course can be delivered in any order.

Prerequisites for the course or units within the course:

Students must have studied at least three standard 1.0 units from this course in order to access the Independent Study unit. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third 1.0 unit in this course of study.

Arrangements for students continuing study in this course

Students who studied the previous course may undertake any units in this course provided there is no duplication of content.

Duplication of Content Rules

Students cannot be given credit towards the requirements for a Senior Secondary Certificate for a unit that significantly duplicates content in a unit studied in another course. The responsibility for preventing undesirable overlap of content studied by a student rests with the principal and the teacher delivering the course. Students will only be given credit for covering the content once.

Guidelines for Delivery

Program of Learning

A program of learning is what a school provides to implement the course for a subject. This meets the requirements for context, scope and sequence set out in the Board endorsed course. Students follow programs of learning in a college as part of their senior secondary studies. The detail, design and layout of a program of learning are a college decision.

The program of learning must be documented to show the planned learning activities and experiences that meet the needs of particular groups of students, taking into account their interests, prior knowledge, abilities and backgrounds. The program of learning is a record of the learning experiences that enable students to achieve the knowledge, understanding and skills of the content descriptions. There is no requirement to submit a program of learning to the OBSSS for approval. The Principal will need to sign off at the end of Year 12 that courses have been delivered as accredited.

Content Descriptions

Are all content descriptions of equal importance? No. It depends on the focus of study. Teachers can customise their program of learning to meet their own students' needs, adding additional content descriptions if desired or emphasising some over others. A teacher must balance student needs with their responsibility to teach all content descriptions. It is mandatory that teachers address all content descriptions and that students engage with all content descriptions.

Half standard 0.5 units

Half standard units appear on the course adoption form but are not explicitly documented in courses. It is at the discretion of the college principal to split a standard 1.0 unit into two half standard 0.5 units. Colleges are required to adopt the half standard 0.5 units. However, colleges are not required to submit explicit documentation outlining their half standard 0.5 units to the BSSS. Colleges must assess students using the half standard 0.5 assessment task weightings outlined in the framework. It is the responsibility of the college principal to ensure that all content is delivered in units approved by the Board.

System Moderation

System moderation begins in schools whereby teachers cooperate to develop assessment, and grade and score student assessment according to the relevant curriculum.

Moderation Day is an essential component of the ACT senior secondary system which empowers school autonomy in curriculum and assessment. Moderation Day is a collaborative and professional event whereby schools undertake system quality assurance activities on behalf of their current and future students. Moderation Day fosters and enriches the development of quality assessment and validates student achievement. Continued best practice in teaching and learning is ensured through the formation of valid, constructive, and detailed feedback.

System Moderation:

- provides comparability of school-based assessment
- forms the basis for valid and reliable assessment in senior secondary schools
- involves the ACT Board of Senior Secondary Studies (BSSS) and schools in cooperation and partnership
- maintains the integrity of the ACT Senior Secondary Certificate.

The Moderation Model

Moderation within the ACT senior secondary system encompasses structured, consensus-based peer review of Unit Grades and quality of assessment for all BSSS courses twice per year. In addition to System Moderation, there is statistical moderation of course scores.

Moderation by Structured, Consensus-based Peer Moderation

Consensus-based peer moderation involves the review of student assessment against system wide criteria and standards and the validation of Unit Grades. This is done by matching student performance with the Framework Achievement Standards. In addition, feedback will be provided on the quality of the task.

Preparation for Structured, Consensus-based Peer Review

Schools retain originals or copies of student assessment evidence completed in the delivery of the unit and all unit documentation. Student assessment evidence must be sufficient to allow reviewing teachers to make an accurate judgment of grade standard. Schools will use ACS to present this information for System Moderation. Criteria for each Moderation Day will be communicated to schools in the proceeding calendar year.

Feedback from System Moderation

Feedback is provided to schools to affirm good practice and inform continuous improvement. This feedback is based on the BSSS Quality Assessment Guidelines and relevant course documents. It is expected that schools engage with feedback and address any longitudinal trends as outlined in the *BSSS Policy and Procedures Manual*.

Appendix B – Course Developers

Course Developers

Name	College
Janelle Horsington	Canberra Girls Grammar School
Heike Craig	Daramalan College
Sabina Imamovic	Gungahlin College
Jee Youn Lee	Lake Tuggeranong College
Shao-Hua Que	Melba Copland Secondary School
Sophie Burton	Narrabundah College
Miyuki Shino	Narrabundah College
Lisa Bourne	St Clare's College

Language Specific Information

Name	College
Xue Mei Liu	Brindabella Christian College
Mustapha Omari	Campbell High School
Janelle Horsington	Canberra Girls Grammar School
Heike Craig	Daramalan College
Uma Ramiah	Dickson College
Surabhi Das	Gungahlin College
Sabina Imamovic	Gungahlin College
Jee Youn Lee	Lake Tuggeranong College
Jing Yin	Lake Tuggeranong College
Gaelle Tregoning	Marist College
Shao-Hua Que	Melba Copland Secondary School
Celia Bazalar	Narrabundah College
Sophie Burton	Narrabundah College
Grace Chen	Narrabundah College
Assunta Corrado-Nitz	Narrabundah College
Hee-Kyoung Lee	Narrabundah College
Miyuki Shino	Narrabundah College
Lisa Bourne	St Clare's College
Tina Rodriguez	St Francis Xavier College

Appendix C – Common Curriculum Elements

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

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

Appendix D – Glossary of Verbs

Verbs	Definition
Analyse	Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
Apply	Use, utilise or employ in a particular situation
Argue	Give reasons for or against something
Assess	Make a Judgement about the value of
Classify	Arrange into named categories in order to sort, group or identify
Compare	Estimate, measure or note how things are similar or dissimilar
Compose	The activity that occurs when students produce written, spoken, or visual texts
Contrast	Compare in such a way as to emphasise differences
Create	Bring into existence, to originate
Critically analyse	Analysis that engages with criticism and existing debate on the issue
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	Planning, inquiry into and drawing conclusions about
Justify	Show how argument or conclusion is right or reasonable
Manipulate	Adapt or change
Plan	Strategize, develop a series of steps, processes
Predict	Suggest what might happen in the future or as a consequence of something
Reflect	The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience
Relate	Tell or report about happenings, events or circumstances
Represent	Use words, images, symbols or signs to convey meaning
Reproduce	Copy or make close imitation
Respond	React to a person or text
Select	Choose in preference to another or others
Sequence	Arrange in order
Summarise	Give a brief statement of the main points
Synthesise	Combine elements (information/ideas/components) into a coherent whole
Test	Examine qualities or abilities
Translate	Express in another language or form, or in simpler terms
Visualise	The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words

Appendix E – Glossary for ACT Senior Secondary Curriculum

Courses will detail what teachers are expected to teach and students are expected to learn for year 11 and 12. They will describe the knowledge, understanding and skills that students will be expected to develop for each learning area across the years of schooling.

Learning areas are broad areas of the curriculum, including English, mathematics, science, the arts, languages, health and physical education.

A **subject** is a discrete area of study that is part of a learning area. There may be one or more subjects in a single learning area.

Frameworks are system documents for Years 11 and 12 which provide the basis for the development and accreditation of any course within a designated learning area. In addition, frameworks provide a common basis for assessment, moderation and reporting of student outcomes in courses based on the framework.

The **course** sets out the requirements for the implementation of a subject. Key elements of a course include the rationale, goals, content descriptions, assessment, and achievement standards as designated by the framework.

BSSS courses will be organised into units. A unit is a distinct focus of study within a course. A standard 1.0 unit is delivered for a minimum of 55 hours generally over one semester.

Core units are foundational units that provide students with the breadth of the subject.

Additional units are avenues of learning that cannot be provided for within the four core 1.0 standard units by an adjustment to the program of learning.

An **independent study unit** is a pedagogical approach that empowers students to make decisions about their own learning. Independent study units can be proposed by a student and negotiated with their teacher, but must meet the specific unit goals and content descriptions as they appear in the course.

An **elective** is a lens for demonstrating the content descriptions within a standard 1.0 or half standard 0.5 unit.

A **lens** is a particular focus or viewpoint within a broader study.

Content descriptions refer to the subject-based knowledge, understanding and skills to be taught and learned.

A **program of learning** is what a college develops to implement the course for a subject and to ensure that the content descriptions are taught and learned.

Achievement standards provide an indication of typical performance at five different levels (corresponding to grades A to E) following completion of study of senior secondary course content for units in a subject.

ACT senior secondary system **curriculum** comprises all BSSS approved courses of study.

Appendix F – Language Specific Information

This appendix contains specific language features relevant to the language courses available for study, such as structures and grammatical content appropriate for students at this level. The appendix is a suggested guide only and is not limited to features of language that could be covered in the delivery of course content descriptions. The language features are not unit specific and are a guide to planning.

Prior to these features are some cues to essential understandings within each language.

The collection of conceptual understandings in the form of questions are provided to guide inquiry based teaching and learning in senior language classes. There is a need to capture the essence of the language/culture through the questions that ‘carry’ the teaching and learning; the grammar is the enabler, not the goal. Deep understanding and appreciation of, and a growing capability to meaningfully engage with, culture and language is the goal.

These understandings are phrased as inquiry questions to engage the teacher and learners on a journey towards understanding and participation. Predominantly, conceptual questions are the ‘how and why questions’ that enable us to understand the integral values and behaviours that drive the language/culture.

These statements contain understandings that equate to: if you don’t learn about and learn to interact with an understanding of this concept, then you haven’t really ‘learnt’ that language/culture. This is not a prescriptive list, but a starting point for inquiry. The questions can examine untranslatables, they can be questions of nature and impact, questions that give birth to comparative understanding, rather than lower order thinking, such as the one dimensional ‘when, where, who’ questions. ‘How’ and ‘what’ questions can examine much deeper relational understandings, such as a cause and effect, for example, rather than objects or simple ideas.

Continuing Arabic

Essential Understandings

1. How and why do dialects and spoken educated Arabic differ?
2. How does the Arabic language shape and reflect the way Arabs think and view the world?
3. How, when and where is Modern Standard Arabic (MSA)* used in the Arab world and Arabic speaking communities overseas?
4. How do the Standard Arabic and Arabic dialects contribute to the understanding of regional history, culture and religion?
5. In what ways does Arabic language and body language differentiate between formal and informal relationships?
6. How is the gender of nouns and verbs applied in the Arabic language?
7. How do verb tenses shape social interaction?
8. How can the Arabic language contribute to promoting a fair and just society, valuing diversity?
9. What are some of the tensions that exist between tradition and modernity in the Arab world and Arab-speaking communities overseas?
10. How have Arabic language and culture influenced other countries?

