BSSS

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:

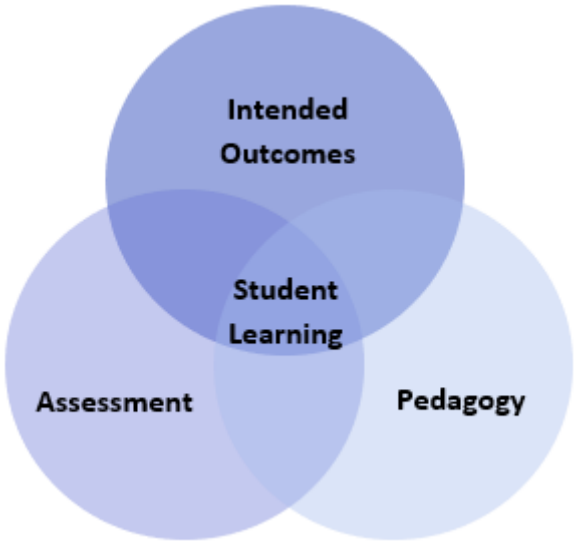
- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in 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, establishes a rich learning environment, and generates 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
- digital literacy
- 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 a language develops overall literacy, strengthening literacy-related capabilities that are transferable across languages, as well as the knowledge and skills necessary to comprehend text in the target language. The fundamental metalanguage and understanding of language allow for new insight into existing language and literacy in all the student's languages. As such, explicit, explanatory, and exploratory talk around language and literacy is a core element of language learning. 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.

Numeracy

Learning languages affords opportunities for learners to express numerical understanding in another language, reinforcing numerical understanding in the primary language/s. Students will be presented with texts that contain numerical information for critical interpretation and understanding. This builds their capacity to conceptualise and understand important texts about the world around them. The pattern recognition and application practices in language learning support the learning of Mathematics which uses similar sorts of algebraic reasoning and is in many ways, its own language.

Digital Literacy

Learning a language involves using digital environments and technologies in the target language. Students will learn how to use digital technologies appropriately to enhance learning and communication, and to ensure that they do not undermine their own progress with unnecessary recourse to AI and other translation tools. Accessing live target language environments and texts via digital media contributes to the development of linguistic and cultural knowledge and extends the boundaries of the classroom. Students will access contemporary idiom and expression through immediate connection to the target culture and thus leading to an up to date understanding of language and culture. Accessing online contexts, also allows time for students to have more developed information literacy skills and identify reliable online sources in the target language.

Critical and Creative Thinking

In learning a language, students interact with people and ideas from diverse backgrounds, languages, and perspectives across a wide range of topics, which provides opportunities for 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. In creating texts, they learn to apply creative processes to express their ideas and insights.

Personal and Social Capabilities

Interacting effectively in an additional language and with people of diverse language and cultural backgrounds involves negotiating, interpreting and reflecting on meaning in a range of personal, social and cultural situations. This involves understanding, empathising and reflexivity; important elements of personal and social capabilities, as they reflect on the world around them and their place in it. 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 within their own and other cultures and languages are key elements of personal and social competence.

Ethical Understanding

When learning another language, students are taught explicitly to acknowledge and consider difference in their interactions with others and to develop respect for diverse ways of perceiving, speaking and acting in the world. In developing a reflexive approach to language learning, they develop and clarify their own beliefs in interacting with those of others. Students will develop and extend their understanding of ethical practices in translation, scholarship and research.

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

Learning a language provides opportunities for students to engage with Aboriginal and Torres Strait Islander Histories and Cultures by exploring the connections between language, culture, and identity. Students analyse how ways of knowing, values, and perspectives are shaped and communicated within cultures, supporting a deeper understanding and appreciation of Aboriginal and Torres Strait Islander histories, cultures, deep knowledge traditions, and holistic worldviews.

Students draw on their knowledge of Aboriginal and Torres Strait Islander Peoples and Cultures to make intercultural comparisons with the languages and cultures they are studying. They examine how relationships to place, community, and cultural knowledge are expressed and sustained through storytelling, traditions, and social practices, developing an understanding of cultural continuity, diversity, and the ways cultures maintain identity over time.

Asia and Australia's Engagement with Asia

The study of languages supports students' understanding of the diversity within and between the countries of the Asia region and Australia's connections with the region. Students explore how language reflects cultural practices, social relationships, and ways of thinking within Asian societies. This develops awareness of the cultures, histories, and contributions of the peoples of Asia, as well as the social, cultural, and economic links that connect Australia with the Asia region.

Students strengthen their understanding of Australia's engagement with Asia through intercultural comparison. In studying an Asian language, students engage directly with Asian perspectives and modes of communication; in studying another language, students draw on shared learning to develop Asia literacy. This learning supports the development of skills and dispositions for effective communication and engagement with the peoples of Asia so they can effectively live, work and learn in the region.

Sustainability

Students engage with the sustainability priority by developing an understanding of the interconnected nature of environmental, social, cultural, and economic systems. They explore how different societies value and respond to environmental and social challenges, fostering reflection on how current actions shape future wellbeing.

Through engagement with relevant texts and contexts, students investigate key sustainability concepts such as conservation, community responsibility, and social change. They examine how cultural values and worldviews influence perspectives on sustainability, and how language is used to share knowledge, communicate ideas, and respond to change across cultures. By comparing and reflecting on diverse perspectives, students build the skills to communicate responsibly and collaborate effectively. This supports informed participation in local, regional, and global communities and encourages more sustainable ways of living.

Students also deepen their understanding of sustainability within specific cultural contexts, particularly in relation to global challenges such as climate change, food security, and land management. Through respectful interaction, negotiation of meaning, and reflection on communication, students develop the capabilities needed to live and work productively and sustainably.

Continuing Modern Languages

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Rationale

Learning a language is a joyful and rewarding process that enables students to build and extend connections and relationships locally and internationally, widen their horizons, sharpen and broaden cognitive and emotional capability, and enrich linguistic and cultural experience and intercultural capabilities. They strengthen their capacity to deal with uncertainty and overcoming difficulty and error. Ultimately, they will become skilled communicators, collaborators and interlocutors in all their languages.

Continuing Language learning extends and deepens awareness of cultural and linguistic perspectives for learners, not only in relation to the target language, but also in terms of their own language and cultural practices. Students deepen and extend their understanding of the nature of the target and their own languages' linguistic and stylistic features, of inherent cultural experiences, and of the processes of communication and mediation. As they create increasingly complex texts for a wider range of purposes, they reflect upon their choices, actions and interactions. They engage with a wide range of topical content as they learn language. Students strengthen their intellectual and analytical capability and enhance creative and critical thinking.

Students refine their understanding of how an interlocutor's values and culture shape their world view, and how that interaction can reshape or consolidate their own. Learning languages extends the learner's understanding of themselves, their heritage, values, culture, and identity. Students extend and consolidate their intracultural and intercultural capability as they refine their understanding of, and respect for, diversity and difference, and openness to different perspectives and experiences. Their understanding of themselves and their world is enlarged to encompass new ways of communicating, seeing, and organising perceptions.

Learning languages contributes to strengthening the learner's and community's economic potential, social harmony and community inclusion. Students further their capacity to reorganise their thinking to accommodate the increasingly complex structure of another language and in doing so accommodate diversity and difference. 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. The grow in confidence and resilience as they take on and overcome the difficulties inherent to engaging with a new language.

Goals

This course should enable students to:

- become confident communicators who can use the target language effectively in a range of contexts and for a variety of purposes, developing interpersonal skills
- build intercultural capability by exploring the connections between experiencing language and culture, reflecting on self and others in the world, and the ways of the world, to foster respect, empathy, and local and global awareness
- apply increasingly complex linguistic concepts to both the target language and own language(s), developing accuracy, creativity, reflexivity[1], and adaptability in interpreting, creating and exchanging meaning
- use the target and own language(s) to gain and mediate knowledge, debate ideas, and share meanings, to enable engagement with others, collaboration, and problem-solving across cultures
- build the confidence to learn independently, experiment with the language, and reflect on experiences to develop the creativity, open-mindedness, reflective and reflexive practices, and resilience needed to be lifelong learners

[1] See Appendix F

Unit Titles

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

Organisation of Content

The Individual

Students continue learning about language and individual identity. They conceptualise how relationships and personal experiences shape identity in language communities. Students evaluate how individuals explore their identity and communicate their personal beliefs with each other. They express their understanding through an increasing repertoire of target language, and cultural and intercultural capabilities and extend their language learning skills. Students reflect upon diverse linguistic practices and their own and others expression of identity and relationships with others.