* Note: Modern Standard Arabic (MSA) is sometimes called Standard or Formal Arabic.

Continuing Arabic Grammar

Functions & Topics	Structures	Examples
Arabic Letters and Sounds	<ul style="list-style-type: none"> Alif, Baa, Taa, Thaa, Jeem, ... 	أ ب ت ث ج
One-way connecting letters (Continued)	<ul style="list-style-type: none"> Letters that can be connected from the right side only. ا د ذ ر ز و 	برر، طور، زور
Nouns	<ul style="list-style-type: none"> Definite and indefinite Cases: Nominative, Accusative and Genitive. 	العاملُ عاملٌ
Adjectives	<ul style="list-style-type: none"> Agreement and placement 	رجلٌ فقيرٌ
Short Vowels	<ul style="list-style-type: none"> Diacritical marks 	بَ، بِ، بُ
Long Vowels	<ul style="list-style-type: none"> Three letters: ا و ي 	طالب، طول، ميل
Prepositions	<ul style="list-style-type: none"> Location and direction Time 	في، إلى

Functions & Topics	Structures	Examples
Pronouns	<ul style="list-style-type: none"> • Possessive • relative 	سيارتك الذي ، التي كتابي ، كتابه
Verbs	<ul style="list-style-type: none"> • Present tense • Imperative • Verbal phrase • Transitive 	يَكْتُبُ اُكْتُبْ كَتَبَ الطالب واجبه قاد الرجل سيارته
Negation	<ul style="list-style-type: none"> • Using ليس 	ليس معي نقود
The question particles	<ul style="list-style-type: none"> • Using the particle: هل • Using the particle: كم 	هل عندك سيارة ؟ كم معك من المال ؟
Subject and Predicate	<ul style="list-style-type: none"> • Nominal sentences 	الرجل طويل
Ordinal numbers	<ul style="list-style-type: none"> • The Sixth, the Seventh, the Eighth, the Ninth, the Tenth 	السادس السابع
Cardinal numbers	<ul style="list-style-type: none"> • 11 to 50 	11 إلى 50
Possessive (Idafa) structure (Continued)	<ul style="list-style-type: none"> • Possessive sentence 	حصة الدرس
Weak verbs	<ul style="list-style-type: none"> • Verbs that do not follow the normal conjugation rules. 	قال

Continuing Chinese

Essential Understandings

1. How have Chinese language and culture influenced other countries?
2. What are idioms and how are they used in the appropriate context?
3. What is the role of food in cultural festivals?
4. What are the implications of Chinese zodiac signs in understanding personality?
5. What Chinese proverbs can be used in self-expression?
6. Why is it important to distinguish between formal and informal speaking modes when addressing Chinese-speakers?
7. How does poetry display the features of the tones and intonation of Chinese?
8. How is etiquette expressed in Chinese, such as in giving and accepting presents?
9. How do regional and national varieties enrich the Chinese language?
10. How is solidarity expressed in Chinese conversations, such as asking about family members, marriage and incomes?
11. Why is the gender of nouns and adjectives so important in the Chinese language?
12. How are ideas and opinions given and justified in Chinese?
13. In what ways have other languages and migration influenced the Chinese language?
14. How are cultural values and norms, such as collectivism vs individualism, ritual respect and saving face, expressed in the Chinese language?

Continuing Chinese Grammar

Functions	Structures
General questions with ma, ba and ne. 用“吧”的一般疑问句	你是澳大利亚吧。Are you Australian?
Common measure words 常用量词	Nominal measure words: number + measure word + item 个 (one of persons or one unit of items), 种 (a kind of), 只, 条, 头 (referring to one kind of animal), 张 (one item with a surface), 台 (a machine or an equipment), 枝/串 (a twig, a branch of), 件 (a piece of garment), 幅 (one painting), 副 (眼镜 one pair of glasses), 对/双 (one pair of), 块 (one block of), 斤 (half of a kilo), 粒/颗 (one tiny item), 把 (referring to an item with a handle or support), 座 (a building of)

Functions	Structures
Directional words 方位词	<p>(1) Simple directional words 简单方位词</p> <p>上 on, above, over; 下 under, below; 左 left, 右 right 前 front, 后 back, 中 middle, 旁 beside, 里 inside 外 outside, 东 east, 南 south, 西 west, 北 north 东北 northeast, 东南 southeast, 西南 southwest 西北 northwest</p> <p>(2) Compound directional words 合成方位词</p> <p>上面 / 上边 on top, 东面 / 东边 (in/to) east, 前面 / 前边 in front, 后面 / 后边 at the back</p> <p>上下, 左右 and 前后 mean “approximately, about, around” and can be used to express approximation about age, height, length, weight, money and periods of time, etc.</p> <p>五米左右 about 5 metres, 春节前后 around Chinese New Year</p> <p>(3) Postpositional phrases 方位词组</p> <p>桌子上面, 教室里面 / 边 on the desk, inside the classroom</p>
Existential sentences 存现句 在 zai, 有 you, 是 shi	<p>电影院在超市的对面。/ 超市的对面有电影院。/ 超市的对面是电影院。</p> <p>The cinema is opposite the super market.</p>
Expressing distance 距离的表达	<p>堪培拉城离飞机场很近。Civic of Canberra is close to the airport.</p>
Verbs used to express a brief action 表达短暂时段动作的动词, by duplication of verbs 动词重叠	<p>我试试这件衣服。Let me try this garment on.</p> <p>你读一读这首诗。You read this poem.</p> <p>我翻了翻这本书, 挺好。I browsed this book, very good.</p> <p>请帮帮忙。Give a hand, please</p>
Adverb of scope 范围副词作状语	<p>你喝茶, 我们也都喝茶。You drink tea, all of us drink tea too.</p>
Directional prepositions 空间方位词状语	<p>从 from, 往 / 向 towards, 从 到 from ... to ...</p> <p>她向我微笑。She is smiling at me.</p>

Functions	Structures
Expressing an action in progress	<p>表达事件正在进行, using zheng or zai or zhengzai (zhe)</p> <p>他正 / 在 / 正在玩电脑游戏 (呢)。He is playing computer games.</p> <p>The Partical “zhe” 助词“着”的用法</p> <p>学生们正在唱着歌。The students are singing.</p>
<p>The particle “le” 助词“了”的用法</p> <p>As an aspect particle, it occurs after a verb to indicate a completion of an action or the emergence of a new situation (used with other words).</p>	<p>该做作业了。It is time to do your homework now.</p> <p>你可以回家了。You may go home now.</p> <p>我会说汉语了。I can speak Chinese now.</p>
<p>Negative sentences with mei (you), mei (you) used before a verb to indicate that an action has not happened.</p> <p>用“没(有)”的否定句, “没(有)”用在动词前代表动作还没有完成。</p>	<p>我还没(有)看过这个电影(了)。I have not seen this movie yet.</p>
<p>The particle “guo” indicating action that happed in the past. 助词“过”的用法, 表示发生过的动作</p>	<p>你来过我们学校吗? Have you been to our school?</p> <p>你有没有看过这部电视剧? Have you watched this TV series.</p> <p>她不曾当过演员。She was not an actress.</p>
<p>Expressing similarity and dissimilarity 类同和不同的表达</p>	<p>我的手机和 / 跟 她的手机一样。My mobile phone is the same as hers.</p> <p>我的想法和 / 跟他的很不一样。My views are different from his.</p>
<p>Comparative sentences 比较句</p>	<p>堪培拉的冬天比悉尼的冬天冷。Canberra’s winter is colder than Sydney’s winter.</p> <p>Negative bi structures “比”字句的否定句</p> <p>那条项链没有这条好看 (adjective)。That necklace is not as pretty as this one.</p> <p>The adverb “zui” 副词“最”</p> <p>上海是中国最大 (adjective) 的城市。Shanghai is the biggest city in China.</p> <p>妈妈最关心 (verb) 我。Mum cares for me the most.</p> <p>他喜欢坐在教室最前面 (directional word) 。He likes sitting closest to the front of the classroom.</p>

Sentences with a double object 双宾语句	告诉老师这个好消息！ Tell the teacher about this good news.
Alternative questions and response 选择疑问句与回答	Q: 你们要去西安还是上海？ Do you want to go to Xi'an or Shanghai? A1: 去西安。 Xi'an. A2: 西安或者上海都可以。 Either Xi'an or Shanghai.
Pivotal sentences (a verb indicates a request or a command) 兼语句	请你介绍你自己。 Please introduce yourself. 让我解释一下。 Let me explain. 老师叫我们回答问题。 The teacher is asking us questions.
Question tags used in requests using "zenmeyang", "haoma", "xingma" and "keyima" 用“怎么样？”，“好吗？”“行吗？”“可以吗？”来表示请求的疑问句	你今天和我吃中饭，怎么样？ What about you and I having lunch today?
Modal verbs 能愿动词	这儿能停车吗？ Can I park here? 你现在可以走了。 You can leave now. 你不应该上课迟到。 You should not be late in class. 你必须参加这个会议。 You must attend this meeting. 我得回家了。 I must go home now. 我不用去厕所。 I don't need to go to the toilet. 他们不得不和我们合作。 They have to cooperate with us.
Adverbials to introduce persons 引进人物的状语	我要给妈妈打个电话。 I'll give mum a call. 老师对 / 跟我们说，“不要在上课的时候玩手机。” The teacher says to us, "Don't use your mobile phones in class."