Society and Community

Students continue learning about living in societies and communities. They express their understanding of how to participate in societies and communities through an increasing repertoire of target language, and cultural and intercultural capabilities. Students engage with how target language communities use language to relate to each other and the wider world. They reflect on diverse cultural and linguistic practices and consider these in relation to their own.

The Changing World

Students explore personal, local and global change. They investigate changes in communities. Students further their learning about how values and cultures shape understanding and communication about issues that impact our world. They apply their increasing repertoire of target language and cultural capabilities to share understanding about change. Students reflect on diverse cultural and linguistic practices for addressing personal, local and global change.

Diverse Perspectives

Students continue learning about how diverse perspectives are expressed. They appreciate how cultural expression, perspectives, and behaviours are sustained and transformed. Students apply an increasing repertoire of target language, and cultural and intercultural capabilities to participate in discussions. They reflect on their own perspectives, beliefs and cultural practices.

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 or fourth 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:

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

Assessment Task Types

Language acquisition is cumulative. Deep learning and understanding, opportunities to develop understanding over time and authentic interaction are valued. Holistic assessment is encouraged to allow students to evidence understanding and communicate in authentic contexts.

The assessment suite for each unit must include tasks from each category.

Tasks may combine categories.

Weightings Advice:

No task is to be weighted less than 20% or more than 50% for a 1.0 unit.

Understanding Language and Culture	**Communicating Meaning in Language**
The stimulus material about unit concepts must be in the target language, but responses may be in English. This may include tasks such as: • Comprehension task -Demonstrating understanding of meaning of a text via reading, listening or viewing, or multi-modal texts • Deconstructing texts, unseen or known • Idiomatic translation of extended text into language of instruction • Inquiry-Based Task, e.g. research task with in-class validation • Literary and stylistic analysis • Short Response stimulus task	*Production about unit concepts must be in the target language.* This may include tasks such as: • Extended writing - Take home research-based essay - In-class response to an unseen stimulus - In-class prompt to write on a taught and prepared content • Interview – unseen or prepared stimulus with unseen questions • Inquiry-Based Task, e.g. research task with in-class validation • Prepared oral delivered to the class followed by unseen questions • Multi-modal text production e.g. short film, podcast, poster, vlog, social media simulation • Unknown roleplay scenario with a short preparation

Reflection on Learning and Self in the World

Stimulus and production may be in English or the target language as appropriate to level and task design.

Reflection and reflexivity of self in the world, are a requirement described in the achievement standards, and must therefore be a component of the assessment suite. Reflection and Reflexivity can be imbedded in the communicating or understanding task, or separately. This may include:

- Annotations or a rationale for a task that reflects critical thinking, the cultural situatedness of ideas, people, language choices
- A creative writing task with an explanation of choices
- A reflexive question within a communication or understanding task that extends from the topic
- A unit journal with prompts to generate reflexive thinking about formative work and evolving understand of perspectives, stance, positionality, reflection on the cultural construction of meanings, values, attitudes, dispositions
- A written or spoken argument about their own work's values and positionality
- A written or spoken commentary on own changed views about the world as a result of the unit of work or task as the capstone to a task from the other two categories

Additional Assessment Information

- For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five to evidence learning.
- For a half standard unit (0.5), students must complete a minimum of two and a maximum of three assessment tasks to evidence learning and include the three task types.
- Teachers should consider a sequence of learning tasks across the unit to support learning and maximise evidence of understanding, communication and reflection, e.g. gradual release of responsibility; surface, deep, transfer.
- Teachers should balance the range of macro skills — reading, writing, speaking and listening/viewing — in their assessment across the course to ensure a broad array of skills and capabilities are developed.
- The complexity of the target language in the stimulus material and the response required should reflect the level of the course and point of progress within the course. Achievement Standards and Language specific guidance for semesters 1, 2, 3, and 4 in the courses is the point of reference for developing rubrics that reference language progression in relation to the descriptors in the Achievement Standards.
- Look for advice on task parameters in the language specific guidance in the course documents, which have been developed so tasks and rubrics reflect appropriate language progressions.
- Schools must ensure that tasks are designed to mitigate academic integrity risks.
- The use of a dictionary, generative AI or translation software is at the discretion of the school or sector. The conditions of an assessment task must be specified for clarity to students and for moderation purposes.
- Teachers should consider designing tasks that allow them to meet the requirements of the *Retention of Student Assessment Evidence Policy*.

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 Continuing Modern Languages A Course Year 11

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Communicating Meaning in Language	• creates accurate texts with depth and breadth for intended purpose, audience and context	• creates accurate texts with depth or breadth for intended purpose, audience and context	• creates accurate descriptive texts for intended purpose, audience and context	• creates mostly accurate texts relevant to the topic for intended purpose and audience	• creates texts relevant to the topic for a purpose
	• applies familiar and unfamiliar conventions of texts and culture to clarify understanding and/or mediate meaning	• applies familiar and unfamiliar conventions of texts and culture to demonstrate understanding and/or mediate meaning	• applies familiar conventions of texts and culture to express ideas and/or mediate meaning	• applies familiar text conventions to describe ideas using first language conventions	• applies some familiar text conventions to identify ideas using first language conventions
	• applies grammar, familiar and unfamiliar vocabulary and idiomatic expressions to exchange explanations clearly and coherently	• applies grammar, familiar and unfamiliar vocabulary and idiomatic expressions to exchange explanations clearly	• applies grammar, familiar vocabulary and set expressions to exchange explanations ideas clearly	• applies simple grammar, familiar vocabulary and set expressions to describe some ideas clearly	• applies some grammar, familiar vocabulary and set expressions to identify some ideas
	• applies the principles of academic integrity consistently and clearly and promotes audience confidence in the ideas communicated	• applies the principles of academic integrity consistently and clearly and promotes some audience confidence in the ideas communicated	• applies the principles of academic integrity clearly	• applies the principles of academic integrity inconsistently and reduces confidence in the ideas communicated	• applies the principles of academic integrity inconsistently and unclearly and provides minimal confidence in the ideas communicated
Understanding Language and Culture	• decodes familiar and unfamiliar target language and/or script to infer meaning and express opinions	• decodes familiar and unfamiliar target language and/or script and infer meaning	• decodes familiar target language and/or script and explains meaning	• decodes some familiar target language and/or script and explains some surface meaning	• identifies some meaning in familiar language texts and/ or script
	• applies emerging intercultural understanding to explain clearly the appropriateness of register and reasons for perspectives and/or behaviours with supporting evidence	• applies emerging intercultural understanding to explain with some coherence the choice of register and reasons for perspectives and/or behaviours with supporting evidence	• applies emerging intercultural understanding to describe the register and reasons for perspectives and/or behaviours with supporting evidence	• applies emerging intercultural understanding to identify the register and/ or behaviours with some supporting evidence	• applies emerging intercultural understanding to identify some of the register and/ or behaviours with limited supporting evidence
	• analyses concepts in texts with evidence for ideas	• explains concepts in texts with evidence for ideas	• describes concepts in texts with evidence for ideas	• identifies concepts in texts with some evidence for ideas	• identifies some concepts in texts with limited evidence for ideas
Reflection on learning and self in the world	• reflects on own language learning practices and applies feedback to propose appropriate, specific, personal improvements	• reflects on own language learning practices and applies feedback to propose some appropriate personal improvements	• reflects on own language learning practices and applies feedback to discuss improvement generally	• reflects on own language learning practices with reference to teacher feedback	• comments generally on language learning practices
	• reflects genuinely on own and others cultural assumptions and perspectives	• explains own and others cultural assumptions and perspectives	• describes own and others cultural assumptions and perspectives	• identifies own cultural assumptions and perspectives	• comments generally on self, culture or language