Functions	Structures
Adverbials with proverbs of time indication 含指时间的副词	<p>你怎么还在看电视? Why are you still watching TV?</p> <p>他们已经到堪培拉了。They have already arrived at Canberra.</p> <p>他又在玩电脑游戏了。He starts to play computer games again.</p> <p>他一次又一次地让我失望。He disappointed me again and again.</p> <p>我昨天晚上九点就睡了。I even went to sleep at 9.00 pm yesterday evening.</p> <p>他昨天晚上十二点才睡。He only went to bed at 12.00 pm yesterday evening.</p>
Complements of time 时量补语	<p>你来北京多长时间了 / 多久了? How long have you been in Beijing?</p> <p>我来北京两天了。I have stayed in Beijing for two days now.</p> <p>你们看了多久的电视连续剧? How long have you been watching the TV series?</p>
Complements of action 动量补语	<p>我去过北京五次。I've been to Beijing three times.</p> <p>这本书我看过两遍 I've read this book twice.</p> <p>这个周末我要去一趟悉尼。I'll go to Sydney this weekend.</p> <p>我们只见过一面。We only met once.</p>
Compound sentences with conjunctions expressing the order of actions in a sentence 使用连词的复合句, 表示先后次序	<p>我们打算先去西安, 然后/接着去北京。We plan to go to Xi'an first followed by Beijing.</p> <p>要是 / 如果下雨, 我们就不去悉尼了。If it is raining, then we are not going to Sydney.</p> <p>她不但学习汉语, 而且还学习法语。She not only studies Chinese but also studies French.</p> <p>虽然他生病了, 但是他还是参加了比赛。</p> <p>Although he is sick today he is still playing in the match.</p> <p>虽然现在是学校放假, 我们仍然在中国旅行。</p> <p>Although it is the school holidays we are still travelling in China.</p>

Functions	Structures
Complements of result 结果补语	<p>作业做完了。The homework has been completed.</p> <p>我们已经飞到堪培拉了。We have already flown back to Canberra.</p> <p>老师的话要听清楚。Listen carefully to what the teacher says.</p> <p>你一定要学会开车。You must learn how to drive.</p> <p>我没明白你说的 (negating complement of result) . I didn't understand what you are saying.</p>
Complements of possibility	<p>表示可能的结果补语</p> <p>他看得懂中文。He can read Chinese.</p> <p>我写不完这么多作业。I cannot finish so much homework.</p> <p>我什么都看不见。I cannot see anything.</p> <p>我睡不着。I cannot fall sleep.</p> <p>明天的课我上不了。I cannot go to classes tomorrow.</p>
Complements of direction 趋向补语	<p>你拿上来。You take it up.</p> <p>坐下来, 慢慢说。Sit down and talk slowly.</p> <p>进来 come in, 出来 come out, 回来 come back, 过来 come over, 上去 go up, 下去 go down, 进去 go in, 出去 go out, 回去 go back, 过去 go over</p>
Complements of degree 程度补语	<p>他跑得很快。他跑步跑得很快。He runs fast.</p> <p>她考得不太好。He didn't do well in the test.</p>
The "ba" sentences “把”字句 Ba is used as a proposition followed by an object and a verb to emphasise how a person or a thing is "being acted on"	<p>我把头发剪短了。I cut my hair short.</p> <p>我把车停在学校停车场了。I have parked my car at the school car park.</p>
Notional passive (passive voice) 意义上的被动句	<p>电脑修好了。The computer has been fixed.</p>
The "bei" sentences 被动句	<p>我的照相机被他 (doer) 摔坏了 (indicating the result of an action) 。My camera has been broken by him.</p>

Functions	Structures
Connective words 连词/关联词	<ol style="list-style-type: none"> To add 表示增加: furthermore 进一步说, To contrast 比较: conversely 反过来说, nevertheless 不过, 并不 / 却, 要不然, 否则 To emphasise 表示强调: mainly 主要的是, especially 特别是, 尤其是 Obviously 明显地说; in fact 实际上, in any case, 在任何情况下, more importantly 更重要的是, To prove 证明: because 因此/由于, therefore 所以, for the same reason 同样的理由是, that is 那就是 To express an alternative 表示选择: on one hand, on the other hand, 一方面说..... 另一方面 来说 To show consequence 表示结果: consequently 结果是, because of this 由此来看/由此可见, under these circumstances 在这些情况下 To give an example 举例: for example, 举例来说, such as 比如, in another case 另一种情况是, take the case of 就 拿 来说, To start a new point 开始新的一点说法: with regard to 关于, with reference to 值得参考的是, To show cause and effect: 表示因果 consequently 结果是, as long as 只要 To conclude 表示结尾或总结: in conclusion 总而言之, finally 最后, in brief 简而言之, therefore 所以 (说),

	<p>11. To show an exception 表示例外: even though 即使 (e.g. 即使下雨, 我也来), 既是 (i.e.既然是) even 甚至/连</p> <p>12. To show a sequence 表示顺序: Firstly 第一点 / 首先, secondly 第二点 / 再说 / 其次, next 下一点是, at this point 在这一点上, simultaneously 同时, eventually 最后 / 最终</p> <p>13. To compare 用于比较: in comparison 相比较而言, rather than 还不如</p> <p>14. To explain 解释: that is to say 那就是说, what I want to say is 我要说的是, in other words 也就是说, this means 这个意味着</p> <p>15. To generalise 用于概述 in general 一般来说, on the whole 总的来说, in most cases 在多数情况下</p> <p>16. To show time 表示时间: immediately 立即 / 马上, a few hours later 几小时后, before 以前 formerly 前者, next 后者, a while later 一会, afterwards 以后 / 之后</p>
<p>Compound sentences: Conjunctions and conjunctives 复 合句与连词</p>	<p>17. Inference 表示推论 既然 就 既然你今天没空, 那么就改天再见面吧。 As you are not free today, let's catch up some other time (emphasising the result) .</p> <p>18. 既然 还/也 / 那么 既然这不卖中餐, 那么我们到别的地方去吧。 As they don't sell Chinese food, let's go somewhere else.</p> <p>19. Concession 表示让步 即使 也 即使你不做, 我也会坚持做完。 Even if you don't want to do it, I'll still persist till it's done.</p>

	<p>况且 moreover</p> <p>20. Non-condition 表示无条件</p> <p>无论 都 / 还, 不管 也</p> <p>无论结果好不好, 你都要试一试。</p> <p>No matter what the outcome is, you should still give it a try.</p> <p>不管 也</p> <p>不管这本书有多贵, 我也要把它买下来。</p> <p>No matter how expensive this book is, I'll still buy it.</p> <p>常用的条件句短语:</p> <p>无论怎样 / 如何 no matter what</p> <p>无论是谁 / 是什么人 whoever</p> <p>无论在哪儿 wherever</p> <p>无论什么时候 whenever</p> <p>无论有多少 No matter how many / much</p> <p>无论如何他都不会放弃这次机会的。No matter what happens he won't give up this opportunity.</p> <p>无论是谁, 都不能不选体育课。No one can skip taking P.E lessons.</p> <p>无论在哪儿, 我都会给你发微信信息。Wherever I am I'll send you information through Weichat.</p> <p>无论什么时候, 你们都可以给我打电话。You can call me at any time.</p> <p>无论有多少工作她都会尽力完成。</p> <p>No matter how much work, she does her best to complete the work.</p> <p>21. Selection 表示选择: 不是 就是/便是</p> <p>你不是上网就是玩电脑游戏。</p> <p>If you are not on the internet, you will be playing computer games.</p> <p>Preference 表示选择:</p> <p>宁可 也 to prefer to do ... rather than to ...</p> <p>我们宁可饿一下肚子也不吃垃圾食品。We prefer going hungry rather than eating junk food.</p>
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Reference:

Wu Jianli (James WU) and BAI Lu, Chinese Grammar Step by Step, CENGAGE Learning, Melbourne 2011.

Continuing French

Essential Understandings

1. How does the French language reflect a country's unique character (terroir, regional language, teen slang and expressions)?
2. How do French-speaking teenagers manipulate the French language as a method of self-expression?
3. Why is it so important to distinguish between registers when addressing a French-speaking person?
4. In what way does the French language and body language differentiate formal and informal relationships?
5. How does grammatical gender influence the French worldview?
6. How has migration shaped the French language?
7. How is French used and applied in the global context?
8. How have French language and culture influenced other countries?
9. What is the purpose of idioms and how are they used in appropriate contexts?
10. How does French culture influence the formation and use of idioms?
11. How do French-speaking people choose the appropriate type of question?
12. How does French culture and history create a national and personal identity?
13. What do clichés reveal about the world's view of French society, its history, etiquette and traditions?
14. How are *liberte*, *egalite* and *fraternite* evident in French social and political structures?
15. How does French culture and history create a national and personal identity?
16. What do clichés reveal about the world's view of French society, its History, etiquette and traditions?

Continuing French Grammar

Learners will be required to use, actively and accurately, grammar and structures drawn from the following list. The mention of an item in this list implies knowledge of both its forms and its functions at an appropriate level of accuracy and complexity. The examples in italics in parentheses are indicative; that is, they serve to illustrate the part of speech or structure that the candidate must know and hence do not represent an exhaustive specification of the required grammatical knowledge.

Continuing French Grammar

Functions	Structures
Adjectives	<ul style="list-style-type: none"> regular and common irregular forms adjectives agreement and placement interrogative adjectives (<i>quel, quelle, quels, quelles</i>) possessive adjectives (<i>mon, ma, mes, son, notre, nos...</i>)
Adverbs	<ul style="list-style-type: none"> adverb placement, formation irregular forms negation (<i>ne... pas, ne... que, ne... jamais, ne... rien, ne... plus, ne... personne, ne... aucun</i>)
Articles	<ul style="list-style-type: none"> in a negative construction after expressions of quantity omission of the article definite and indefinite stressed pronouns (<i>moi, toi, lui, elle</i>) partitive article (<i>du, de la, del', des and de</i>)
Conjunctions	<ul style="list-style-type: none"> coordinating conjunctions (<i>car, donc, ensuite, puis...</i>) conjunctions of conclusion (<i>parce que, car, comme</i>) phrases followed by the indicative
Interrogative	<ul style="list-style-type: none"> 3 question forms & sentence structure
Nouns	<ul style="list-style-type: none"> gender agreement definite and indefinite articles possessive and demonstrative adjectives
Numerals	<ul style="list-style-type: none"> cardinals (<i>un, deux, trois...</i>) ordinals (<i>premier, première, vingtième...</i>) date time
Prepositions	<ul style="list-style-type: none"> location and direction time
Pronouns	<ul style="list-style-type: none"> subject pronouns (including <i>on</i>) direct and indirect object pronouns (<i>le, la, les, lui, leur</i>) relative (<i>qui, que</i>), demonstrative (<i>ce, cet, cette, ces</i>), interrogative pronouns use of indirect pronouns, <i>y</i> and <i>en</i> position and order of pronouns in a sentence

Functions	Structures
Verbs	<ul style="list-style-type: none"> • regular & irregular including modals, impersonal, reflexive verbs (present, imperfect, perfect, future, near future, conditional tenses) • imperative mood • present and past participles • present subjunctive mood: common uses, after expressions or possibility, necessity, obligation and after conjunctions such as <i>bien que</i> • use of <i>depuis</i> with present tense • use of <i>venir de</i> with present tense (equivalent to present perfect) • verbs followed by <i>à, de</i> • clauses with <i>si</i> + <i>present/future</i>

Other language features

The following are examples only. The language features covered should be relevant to the context in which they are used and may change over time. Check for current usage.