Achievement Standards Continuing Modern Languages T Course Year 11

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Communicating Meaning in Language	• creates clear, accurate texts with depth and breadth for intended purpose, audience and context	• creates accurate texts with depth and breadth for intended purpose, audience and context	• creates well-organised, accurate explanatory texts for intended purpose, audience and context	• creates mostly accurate texts relevant to the topic for intended purpose and audience	• creates texts relevant to the topic for intended purpose
	• applies familiar and unfamiliar conventions of texts and culture to communicate insightful understanding and mediate meaning	• applies familiar and unfamiliar conventions of texts and culture to clarify understanding and mediate meaning	• applies familiar conventions of texts and culture to organise their ideas and mediate meaning	• applies familiar conventions of texts to explain ideas using first language conventions	• applies some familiar conventions of texts to describe ideas using first language conventions
	• applies complex grammar, familiar and unfamiliar vocabulary and idiomatic expressions to exchange analyses of ideas clearly, coherently and with impact	• applies complex grammar, familiar and unfamiliar vocabulary and idiomatic expressions to exchange analyses of ideas clearly and coherently	• applies grammar, familiar vocabulary and set expressions to exchange explanations clearly and coherently	• applies familiar grammar, vocabulary and set expressions to describe some of own ideas clearly	• applies some familiar grammar, vocabulary and set expressions to describe some of own ideas
	• applies the principles of academic integrity consistently and clearly and promotes audience confidence in the ideas communicated	• applies the principles of academic integrity consistently and clearly and promotes some audience confidence in the ideas communicated	• applies the principles of academic integrity clearly	• applies the principles of academic integrity inconsistently and reduces confidence in the ideas communicated	• applies the principles of academic integrity inconsistently and unclearly and provides minimal confidence in the ideas communicated
Understanding Language and Culture	• analyses familiar and unfamiliar target language and/or script to decode and infer meaning and draw logical conclusions	• analyses familiar and unfamiliar target language and/or script to decode and infer meaning to express opinion	• decodes familiar target language and/or script to explain surface meaning	• decodes some familiar target language and/or script to explain some surface meaning	• identifies some meaning in familiar language texts and/ or script
	• applies emerging intercultural understanding to analyse the appropriateness of register and reasons for perspectives and/or behaviours with evidence	• applies emerging intercultural understanding to explain the choice of register and reasons for perspectives and/or behaviours with evidence	• applies emerging intercultural understanding to describe the register and reasons for perspectives and/or behaviours with evidence	• applies emerging intercultural understanding to identify the register and behaviours with some evidence	• applies emerging intercultural understanding to identify some of the register and behaviours with limited evidence
	• analyses concepts in texts with evidence for ideas	• explains concepts in texts with evidence for ideas	• describes concepts in texts with evidence for ideas	• Identifies concepts in texts with some evidence for ideas	• identifies some concepts in texts
Reflection on learning and self in the world	• reflects on own language learning practices and applies feedback to propose appropriate, specific, personal improvements	• reflects on own language learning practices and applies feedback to propose some appropriate personal improvements	• reflects on own language learning practices and applies feedback to discuss improvement generally	• reflects on own language learning practices with reference to teacher feedback	• comments generally on language learning practices
	• reflects thoughtfully on own and others cultural assumptions and perspectives	• reflects on own and others cultural assumptions and perspectives	• describes own and others cultural assumptions and perspectives	• identifies some of own and others cultural assumptions and perspectives	• comments generally on self, culture or language