- Idiomatic expressions: *Etre rouge comme une tomate; J'ai une faim de loup; J'ai un chat dans la gorge. Il tombe des cordes.*
- Pause fillers: *euh ..., bon ..., alors...*
- Slang/Verlan: *le mec, la nana, le beur, la meuf*

Continuing German

Essential Understandings

1. How does German language shape the way German-speakers think and view the world?
2. How does German language reflect formal and informal relationships?
3. Why is gender important in the German language?
4. What is the nature of verbs in social interactions?
5. How does verb choice impact on the way German-speakers interpret the world through time and mood?
6. How is the case system used to organise sentence structure?
7. How do German-speakers ask and respond to questions?
8. How are ideas and opinions given and justified in German?
9. How do regional and national varieties enrich the German language?
10. How do other languages influence the German language?
11. How have German language and culture influenced other countries?
12. How does German culture and history create a national and personal identity?

Continuing German Grammar

Functions	Structures
Nouns	<ul style="list-style-type: none"> • Gender (use of definite and indefinite articles) • Cases (Nominative, Accusative, Dative and Genitive) • Infinitives used as nouns • Cognates • Regional and national varieties • Compound nouns • Capitalisation of nouns
Adjectives	<ul style="list-style-type: none"> • Adjective endings • Comparative and superlative
Adverbs	<ul style="list-style-type: none"> • Common adverbs of time, manner and place
Conjunctions	<ul style="list-style-type: none"> • Co-ordinating (e.g. <i>aber, und, oder</i>) • Subordinating conjunctions (e.g. <i>weil, dass, als, wenn</i>) • Infinitive clauses with “<i>um..zu</i>”
Prepositions	<ul style="list-style-type: none"> • Prepositions with Accusatives • Prepositions with Dative • Prepositions with Genitive • Two-way prepositions • Prepositional phrases

Functions	Structures
Pronouns	<ul style="list-style-type: none"> • Personal • Possessive • Interrogative • Demonstrative • Reflexive • Relative
Sentence construction	<ul style="list-style-type: none"> • Main clauses • Subordinate clauses • Questions <ul style="list-style-type: none"> ○ Open questions e.g. <i>wer, wie was, wo</i> ○ Close questions e.g. <i>Hast du..?</i> ○ Indirect questions e.g. <i>er fragt, ob ich ...</i> • Time, manner, place
Verbs	<ul style="list-style-type: none"> • Regular and irregular verbs • Transitive and intransitive verbs • Tenses (Present, future, perfect, pluperfect and imperfect) • Imperatives • Modal and auxiliary verbs • Separable verbs • Reflexive verbs • Passive voice • Subjunctive – (Konjunktiv II) forms for <i>haben, sein</i> and modal verbs; <i>würde</i> +infinitive

Continuing Hindi

Essential Understandings

1. How does the gender of Hindi nouns and adjectives influence daily communication?
2. How do verbs impact on how Indians think and view the world?
3. How do regional varieties enrich the Hindi language?
4. How do Hindi dialects contribute to the understanding of Indian history, culture and traditions?
5. How do other languages influence the Hindi language?
6. In what ways do language and body language differentiate formal and informal relationships?
7. How has migration produced 'Hinglish' from Hindi?
8. How has the development of technology impacted the use of Hindi Language?
9. How do Indian customs and traditions differentiate one's personal identity?
10. How does learning Hindi widen the social intercultural knowledge about Indian culture?
11. What is the impact of Indian culture on other countries?
12. How has Bollywood changed world perceptions of India?
13. How do Hindi-speaking youth modify language as a method of self expression?
14. How does Hindi language contribute to the strengthening of social relationships within and beyond the Hindi-speaking community?

Continuing Hindi Grammar

Functions	Structures	Examples
Noun	<ul style="list-style-type: none"> gender (masculine and feminine) singular plural 	<ul style="list-style-type: none"> π αῖ ρ (Masculine) π αῖ ῖ (Feminine) π αῖ ῖ π αῖ ῖ Σῖ
Pronoun	<ul style="list-style-type: none"> singular plural personal possessive demonstrative reflexive relative interrogative indefinite oblique with different 	<ul style="list-style-type: none"> ∂ H∂, Σ∂, ^a ∂ ≠∂, ≠∂ π ∂, z ≤, z ≤ π ∂, ∂∂, ∂∂ π ∂, Σ^a ∂ ∂ H∂, ≠∂, z ≤, ^a ∂, ∂ H∂ ∂ H∂ ∂ H∂ ≠∂ H∂ } æû ρ } æû ῖ, } ±û ρ } ±û ῖ Σ∂, ^a ∂, Σ^a ∂ y ≤ ± ρ y ≤ ± ρ • ∂ æû

[illegible]

	<ul style="list-style-type: none"> exclamations simple, compound and complex sentences compatible clauses 	<ul style="list-style-type: none"> ÁΣρ≠θ WÖb≤-≠Θα^a ø ÁΣΠεμΠ øS {∞Πz à , }∞Π• ρ{Ñ, Σοđæ≥ ρ û Π ρ{Ñ† ρ y Π° ρ≠ρ , ορΣ, ∞° Σ Øl ∂ ΠΣοđz ≠ςοSæπ Ñοđû ≠θ æΘπ æûđ
Verb construction	<ul style="list-style-type: none"> subjectival objectival neutral construction 	<ul style="list-style-type: none"> Πθ £ π ρ æ≠ρ£ π υ Πθ ±Cû ≠ρ ≤-υ] Πθ ±Cû ≠ρ≤-υ] Πθ ±C ≤û úC ρ

Continuing Indonesian

Essential Understandings

1. How does the language both shape and reflect the way Indonesian-speakers think and view the world?
2. What influences the choice of formal, informal and colloquial forms of language, and how do these reflect cultural values?
3. How is Indonesian society shaped by diversity?
4. What does it mean to be a citizen of Indonesia in different regions?
5. How does the use of colloquialisms and expressions shape the identity of Indonesian-speakers?
6. How do other languages and dialects influence the Indonesian language?
7. How do malu and bangga impact on intercultural understanding?
8. How does the concept of Kekuatan Alami (subjugation to nature) manifest itself in Indonesian society and language?
9. What is the role of 'Bapakisme' in Indonesian culture?
10. How have Indonesian language and culture influenced other countries?

Continuing Indonesian Grammar

These are not intended to be a comprehensive list but are included as support for teachers.

Function	Structure	Example(s)
Abbreviations		ABG, pe-de, PR, SD, SMP, SMA, HP, SIM
Adjectival word order	word order for ownership description of nouns	
Adverbs	<i>dengan</i> + base	dengan baik
Colloquial language	commonly used colloquial words patterns of affixations	nggak, ndak, kok kan/-in, me-/ng-
Comparatives	comparative phrases	lebih, kurang kalau dibandingkan dengan dapat dianggap lebih/kurang lebih/kurang daripada seandainya, kalau, jika
Conditional		

Function	Structure	Example(s)
Conjunctions	linking phrases, devices cause and effect various forms of 'when'	dan, tetapi, karena, lalu, kemudian
Cultural expressions		ketika, sewaktu, kalau, waktu insya Allah assalamualaikum salam
Imperatives	commands, recommendations, requests	
Indefinite pronouns	anything, anyone, anywhere, anytime	apa saja / apa-apa / apapun siapa-siapa/siapa pun, siapa saja di mana saja kapan saja
Interjections	exclamations	wah! aduh
Nouns	-an -asi -isi pe-an ke-an pe-an nouns per-an nouns pe- -wan wati	minuman, makanan informasi Sukarelawati terbang/penerbangan ketrampilan, kedokteran, kepribadian, kelakuan pendidikan, penginapan, penjualan, pengobatan perbedaan, persamaan pembantu wartawan sukarelawati
Object focus	di-verb	
Particles		

Function	Structure	Example(s)
Personal pronouns	1 st person 2 nd person 3 rd person Other terms used in the place of pronouns with the negator	saya, aku, gue Anda kamu lu dia, ia, beliau, mereka Bapak, Ibu, adik, kakak, person's name bukan
Phrases sociolinguistic conventions in everyday activity apply appropriate social conventions in formal and informal contexts	yang (descriptive) ways of expressing opinion idiomatic expressions ways of giving use language and/or behaviour appropriate to social context, eg: at mealtimes, accepting/ declining invitations apply appropriate social conventions in formal and informal contexts explanation / recommendations language of supporting arguments fillers, links in communication-initiating, maintaining and concluding an interaction	pada pendapat saya saya pikir bahwa, jam karet. saya menganjurkan..., caranya begini..., ini harus Selamat makan/minum. Saya sudah kenyang. Baiklah, terima kasih. Maaf, saya sibuk. Lain kali saja ditutup, Anda harus saya vs aku, Anda/ Bapak/ Ibu vs kamu, beliau vs dia Apa kabar? Maaf Pak/Bu, boleh saya bertanya? Sampai besok/minggu depan, Sampai nanti.
Prepositions	locative	Ke, dari di, ke dalam, ke luar, ke belakang, ke bawah, ke atas, ke sebelah pada, kepada
Quantifiers	classifiers	orang, buah, ekor
Question markers Questions	their placement in oral questions expressing the indefinite kah	moveable, at end in more casual conversations siapakah, apakah
Relative Clause	Use of yang...ini for description in articles/profiles	hotel itu, kamarnya dilengkapi televisi dan lemari es
Suffix-nya	meaning 'the' creating noun from adjective creating noun from verb polite 'your'	

Function	Structure	Example(s)
Time indicators		baru, lalu, kemudian, sesudah, sebelum tadi, dulu, sudah, telah, baru, ketika, pada waktu, pada saat, belum, nanti, mau, akan, depan, masih, sedang, paruh waktu, penuh waktu, saat itu
Verbs	auxiliary base-word verbs <i>me-, ber-, di-</i> accidental <i>ter-</i> differentiation amalgamation of words within circumfixes to become verbs object focus statements questions	sudah, belum, sedang, akan, mau, dapat, bisa, boleh, harus, jarang, sering minum /minuman,menunjukkan /pertunjukan
Yang		

Continuing Italian

Essential Understandings

1. How does grammatical gender influence Italian-speakers' vision of the world?
2. In what ways do Italian language and body language differentiate formal and informal relationships?
3. How does verb form impact on the way Italian-speakers interpret the world through tenses and mood?
4. How do regional varieties enrich the Italian language?
5. How do Italian dialects contribute to the understanding of regional history, culture and traditions?
6. How do other languages influence the Italian language?
7. How do Italian culture and history create a personal and national identity?
8. How is social media changing the Italian language and the way young people communicate?
9. How have Italian language and culture influenced other countries?
10. How do Italian history and culture influence the formation and use of idioms?