Achievement Standards Continuing Modern Languages A Course 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*
Communicating Meaning in Language	• creates coherent, accurate texts with depth and breadth for intended purpose, audience and context	• creates accurate texts with depth or breadth for intended purpose, audience and context	• creates accurate descriptive texts for intended purpose, audience and context	• creates mostly accurate texts relevant to the topic for intended purpose and audience	• creates texts relevant to the topic for intended purpose
	• applies familiar and unfamiliar conventions of texts and culture to clarify understanding and/or mediate meaning	• applies familiar and unfamiliar conventions of texts and culture to demonstrate understanding and/or mediate meaning	• applies familiar conventions of texts and culture to express ideas and/or mediate meaning	• applies familiar text conventions to describe ideas using first language conventions	• applies some familiar text conventions to identify ideas using first language conventions
	• applies grammar, familiar and unfamiliar vocabulary and idiomatic expressions to exchange analyses of ideas clearly and coherently	• applies grammar, familiar and unfamiliar vocabulary and idiomatic expressions to exchange explanations clearly	• applies grammar, familiar vocabulary and set expressions to exchange explanations clearly	• applies simple grammar, familiar vocabulary and set expressions to describe some of own ideas clearly	• applies some grammar, familiar vocabulary and set expressions to identify some of own ideas
	• applies the principles of academic integrity consistently and clearly and promotes audience confidence in the ideas communicated	• applies the principles of academic integrity consistently and clearly and promotes some audience confidence in the ideas communicated	• applies the principles of academic integrity clearly	• applies the principles of academic integrity inconsistently and reduces confidence in the ideas communicated	• applies the principles of academic integrity inconsistently and unclearly and provides minimal confidence in the ideas communicated
Understanding Language and Culture	• analyses familiar and unfamiliar target language and/or script to decode and infer meaning and draw conclusions	• decodes familiar and unfamiliar target language and/or script and infer meaning to express opinions	• decodes familiar target language and/or script and explains meaning	• decodes some familiar target language and/or script and explains some surface meaning	• identifies some meaning in familiar language texts and/ or script
	• applies emerging intercultural understanding to analyse the appropriateness of register and reasons for perspectives and/or behaviours with supporting evidence	• applies emerging intercultural understanding to explain the choice of register and reasons for perspectives and/or behaviours with supporting evidence	• applies emerging intercultural understanding to describe the register and reasons for perspectives and/or behaviours with supporting evidence	• applies emerging intercultural understanding to identify the register and/ or behaviours with supporting evidence	• applies emerging intercultural understanding to identify some of the register and/ or behaviours with some supporting evidence
	• analyses concepts in texts with evidence for ideas	• explains concepts in texts with evidence for ideas	• describes concepts in texts with evidence for ideas	• identify concepts in texts with evidence for ideas	• identifies some limited concepts in texts with some evidence
Reflection on learning and self in the world	• reflects on own language learning practices and applies feedback to propose appropriate, specific, personal improvements	• reflects on own language learning practices and applies feedback to propose some appropriate personal improvements	• reflects on own language learning practices and applies feedback to discuss improvement generally	• reflects on own language learning practices with reference to teacher feedback	• comments generally on language learning practices
	• reflects insightfully on own and others cultural assumptions and perspectives	• reflects genuinely on own and others cultural assumptions and perspectives	• describes own and others cultural assumptions and perspectives	• identifies own and others cultural assumptions and perspectives	• comments generally on self, culture or language

Achievement Standards Continuing Modern Languages T Course 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*
Communicating Meaning in Language	• creates insightful, accurate texts with depth and breadth for intended purpose, audience and context	• creates coherent, accurate texts with depth and breadth for intended purpose, audience and context	• creates well-organised, accurate explanatory texts for intended purpose, audience and context	• creates mostly accurate texts relevant to the topic for intended purpose and audience	• creates texts relevant to the topic for intended purpose
	• applies familiar and unfamiliar conventions of texts and culture to enhance understanding and mediate meaning	• applies familiar and unfamiliar conventions of texts and culture to clarify understanding and mediate meaning	• applies familiar conventions of texts and culture to organise their ideas and mediate meaning	• applies familiar conventions of texts to explain ideas using first language conventions	• applies some familiar conventions of texts to describe ideas using first language conventions
	• applies complex grammar, familiar and unfamiliar vocabulary and idiomatic expressions to exchange evaluations of ideas clearly, coherently and with impact	• applies complex grammar, familiar and unfamiliar vocabulary and idiomatic expressions to exchange analyses of ideas clearly and coherently	• applies grammar, familiar vocabulary and set expressions to exchange explanations of ideas clearly and coherently	• applies familiar grammar, vocabulary and set expressions to describe some of own ideas clearly	• applies some familiar grammar, vocabulary and set expressions to describe some of own ideas
	• applies the principles of academic integrity consistently and clearly to enhance audience confidence in ideas communicated	• applies the principles of academic integrity consistently and promotes some audience confidence in the ideas communicated	• applies the principles of academic integrity clearly	• applies the principles of academic integrity inconsistently and reduces confidence in the ideas communicated	• applies the principles of academic integrity inconsistently and unclearly and provides minimal confidence in the ideas communicated
Understanding Language and Culture	• critically analyses familiar and unfamiliar target language and/or script to decode and infer meaning and draw logical conclusions	• analyses familiar and unfamiliar target language and/or script to decode and infer meaning to draw conclusions	• decodes familiar target language and/or script to infer meaning to explain surface meaning	• decode some familiar target language and/or script to explain some surface meaning	• identify some meaning in familiar language texts and/ or script
	• emerging intercultural understanding to evaluate the appropriateness of register and reasons for perspectives and/or behaviours with supporting evidence	• applies emerging intercultural understanding to analyse the choice of register and reasons for perspectives and/or behaviours with supporting evidence	• applies emerging intercultural understanding to explain the register and reasons for perspectives and/or behaviours with supporting evidence	• applies emerging intercultural understanding to describe the register and behaviours with some supporting evidence	• applies emerging intercultural understanding to identify the register and behaviours with limited supporting evidence
	• evaluates concepts in texts with evidence for ideas	• analyses concepts in texts clearly and with evidence for ideas	• explains concepts in texts clearly and with evidence for ideas	• describes concepts in texts with some evidence for ideas	• identifies concepts in texts with limited evidence for ideas
Reflection on learning and self in the world	• reflects on own language learning practices and applies feedback to propose appropriate, specific, personal improvements	• reflects on own language learning practices and applies feedback to propose some appropriate personal improvements	• reflects on own language learning practices and applies feedback to discuss improvement generally	• reflects on own language learning practices with reference to teacher feedback	• comments generally on language learning practices
	• reflects analytically on own and others cultural assumptions and perspectives	• reflects thoughtfully on own and others cultural assumptions and perspectives	• reflects on own and others cultural assumptions and perspectives	• describes own and others cultural assumptions and perspectives	• comments generally on self, culture or language

Achievement Standards Continuing Modern Languages M Course Year 11 and 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*
Communicating Meaning in Language	• interacts in target language to explain topics of study	• interacts in target language to describe topics of study	• identifies information on topic of study from studying interactions	• identifies some information on topic of study from studying interactions	• repeats some information on topic of study
	• applies literacy skills in target language to create and/or respond to texts with independence	• applies literacy skills in target language to create and/or respond to texts with some assistance	• applies some literacy skills in target language to create and/or respond to texts with assistance	• applies limited literacy skills in target language to create and/or respond to texts with continuous guidance	• applies limited literacy skills in target language to create and/or respond to texts with direct instruction
	• applies the principles of academic integrity consistently and clearly for ideas communicated	• applies the principles of academic integrity consistently for ideas communicated	• applies the principles of academic integrity clearly for ideas communicated	• applies the principles of academic integrity inconsistently	• applies the principles of academic integrity inconsistently and unclearly
	• uses accurate language, vocabulary and grammar both orally and/or in writing with independence	• uses a range of vocabulary and grammar both orally and/or in writing with some assistance	• uses familiar grammar and vocabulary with some accuracy both orally and/or in writing with assistance	• uses some grammar and vocabulary orally and/or in writing with continuous guidance	• displays limited grammar and vocabulary both orally and/or in writing with direct instruction
Understanding Language and Culture	• explains target language texts in familiar contexts with independence	• describes target language texts in familiar contexts with some assistance	• identifies target language texts in familiar contexts with assistance	• identifies features of target language texts in familiar contexts with continuous guidance	• identifies minimal features of target language texts in familiar contexts with direct instruction
	• explains target culture in familiar contexts with independence	• describes target culture in familiar contexts with some assistance	• identifies target culture in familiar contexts with assistance	• identifies some target culture features in familiar contexts with continuous guidance	• identifies minimal features of culture in familiar contexts with direct instruction
Reflection on learning and self in the world	• uses effective learning skills with independence	• uses effective learning skills with some assistance	• uses learning skills with assistance	• uses learning skills with continuous guidance	• uses learning skills with direct instruction
	• reflects on own learning and language acquisition skills with independence	• reflects on own learning and language acquisition skills with some assistance	• reflects on own learning and language acquisition with assistance	• describes own learning and language acquisition with continuous guidance	• identifies good techniques for language learning with direct instruction