Continuing Italian Grammar

Functions	Structures
Nouns	<ul style="list-style-type: none"> • Sostantivi con plurali irregolari piu comuni (per esempio: uomo → uomini, parti del corpo) • Il plurale delle parole tronche e delle parole straniere
Articles	<ul style="list-style-type: none"> • Articolo determinativo maschile, femminile, singolare e plurale • Articolo indeterminativo maschile e femminile • Articoli partitivi
Adjectives	<ul style="list-style-type: none"> • L'aggettivo maschile, femminile, singolare e plurale • Aggettivi possessivi • Aggettivi dimostrativi questo e quello • Forme regolari del comparativo e superlativo • Forme irregolari del comparativo e superlativo
Adverbs	<ul style="list-style-type: none"> • Uso degli avverbi • Frasi avverbiali
Conjunctions	<ul style="list-style-type: none"> • Congiunzioni, in particolare quelle che reggono il congiuntivo

Functions	Structures
Pronouns	<ul style="list-style-type: none"> • Pronomi oggetto diretti e indiretti • Pronomi combinati • I pronomi ci e ne • I pronomi interrogativi e relativi • Si impersonale
Verbs	<ul style="list-style-type: none"> • Il presente indicativo dei verbi irregolari • Verbi modali • Verbi riflessivi • Il verbo piacere • Presente progressivo • Differenze tra l'uso del passato prossimo e dell'imperfetto • Futuro presente e anteriore • Condizionale presente e passato • Imperativo informale e formale, positivo e negativo • Il passato remoto • Congiuntivo presente e passato

Continuing Japanese

Essential Understandings

1. How is belonging and identity demonstrated and communicated culturally and linguistically?
2. What understandings are essential for effective interaction? (eg. Aizuchi, hierarchy, familiarity)
3. How do concepts such as 和（わ）中と表・外（なかとおもて・そと） define interactions?
4. Where is solidarity evidenced in Japanese society? (eg. natural disasters recovery operations, collective ideology)
5. In what ways do concepts such as 義理とお返し（ぎりとおかえし） and reciprocity manifest in daily life?
6. How does the Japanese concept of おもてなし structure the social experience?
7. What does successful participation in Japanese 日常生活 look like, and why is it valued? (eg. 社会参加、習慣)
8. How are values expressed through 年間行事（eg. 祭り、入学式、祝日） (eg. reverence to nature, importance of relationships and milestones)?
9. How can tradition be both the cause and the solution to modern issues in Japan and overseas?
10. How are tensions between tradition and modernity evidenced and resolved?
11. How does the evolution of narrative mirror technological change?
12. How do performing, visual and literary expressions communicate and sustain language and culture?
13. How are changing values impacting the way people identify with, and participate, in society?
14. How does an appreciation of Japanese aesthetics enable deeper connection to the Japanese language and people? (eg. 侘と寂（わびとさび）、雅（みやび））
15. How do regions assert uniqueness? (eg. お土産、方言、食べ物、自然)
16. How have Japanese language and culture influenced other countries?

Continuing Japanese Grammar

Functions	Structures <i>All structures are to be learnt in polite/plain, and negative/positive and present/past/present continuous forms.</i>
Nominalising and modifying	<ul style="list-style-type: none"> • ～のが（好き） • noun という noun • ～というのは. . . のこと • ～って何ですか. . . ～と言う（事）

Functions	Structures <i>All structures are to be learnt in polite/plain, and negative/positive and present/past/present continuous forms.</i>
Linking sentences and ideas	<ul style="list-style-type: none"> Verb て い adjective くて な adjective/noun で
Listing activities	<ul style="list-style-type: none"> ～たり～たりする
Expressing experience	<ul style="list-style-type: none"> Verb た事がある ～の経験がある
Expressing potential	<ul style="list-style-type: none"> ～事ができる Verb える・られる
Expressing method	<ul style="list-style-type: none"> Verb Stem 方
Stating possibility	<ul style="list-style-type: none"> ～かもしれない
Expressing good and bad	<ul style="list-style-type: none"> ～にいい・悪い ～のいい/ わるい点
Expressing purpose	<ul style="list-style-type: none"> Verb plain form ために (in order to) Verb plain form ように(so that)
Advising	<ul style="list-style-type: none"> どうしたら/どうすればいい Verb た方がいい Verb ない方がいい
Describing excess	<ul style="list-style-type: none"> Verb stem すぎる
Instructing	<ul style="list-style-type: none"> Verb てください Verb ないてください
Permitting/denying and expressing obligation and regulation	<ul style="list-style-type: none"> Verb てもいいです (か) Verb なくてもいいです Verb てはいけない Verb てはだめです Verb なければならない・なければいけない
Discussing frequency	<ul style="list-style-type: none"> 週に・月に・年に・毎回
Reasoning	<ul style="list-style-type: none"> ので・から なぜなら
Expressing conditionals	<ul style="list-style-type: none"> Verb plain form と Verb plain form なら Verb plain form たら Verb potential えば

Functions	Structures <i>All structures are to be learnt in polite/plain, and negative/positive and present/past/present continuous forms.</i>
Expressing chronology and sequencing	<ul style="list-style-type: none"> Verb plain form 前に Verb plain past 後で Verb てから Verb ている間に Verb stem ながら
Sequencing	<ul style="list-style-type: none"> て、てから、すると、後で、前に
Deciding	<ul style="list-style-type: none"> Verb plain form ことにする Verb plain form ことにした Verb plain form ことにきめた
Inviting	<ul style="list-style-type: none"> Volitional と思う
Expressing the limited passive	<ul style="list-style-type: none"> Verb られました
Expressing desire	<ul style="list-style-type: none"> Noun がほしい Noun がほしがっています Verb stem たい Verb たがっています Verb てほしい Verb てほしくない Verb stem たくてたまらない Adjective くてたまらない
Expressing preparation	<ul style="list-style-type: none"> Verb ておく
Expressing regret or completion	<ul style="list-style-type: none"> Verb てしまう
Expressing plans and intentions	<ul style="list-style-type: none"> つもり、よてい、けいかく
Suggesting and explaining	<ul style="list-style-type: none"> Verb conditional form ばいい Verb たらいい
Directing	<ul style="list-style-type: none"> Eg. 右・左・まっすぐ Eg. 曲がる・わたる・とおる Verb plain form と (eg. すると)
Counting	<ul style="list-style-type: none"> Eg. 目、杯、泊、階、軒 (けん)
Expressing simplicity or difficulty	<ul style="list-style-type: none"> Verb stem やすい Verb stem にくい
Expressing similarities and differences	<ul style="list-style-type: none"> ～と同じ ～と違う

Functions	Structures <i>All structures are to be learnt in polite/plain, and negative/positive and present/past/present continuous forms.</i>
Expressing restrictions and inclusions	<ul style="list-style-type: none"> • だけ • しか ~ない • ~だけではなくて、~も
Embedding questions	<ul style="list-style-type: none"> • ~かどうか
Using honorific expressions	<ul style="list-style-type: none"> • Eg. いかが、まいりました、いただく、ごらんになる、よろしい • お~Verb stem ください • おいでください
Asking for assistance and favours	<ul style="list-style-type: none"> • Verb てあげる/Verb てくれる/ Verb てもらう • Verb てさしあげる/ Verb てくださる/ Verb ていただく
Communicating trends and popularity	<ul style="list-style-type: none"> • ~が はやっている • ~人気がある
Identifying a focus	<ul style="list-style-type: none"> • ~について
Comparing	<ul style="list-style-type: none"> • A と B とどちらの方が adj ですか A は B より adjective です • A と B とどれが一番 adjective ですか • A は B とくらべて • A と B をくらべると
Giving instructions	<ul style="list-style-type: none"> • ~ないで下さい • ~ないでね • ~なさい
Describing similarities and resemblance	<ul style="list-style-type: none"> • ~のよう • ~のように verb • ~みたい • ~らしい
Reporting and conjecturing	<ul style="list-style-type: none"> • ~と聞く • ~と書いてある • ~と思う • ~と言う • ~によると~そう • ~らしいです • ~そう (hearsay)
Making a speech	<ul style="list-style-type: none"> • ~について話したいと思います • 以上で~についてのスピーチを終わります

Functions	Structures <i>All structures are to be learnt in polite/plain, and negative/positive and present/past/present continuous forms.</i>
Responding to a speaker	<ul style="list-style-type: none"> • ～についてもう一度説明してもらえませんか • ～について反対です／さんせいします • 一方では…他方では…
Expressing opinions	<ul style="list-style-type: none"> • ～にとって • ～としては • ～の意見では • ～と思う
Suggesting a course of action	<ul style="list-style-type: none"> • ～たり～たりしたらどう • ～たらどう思う • ～てみたらどう
Conjecturing	<ul style="list-style-type: none"> • ～でしょう/だろう • ～らしい/らしくない • ～みたい • ～よさそう • ～したよう
Indicating moral obligation and expectation	<ul style="list-style-type: none"> • Verb plain form はず • Verb plain form べき
Expressing regret	<ul style="list-style-type: none"> • Verb potential ばよかった

Continuing Korean

Essential Understandings

1. How do Korean language and culture shape the way Koreans think and view the world?
2. What is the nature and impact of the invention of Hangeul Korean Script?
3. How is the connection between oral and written text represented in Korean language?
4. How is the agglutinative used to organise sentence structure?
5. How are ideas and opinions communicated and justified by Korean-speakers?
6. What is the purpose of idioms and how are they used in an appropriate context?
7. How does the concept of formal and informal communication shape the social experience?
8. What is the nature of the honorific form in social interaction in Korean language?
9. How is the development of technology impacting the Korean language?
10. In what ways have other languages influenced Korean language?
11. How do Korean language and culture shape the way Koreans think and view the world?

Continuing Korean Grammar

Grammatical Items	Formation or example(s)	In phrases or sentences
Nouns		
Noun Functions, Noun Type	대한민국, 지하철, 하늘, 가방	
Dependent nouns (Bound nouns)	것, 채, 겸, 김, 나위, 나름, 따름, 대로, 대신, 동안, 등, 듯, 리, 만, 만큼, 망정, 무렵, 바, 뻔, 뿐, 수, 양, 적, 줄, 지, 참, 채, 체, 탓, 터, 편, 한	언니가 온 것을 몰랐어요. 걱정할 거 없어요.
Post-Modifiers (Bound nouns)	관계, 길, 끝, 날, 때, 도중, 마당, 모양, 바람, 반면, 법, 사이, 셈, 일, 정도, 지경, 통, 후, 전	공사 관계로 불편을 끼쳐 죄송합니다. 비가 올 모양이에요.
Pronouns		
Personal Pronouns	자네, 그대, 어르신, 너희들 /애, 이들, 이이들, 아무/아무개	

Grammatical Items	Formation or example(s)	In phrases or sentences
Demonstrative Pronouns	이것, 여기, 아무 것, 아무데	
Numerals		
Cardinal Numerals	numerical modifier 하나-한, approximate numeral 서너, 대여섯, days and dates 하루, 열흘/ 이천십구년 십이월 삼십일	소설책이 서너권 있어요. 오늘은 오월 초하루예요.
Ordinal Numerals	첫번째, 열 한번째, 제삼자	제이의 고향입니다.
Verbs		
Action Verbs	Infinite 가다, 먹다, 자다	
Descriptive Verbs	Infinite 좋다, 많다, 예쁘다	
The Copula -이다	Special ending	높은 산이로구나. 맛있는 사과(이)네요. 사실이 아님.
The Verb 있다	계시다, 있으시다, 있어라, 있습시다.	너는 집에 있어라.
Verb conjugation Conjugation and suffixes Irregular Verbs:	<i>Action Verbs:</i> 가다, 간다, 가느냐, 가라, 가자, 가는구나, 가고, 가면, 가고 있다, 감, 가는 <i>Descriptive Verbs:</i> 좋다, (declarative) 좋다, 좋으냐, 좋구나, 좋으며, 좋지않다, 좋음, 좋은 먹-이-시-었-습시다: base- caus.-honorific-tense-ending ㅅ , ㅂ, ㄷ, ㄹ, ㅎ, ㄴ irregular verbs	학생이 학교에 간다 날씨가 매우 좋습니다. 아이에게 밥을 먹이셨습니다. 지난번에는 참 고마웠어요
Adnominals		
Demonstrative/ numerical /descriptive adnominals	이, 그, 저, 다른/ 한,두, 모든/새, 현, 옛	여러 사람, 저 버스

Grammatical Items	Formation or example(s)	In phrases or sentences
Adverbials		
Common adverbs of time, frequency, general and degree	바로, 아주, 오직, 좀, 가장, 늘/ 그리, 여간, 전혀 ---지 않다	바로 너 때문이야. 밥을 좀 주시겠어요? 공부를 잘 해요.
Derived Adverbs - Adverbial suffix	-이 -리 -히 -(으)로	반가이 맞아주셨어요. 빨리/천천히 오세요.
Conjunctive Adverbs	그래도, 그러면서, 그렇지 않아도, 즉	
Mimetic Adverbs	Phonomimes 반짝반짝, 흔들흔들 Phonomimes 째랑째랑, 쿵쿵쿵쿵	아기가 방긋 방긋 웃어요.
Adverbial ending	-게	하늘이 유난히 푸르게 보입니다.
Position of adverbials	Adverbs immediately precede the element they modify.	서로 도우면서 지내요. 너무 많이 먹었어요.
Exclamations		
surprise or emotion/ to call or reply to others/ empty filler	어머나, 아니, 여러분, 예, 어, 음	아이, 깜짝이야
Particles		
Case Particles	이/가, 을/를, 에, 에게, 한테, 께, 에서, 에게서, 한테서, (으)로, (으)로서, (으)로써, 아/야/(이)여	
Connective Particles	와/과, 하고, -(이)랑, -에(다가), -(이)며	
Auxiliary Particles	까지, 는/은, (이)나, (이)나마, -도, -(이)든지, -(이)ㄴ 들, -(이)라도, -(이)라든지, -(이)라서, 마다, -마저, -만, -밖에 -보고, -보다, -부터, -부터 -까지, 뿐, -처럼,	

Grammatical Items	Formation or example(s)	In phrases or sentences
Tense		
Present Tense	간다, 갑니다, 가요, 가지 않아요	
Past Tense	갔다, 갔습니다, 갔어요, 가지 않았어요 Past-past ending 갔었어요. To narrate a past event 가더라, 친구더군요.	
Future Tense	가겠다, 가겠습니다, 가겠어요, 가지 않겠어요, - (으)ㄹ 거예요	
Progressive Tense	-고 있다	
Honorifics and Humilifics		
Subject honorification	-(으) 시	어머니께서 신문을 보십니다.말씀하십시오
Speech Levels: Formal speech level, Informal speech level	formal neutral form/ formal- low form 갑니다, 가자,가니? informal-high form/ informal -low form 가요, 가세요, 가	천천히 말합니다. 말하세요.말하자. 말하니?말해요.말해
Means of Lexical Expressions	님, 께서, 께, 모시다, 병환, 말씀, 여쭙다	성함이 어떻게 되세요?
Negation		
Negation patterns Negation in confirmation questions	- 지 않-, -지 못하, -지 말-, -이/가 아니다, -이/가 없다, 모르다 -지 않아요?/ -지 않았니?/않았습니까?	집에 가지 말아라/가지 말자/ 한국말을 모른다 너는 벌써 밥을 먹지 않았니?

Grammatical Items	Formation or example(s)	In phrases or sentences
Special Expressions using Conjugational Endings		
Final endings	<p>갑니다, 갑니까?, 가십시오, 갑시다, 가는군요, Vst - ㄹ까요?, Vst -(으)ㄹ걸 요/ 그랬다, Vst -(으)ㄹ 게(요), Vst -었(았, 었)구나, Vst - 겠구나, Vst-나 보다, Vst - 던가(요)?, Vst -(으) ㄹ래(요), Vst-지(요)</p>	
Conjunctive endings	<p>Vst -거나, Vst -거든, Vst - (으)려거든, Vst - 거든(요), Vst -고, Vst -고는, Vst - 고도, Vst -고서, Vst - 고서야, Vst -고자, Vst - (으)ㄴ/는가 하면, Vst - (으)나, DVst-(으)나 DVst - (으)ㄴ, Vst -느라고/ Vst - (으)ㄴ/는데, Vst -(으)니까, Vst -(으)니, Vst -다(가), Vst -었(았, 었)다가, Vst -다가도, Vst -(으)려다가, Vst - 어(아, 여)다(가), Vst -더니, Vst -었(았, 었)더라면, Vst - 던데, Vst -던지, Vst -도록, Vst -도록 하다, Vst -든지, Vst -(으)ㄹ수록, Vst - (으)려고, Vst -(으)려고 하다, Vst -(으)면, Vst - (으)면서, Vst -(으)면서(도), Vst -(으)며, Vst -(으)므로, Vst -어(아, 여)도, Vst - 어(아, 여)서, Vst - 어(아, 여)야, Vst - 어(아, 여)야 하다, Vst Vst -지,</p>	

Grammatical Items	Formation or example(s)	In phrases or sentences
Adnominal ending/ Nominalizer ending	AVst- 는, Vst- (으)ㄴ, Vst – (으)ㄹ, Vst-던 Vst-기, Vst-(으)ㄴ	마음이 좋은 사람, 살던 고향, 어제 갔던 집, 살기 위해서, 벌을 받음이 당연해요.
Auxiliary Verbs		
Progressive /Terminative/ Donatory/Exploratory/Retentive/ Desiderative/Descriptive/Negative /Inability Auxiliary Verbs	-어(아,여) 가다/오다, -고 있다-(으)러 가다/오다, - (으)러 들다, -- 어(아,여)내다,고 나다, - 어(아,여) 버리다, 고 말다, - 어(아,여)빠지다, - 어(아,여)치우다, - 어(아,여)주다/드리다, - 어(아,여)드릴까요? - 어(아,여) 주시겠습니까?/ 드리겠습니다. - 어(아,여)보다, - 어(아,여)볼까요? -어(아,여) 본 일이 있다/없다, - 어(아,여)놓다, - 어(아,여)두다, - 어(아,여)가지다, - 고 싶다, -고 싶어하다, -엿(앗, 엿) 으면 싶다, -어(아,여)있다, 어(아,여) 지다, -지 말다, - 지 않다/ 못하다	일이 잘 되어간다. 음료수를 사 올까요? 결국 일을 해 냈어요. 잃어 버렸어요. 시어 빠진 김치, 다 집어 치우세요, 도와 두었습니다. 빌려 드릴까요? 잘 들어봅시다. 편지를 써 놓았어요. 책상에 책이 놓여 있어요. 반대하든지 말든지 진행하세요.
Passive and Causative		
Passives	-이, -히, -리, -기 / - 어(아,여)지다	저기 푸른하늘이 보입니다. 언젠가는 밝혀지겠지요
Causatives	-이,-히,-리,-기, 우, 추/ -게 하다	깨우지 마세요. 옷을 입히셨어요. 옷을 입게 하셨습니다.

Grammatical Items	Formation or example(s)	In phrases or sentences
Quoted Speech		
Direct Quoted Speech	(“----”) - (이) 라고 / - 하고	
Indirect Quoted Speech Converting direct reported speech to indirect reported speech	(- ㄴ/는다, -다 (이)라/ - (느)냐 -(이)냐 -(으)라, - 자) 고 말한다. 간다고 합니다/간담니다/간대요	
Prefixes and Suffixes		
Prefixes	갓-, 덧-, 되-, 맞-, 새-, 생-, 알-, 외-, 잔-, 첫-, 총-, 최-, 풋-, 햇-, 한-, 홀-	갓난 아기, 덧버선, 새하얀 눈, 외아들, 첫사랑, 햇곡식
Suffixes	-간, -감, -거리다/-대다, -답다, -롭다, -만하다, -스럽다,	형제간, 장난감, 신부감, 두근거리다. 향기롭다, 사랑스럽다, 수상쩍은 사람

Continuing Spanish

Essential Understandings

1. How do gender and number influence the Spanish vision of the world?
2. In what ways do language and body language differentiate formal and informal relationships?
3. How does the Spanish language shape the way Spanish-speaking people think and view the world?
4. How do different moods and tenses of verbs express needs and desires of Spanish-speakers?
5. How do the different language variants uniquely identify Spanish-speaking countries?
6. How do the use of colloquialisms and expressions shape the identity of Spanish-speaking communities?
7. How does Spanish language contribute to understandings of history and Spanish culture?
8. How do other indigenous languages and dialects influence Spanish language?
9. How is the Spanish language influenced by other regional variations?
10. How have Latin and Arabic languages influenced Spanish language?
11. How do Latin American Spanish-speakers influence the Spanish-speaking world?
12. How does English language influence Spanish language today through cognates?
13. How is Spanish language becoming increasingly globalised?
14. How is music embedded in Spanish culture?
15. How is the development of technology impacting Spanish language?
16. How does learning Spanish broaden social and intercultural knowledge of Spanish culture?
17. How have Spanish language and culture influenced other countries?

Continuing Spanish Grammar

Grammar elements	Structure	Example(s)
Los artículos	<ul style="list-style-type: none"> • usos del articulo • contracciones • el articulo neutro 'lo' - usos 	<i>Voy al cine, vengo del colegio</i> <i>Lo divertido es bailar</i>
Adjetivos	<ul style="list-style-type: none"> • Posición de adjetivos • El participio pasado como adjetivo 	<i>Una chica interesante</i> <i>La blanca nieve</i>

Grammar elements	Structure	Example(s)
Adverbios	<ul style="list-style-type: none"> • Adverbios de manera: mal, bien, mejor, cuidadosamente, etc. • Adverbios que modifican adjetivos y otros adverbios: completamente, muy tan, etc. • Adverbios de tiempo y lugar. • Usar comparativos y superlativos 	<i>Hiciste bien el trabajo.</i> <i>El es el mejor de la clase</i> <i>Esta completamente estropeado</i> <i>Es muy bonito el vestido</i> <i>Es tan elegante</i> <i>Ya voy</i>
Preposiciones	<ul style="list-style-type: none"> • Preposiciones de algunos verbos 	<i>Me abstengo de comer carne</i>
Conjunciones	<ul style="list-style-type: none"> • Conjunciones de coordinación – (ya) sea, sino, sin embargo, es decir, etc. • Conjunciones de subordinación – puesto que, así que, etc. 	<i>Voy como sea a tu casa</i> <i>Mi novio no es doctor sino dentista</i> <i>Estaré en casa así que llamame a cualquier hora</i>
Pronombres	<ul style="list-style-type: none"> • Pronombres preposicionales • Pronombres posesivos • Doble objeto • El pronombre se • Verbos con pronombre: acordarse, hacerse, volverse, parecerse, llevarse • Los relativos: que, el que, la que, el cual, la cual, quien, lo que, cuyo, como, donde, cuando, cuanto • Relativos después de preposiciones 	<i>¿Corres conmigo? Yo te lo doy,</i> <i>Eso es mío</i> <i>Dámelos, se lo dije</i> <i>Se vende esta casa</i> <i>Se volvió loco</i> <i>Me acordé de llamarla</i> <i>La chica que conocí era alta</i> <i>Dime lo que estás pensando</i> <i>Aquí es donde trabajo.</i> <i>El mes en que se fueron</i>
Acentos	<ul style="list-style-type: none"> • Palabras agudas, llanas y esdrújulas • Diptongos, triptongos • hiatos 	<i>Café, árbol,</i> <i>Artículo</i> <i>Aire, dieta, estudiáis, Paraguay</i> <i>Sonríe, oído</i>

Grammar elements	Structure	Example(s)
El indicativo	<ul style="list-style-type: none"> • El presente – el infinitivo • El gerundio o presente participio • El presente progresivo • El pasado participio • El pretérito perfecto simple o indefinido • El pretérito imperfecto • El pretérito perfecto compuesto o presente perfecto • Contraste entre los pretéritos • El pretérito pluscuamperfecto • El futuro simple • El futuro compuesto o futuro perfecto • El condicional simple • El condicional compuesto o el condicional perfecto 	<p><i>Yo voy al colegio temprano</i> <i>Se aprende mucho viajando</i> <i>El esta hablando demasiado</i> <i>Esos son edificios contruidos hace mucho tiempo.</i> <i>Yo fui a la universidad</i></p> <p><i>Yo iba a la universidad antes</i> <i>Yo he ido al cine esta tarde</i></p> <p><i>Ella comia cuando yo llegué</i> <i>Ella habia llegado a tiempo</i> <i>Hoy llegaré tarde a la casa</i> <i>Habrá pasado algo</i> <i>¿Me harías un favor?</i> <i>A él le habría gustado ir a esa fiesta.</i></p>
El subjuntivo	<ul style="list-style-type: none"> • El subjuntivo presente – regular e irregular • Hablar de acciones futuras con • cuando + subjuntivo • Usar oraciones finales con para + infinitivo y para que + subjuntivo • El pretérito imperfecto • El pretérito perfecto • El pretérito pluscuamperfecto 	<p><i>Espero que gane mi equipo</i> <i>Es imposible que vaya hoy</i> <i>Cuando regrese a mi país ...</i> <i>Estudio para tener una buena nota.</i> <i>¿Para que quieres unos aretes rojos?</i> <i>Esperaba que ganara mi equipo</i> <i>Es bueno que hayas arreglado tu casa.</i> <i>Ojalá hubiera sabido de ese concierto.</i></p>
El imperativo	<ul style="list-style-type: none"> • Formas para tu, vos y vosotros/as en la expresión afirmativa • Formas para nosotros/as, usted/ustedes • Forma negativa • Forma irregular • Los pronombres con el imperativo 	<p><i>Ven, canta</i></p> <p><i>Cantemos, baile, cocinemos</i> <i>No hable</i> <i>Es posible que piense ir.</i> <i>Cómpratelo, esta barato</i></p>

Grammar elements	Structure	Example(s)
Oraciones compuestas	<ul style="list-style-type: none"> • Oraciones sustantivas con indicativo o subjuntivo • Interrogativas indirectas • El estilo indirecto • Las oraciones adjetivas con indicativo o subjuntivo • Oraciones adverbiales • Oraciones condicionales Si + presente del indicativo/futuro/imperativo/ imperfecto de subjuntivo/ pluscuamperfecto de subjuntivo; 	<p><i>Creo que es técnico.</i> <i>Necesito que me ayudes</i> <i>Me pregunto si va a venir ahora</i> <i>Dijo que necesitaba dinero</i> <i>El chico que lleva una chaqueta azul es mi novo</i> <i>Aquí hay alguien que te conoce bien.</i> <i>Cuando terminé mi tarea, ví televison.</i> <i>Si vienes a la fiesta, nos vemos</i> <i>Si has acabado el trabajo, entregalo.</i> <i>Si me llamas, quedaremos en vernos.</i></p>

Continuing Tamil

Essential Understandings

1. Why is Tamil identified as one of the living and vibrant classical languages of the world?
2. How has Tamil endured in all forms of language over the last five thousand years?
3. How does language shape the way Tamil-speakers think and view the world?
4. How has Tamil influenced various languages in India and overseas?
5. How has Tamil been impacted by other languages?
6. What impact did the rapid economic growth in India and migration of Tamil people to various parts of the world have on Tamil language?
7. What is the impact of the Tamil alphabet on the language?
8. How are different nouns addressed in Tamil?
9. What features make Tamil a diglossia language?
10. What is the significance of 'zha' garam ('l' [h]) in Tamil?
11. How is Tamil used in everyday life, literature and learning?
12. What is the correlation between Tamil food and medicine?
13. What are the different types of literature in Tamil and what role has literature played in preserving the language?
14. How have great Tamil scholars contributed to the language?
15. How does learning Tamil broaden social and intercultural knowledge about Tamil culture and its heritage?
16. What does it mean to be a Tamil-speaker today?
17. How has Tamil adapted to the current technological world?

Continuing Tamil Grammar

v] g Ł Œ x i Function	Q j Û a O x f , Õ Grammatical Structure	U« ' .. Û q̄ « Û š Examples
U« ' .. Û š Letters		O, ÈQ, ÈS, ÈU, ÈX, ÈÙ, Èı, È', È~ [, È\ , È]
S ç ~ ÈU« ' .. Û š Vowels (12 letters)		O, P , Q, R, S, T , U, V, W, X, Y, Xk ,
	¬ § Ł - Short Vowels (5 letters)	O , Q , S , U, X,
	v c õ Ł - Long Vowels (7 letters)	P , R, T , V, W, Y, Xk
v f Ł ÈU« ' .. Û š Consonants (18 letters)		Ù, Èı, È', È~ , È' , È' , È' , È' , È' , È' " , È' , È' , ÈL , Èı , ÈŠ , Ès , ÈŽ , Èž
	mŁ • d " ç Hard letters	[, È] , È' , Èb, Èe , Èi
	v f Ł • d " ç Soft or nasal letters	\ , È_ , a , Èc, Èf , Èd
	Q x ` ç d " ç Medial letters	g , Èh, Èj , Èm, Èl , Èk

v] g L Ex i Function	Q j Ù a O x f , Õ Grammatical Structure	U « ' .. Ù q ' « Ù š Examples
S ø ~ v f , È U ' ' .. Ù š Vowel-consonants (216 letters)		[, È \ , È) , È _ , [q \ q) q _ q , Æ b • g x m
P , b È U ' ' ... The Guttural (1 letter)		N
] q ~ v e ' ' .. Ù š Dependent letters	¬ Ž § g • [h " - Short I	m h ñ g q .. (m h ¬ + g q ..) U ž e ù g q ... (U ž e ... + g q ..), w [~ ° g q (w [~ + ° g q)
	¬ Ž § g " [h " - Short U	¬ , f , « , ... , Õ , — U N ¬ , [q f , m ~ « , e ' ... , S , Õ , [ø —
	P , b U ' ' ... - (The Guttural 1 letter)	U N ¬ , [N f , O N ...
O k x m O x ` Quantifiers	Q g L U ~ - Cardinal numbers	X ž — , Q h ~ « , È · ž — , c q ž ¬
	m f x] x g Ù ¬ § Ù ¬ " U ~ - Ordinal numbers	Æ b j q m ... , Q h ~ ` q m ... , · ž i q m ...
	O k x m Ù ¬ § Ù ¬ " v] q ž [š - Measurement terms	ñ w j q , È ñ h q " , • - ` ~ , Σ - ` ~
	m x h g x i ø L j q b v] q ž [š - Indefinite terms	ò j , e j
	[ú b ^ v] q ž [š - Mathematical terms	¥ k " , Æ Ù w [q a " , È ® - ` " e h , e k '
	® d q U ' ' .. Ù š - Question markers	V ž ? g q ? O m d q ?
v e g ^ v] q L Nouns	e q L f Ž — " U ~ - Gender and number	
	S g ~ ù x a ç High class or Personal	f Ù š , w b m ~ , c h [~
	P ~ e q L - Masculine	O m ž
	v e ~ e q L - Feminine	O m š
	e j ~ e q L ç Plural	W ... f ü b [š
	O N § x a ç No class or Impersonal, neuter gender	x [g ` Ù ' v b q x j w e ò , f q «
	Y ž i ž e q L - Singular	X - [ú ü , O ... Q ...
	e j ® ž e q L - Plural	O m ~ , U ž e , b " † f q ~
	v e q .. m q d , v e g ^ v] q L - Common noun	f Ù š , ® j 1 ¬ [š
	v e g ~ m x [ø L Q « ¬ § g q d - Proper noun	U ò] ž , È ® Ù w ` q f g q
	[q h a , v e g ~ - Rational	c q ž [q • , f ò Ù ú ü
	Q « ¬ § , v e g ~ - Irrational	f h "
	v e g v h ^] " - Participle	e ò Ù ¬ " f q a m ž , O 1 ñ g f j ~

v] g L Œ x i Function	Q j Û a O x f , Õ Grammatical Structure	U « ' .. Û q ñ « Û š Examples
wmž—x f Case markers	Œ b L wmž—x f –v e g ñ Nominative case	f Û š , P , Œ – [ž
	Q h ñ ` q ñ wmž—x f –W- Accusative case	P ò £ g v d q « f q a q Û ž m ° b q ž
	· ž i q ñ wmž—x f –X « , P ž , P L Social case	m q ú [` b q ž P ¢ d q ž , m q k q L v m ñ ò d q ž
	c q ž [q ñ wmž—x f –ñ Dative case	[– " † ž ñ wm • , b q • Û ñ , v e q ž
	W b q ñ wmž—x f –Q ž - Ablative case	[L ® ¢ ž v e £ g ž [" e ž , b " ° ž b " f Û š O § ' x ` x f
	P i q ñ wmž—x f –O ... Genitive case	e x ` g ... ñ l q ñ , g q x d g ... w [q « O h] d ... O h ñ x f x d
	V l q ñ wmž—x f –[ñ Locative case	T ñ Û ñ Q – ° b q ž , [ñ a [ž – q j
	U ñ ` q ñ wmž—x f (® ¶ wmž—x f) –® ¶ Vocative case	Œ – [q , Q h q f q
f ñ « , v e g ñ [š È Pronouns	b ž x f ¢ First Person	c q ž , c q ñ , c q i [š
	Œ ž ü x j - Second person	¥ , ¥ ñ , ¥ i [š
	e ` ñ Û x [- Demonstrative	O m ž , O m š , O ... Q m ž , Q m š , Q ... S m ž , S m š , S ...
	wmž—x f - Possessive	U d ... , S ž Æ x ` g , O m ñ [ " x ` g
	U L x j m x h g — Û ñ i , U L x j ® k Û ñ i - Determinative	Q ü g [ü [š
	U L x j g ž i , m x h g x i , e ` q b - Indefinite	g q w h q , È U m w h q
v e g h x ` , v e g x h ñ b ' , ñ ž i v] q L Adjectives	e ñ Õ v e g h x ` - Qualitative	c L j f ü b ž , e ' ` b e l "
	® x d] q ° b , ® x d ñ ù £ e q d - Verbal	e q ò g ñ ¢ L
	O k ' , v e g h x ` - Quantitative	v m ñ ò j w h , Œ ' , e q x d
	m ñ a , v e g h x ` - Colour	v m š x k Û ñ ù x h , ò m , Õ w h q ^ q
	U ñ v e g h x ` - Numeral	W ... ® h L [š , Q h ñ « ñ ` i [x k û i , Õ [.
	f ñ « , v e g h x ` - Demonstrative	Q ° b v e q ñ x f , O ° b æ «

v]gLÆxi Function	Qj Û[a O x f , Õ Grammatical Structure	U« ' ..Û[q̄ « Û[š Examples
® x d g x ` , ® x d b ' ' v] qL Adverbs	[qj ® x d v g ^] 1 [š -Time	Q , v e q ' .., wcŽ—,]Σe ' ù L
	Q ` ® x d v g ^] 1 [š -Place	Q 1 ¬ , O 1 ¬ , Uł ® ` ' ù “ ”
	f qù £ ® x d v g ^] 1 [š -Manner	O l [q[, [m d f q[, w m [f q
	® x d v g ^] ” -Participial verb	e õ ' .., O Æ , † , v] , ...
® ¬ ù Postposition		“ w l , S š w k , w f w j
ÆŽ— v b q ` ` , m q Û ñ g ” Sentences	v e g `] q ° b -Nominal	T v h L j q ” f x l
	v b q ß Ž v e g ` -Verbal	P ` L , e q ` L , Æ g Ž ò
	÷ Ž— Statement	f q j ž ° [' ” c L j m ž
	P x a , [` ` x k -Command	c « ^] q x j ¢ L c ` Û q w b .
	® d q -Questions	S d Û ¬ v b £ œ f q ?
	® g , † x ` ^ v] qL -Exclamation	Q ° b Û w [q Õ h ” Uł m k ' S g h f q [Q – Û ñ ž i ..!
	b ü ^ v] q Ž v i q ` ` -Simple sentence	w c Ž—f x l v e , b ...
	÷ ` « ^ v ] q Ž v i q ` ` -Compound sentence	f x l v e , b b q L v m š k ” m ° ... f h ” ® ‘ ° b ...
® x d ^ v] qL Verbs	v m l w m —f q —e q « [š - Inflectional categories	
	b ž x f ¸ First Person	m – ñ w i ž , [Ž w i ž
	Æ ž ü x j -Second person	m – ñ i q , [Ž i q
	e ` ` Û x [-Third person	m – ñ i q ž , [Ž i q š
	e q L f Ž—” U ` -Gender and number	
	S g ` ù x a -Rational	
	P ` e q L ¸ Masculine	e q ò d q ž , w e f ñ w i ž
	v e ` e q L ¸ Feminine	e q ò d q š , w e f ñ i q
	e j ` e q L ¸ Plural	e q ò d q [š , w e f ñ i q [š
	O N § x a -Irrational	
	Y ž i ž e q L -Singular	v] ž i .., Y ò g ...
	e j ® ž e q L -Plural	v] ž i d , Y ò d
	® x d m ò m Æ e w m —e q « - Aspect.	
	Q x ` g i q b -Continuous	U ` ù Û v [ q ` ò – Û ñ w i ž
	v] g L Æ ò ` v b £ ® Û ¬ ” ® x d m ò m ” -Perfect	[` « x h x g U ` ù Æ ò ` ... ® ` w ` ž .

v] gŁÆxi Function	Qj Û[a O x f , Õ Grammatical Structure	U« ' ..Û[q- « Û[š Examples
	bŽf-` qd , U' m q x g w g ¬ § Ûñ i v] qŁ - Reflexive	c q w d Ûd Û- X- mß O x f ' ..Ûv [q' w' ž .
	S — ù v] , g , e -` - Definitive	c q x k [-` qg" m- w m ž .
	[qj " ç Tense	
	û [Š [qj " ç present	e ð Ûñ i qž
	Q i ° b [qj " ç past	e ð ` b qž
	Uù ˇ [qj " ç future	e ð , e qž
	® x d ^ v] qŁ • ž e q i ¬ - Mood	
	V m x j Û¬ § Ûñ i ç Polite/ Impolite Imperative	e ð , e ð æ i [š
	m q Ûñ g ` ù ž] q Œ Û x j m q] [" - Conditional	c ` ° b qŁ , O x l ` b qŁ , m ° b qŁ
	® — , e ` x b S a ˇ ' ..ñ i ., ® g i w [qš - Optative	m q Š [, m q Š w m q f q [
	Q x] ' b - ñ i , b x ` ç Ł j q b - Permissive	Y- ` j q f q ? U« Û [j q "
	b« Ûñ i , b x ` v] , ñ i - Prohibitive	Õ x [† ð Û Û ÷ ` q . , ¬ , x e w e q ' w m ˇ ` q "
	P Ž i Ł S a ˇ ' .." ® x d ^ v] qŁ - Potential	f x l v e , g j q " , ð i ° b f q a m d q [m h Û ÷ « "
	b ž x f /Æ ž ü x j /e ` ˇ Û x [ U ž i • ® ` i [¶ Ł X ž § x d Û¬ § , † « ñ i ® x d ^ v] qŁ - Personal verbs	® — " Õ ñ w i ž , f ñ Š ^ ð O x ` ° b qž
	S ` ž e q« ç Affirmative	e ð ` w b ž , v] , w b ž , w e q w d ž
	Uù ˇ f x i - Negative	e ð w g ž , v] , g q š , w e q [® Ł x j
	w [š ® ^ f- « , e g ˇ [š - Interrogative	® x k g q ð d q h q ? v] , b q w g q ?
	® x d m x [ç R q t	
	v] , ® x d - Active Voice	] q ' b ž f h ' x b v m ˇ ð d qž
	v] , e q- « ® x d - Passive voice	f h "] q ' b q d , qŁ v m ˇ , e ˇ ' ..
	f x i Æ [U' m q , ® x d - Impersonal voice	O m " Û- f q " e l "] q , † ` , † ð Û- "

v] gŁÆx i Function	Qj Û[a O x f , Õ Grammatical Structure	U« · ..Û[q̄ « Û[š Examples
Q x ` ^ v] qž[š Morphemes/interjections	S" , Y, V, Ud Ąb• g x m	g qx d Û" O ð]—Û" „ g qwd q O h]ž ? g qwd [š mž .
bü U' mq e g ü x j æx ` g mq Ûñ g v] qž v i q' ~ Clauses and phrases	] q' Õû x j Û—§ , Õ' v] qŁ - Conditional	f x l v e , b qŁ
	[qj " - Time	e – m' w b e ø ' v] ,
	wc q Û[" - Purpose	÷ • Û— w m x j
	[qha [qŁg , v e q— « - Cause and effect	c qž b° Š e ð ' b b qŁ Už d qŁ b° ß Ł U' b Ą ð ° b...
ù x a , e qŁ , Q` Xž—x f Agreement	Q— ù x a , v e q.., v e g' - Mixed gender	] q' ù Q , e f , b° x b Q mž ,
	S g' ù x a , v e q.., v e g' - Mixed person	g qž c" † , g qž c 1 x [
wch" —§ , e qž [š Time markers		c qx k , wcž—, Qž —, Ąž Õ
÷ ž— Speech	wc' ÷ ž—ç Direct speech	“S d Û' b° Š v bŁæf q? Už —O mž w[—` qž
	O g Ł ÷ ž—ç Indirect speech	Ud Û' b° Š v bŁæf q Už — O mž Už x d Ûw[—` qž

Appendix G – ACARA Language Glossary

A glossary of language terms is available at:

<https://www.australiancurriculum.edu.au/f-10-curriculum/languages/glossary/>

Appendix H – Course Adoption

Conditions of Adoption

The course and units of this course are consistent with the philosophy and goals of the college and the adopting college has the human and physical resources to implement the course.

Adoption Process

Course adoption must be initiated electronically by an email from the principal or their nominated delegate to bssscertification@ed.act.edu.au. A nominated delegate must CC the principal.

The email will include the **Conditions of Adoption** statement above, and the table below adding the **College** name, and circling the **Classification/s** required.

College:	
Course Title:	Continuing Modern Languages Arabic ☐ , Chinese ☐ , French ☐ , German ☐ , Hindi ☐ , Indonesian ☐ Italian ☐ , Japanese ☐ , Korean ☐ , Spanish ☐ , Tamil ☐ (<i>please select one</i>)
Classification/s:	A T M
Accredited from:	2020
Framework:	Languages Framework 2018