The Individual Value: 1.0

The Individual a **Value 0.5**

The Individual b **Value 0.5**

Unit Description

Students continue learning about language and individual identity. They conceptualise how relationships and personal experiences shape identity in language communities. Students evaluate how individuals explore their identity and communicate their personal beliefs with each other. They express their understanding through an increasing repertoire of target language, and cultural and intercultural capabilities and extend their language learning skills. Students reflect upon diverse cultural and linguistic practices and their own and others expression of identity and relationships with others.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse concepts about how relationships and personal experiences shape identity in language communities and exchange responses and thoughts	• evaluate concepts about how relationships and personal experiences shape identity in language communities and exchange responses and thoughts	• explain topics about individuality, identity or relationships
• analyse how individuals explore their identity and communicate their personal beliefs with each other and share conclusions with others	• evaluate how individuals explore their identity and communicate their personal beliefs with each other and share conclusions with others	• explain experiences of individuality, identity or relationships in the context of the target culture/s
• apply an emerging repertoire of target language, and cultural and intercultural capabilities around individuality, identity and/or relationships and extend their language learning skills to interacting about those issues	• apply an emerging repertoire of target language, and cultural and intercultural capabilities around individuality, identity and relationships and extend their language learning skills to interacting about those issues	• use a repertoire of target language, and cultural and intercultural capabilities around experiences of individuality, identity or relationships
• reflect upon diverse linguistic practices around individuality, identity and/or relationships and their own and others expression of identity and relationships and share their experiences	• reflect upon diverse linguistic practices around individuality, identity and relationships and their own and others expression of identity and relationships and share their experiences	• reflect on language learning about individuality, identity or relationships and consider in relation to their own experiences

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Communicating Meaning in Language		
• create coherent, beautiful/engaging, accurate texts about relationships, identity or the experiences of individuals with depth and breadth for intended purpose, audience and context, e.g., information texts, photo essay, advice column writing	• create insightful, beautiful/engaging, accurate texts about relationships, identity and the experiences of individuals with depth and breadth for intended purpose, audience and context, e.g., feature article, photo essay, advice column writing	• interact in target language to explain topics of study about experiences of individuality, identity or relationships
• apply familiar and unfamiliar conventions of texts and culture to enhance understanding and mediate meaning about diverse cultural and linguistic practices and experiences of individuals, e.g., a conversation with clarification questions, respond to a movie review, annotated translation	• apply familiar and unfamiliar conventions of texts and culture to enhance understanding and mediate meaning about diverse cultural and linguistic practices and experiences of individuals, e.g., a conversation with clarification questions, respond to a movie review, notated retelling of a story from another perspective	• apply literacy skills in target language to create and/or respond to texts about relationships, identity or the experiences of individuals
• manipulate grammar, familiar and unfamiliar vocabulary and idiomatic expressions to exchange their experiences and analyses of ideas about individuality, relationships or identity clearly, coherently, e.g., language of complaint and opinion, code switching between situations	• manipulate complex grammar, familiar and unfamiliar vocabulary and idiomatic expressions to exchange their experiences and evaluations of ideas about individuality, relationships and identity clearly, coherently and with impact, e.g., language of complaint and opinion, code switching between informal and formal register	• use accurate language, vocabulary and grammar both orally and/or in writing about individuality, relationships or identity

A Course	T Course	M Course
• apply the principles of academic integrity consistently and clearly in ideas about individuality, relationships and/or identity, e.g., using reliable information sources in target language, referencing conventions in target language, using AI/translation software appropriately	• apply the principles of academic integrity consistently and clearly to enhance audience confidence in ideas about individuality, relationships and identity, e.g., using reliable information sources in target language, referencing conventions in target language, using AI/translation software appropriately	apply the principles of academic integrity consistently and clearly for ideas communicated about individuality, relationships or identity
Understanding Language and Culture		
• analyse familiar and unfamiliar target language and/or script about relationships, personal experiences and/or identity to decode and infer meaning and draw logical conclusions, e.g., language for analysis, biographical writing, autofiction	• critically analyse familiar and unfamiliar target language and/or script about relationships, personal experiences and identity to decode and infer meaning and draw logical conclusions, e.g., language for discursive analysis, biographical writing, autofiction	• interact to explain topics about individuality, identity or relationships
• apply emerging intercultural and linguistic understanding about relationships and/or experiences of individuals to justify the appropriateness of register and reasons for perspectives and/or behaviours with supporting evidence, e.g., language for agreement and disagreement, culture and family obligations, comments section in newspapers/social media	• apply emerging intercultural and linguistic understanding about relationships and experiences of individuals to evaluate the appropriateness of register and reasons for perspectives and/or behaviours with supporting evidence, e.g., language for agreement and disagreement, culture and family obligations, comments section in newspapers/social media	• explain individuality, identity or relationships in the context of the target culture/s
• analyse concepts about individuality, relationships, or identity in texts and extrapolate with evidence for ideas, e.g., short story study, current events journal, film study/video clip	• evaluate concepts about individuality, relationships, and identity in texts and extrapolate with evidence for ideas, e.g., short story study, current events journal, film study/video clip	•

A Course	T Course	M Course
Reflection on Learning and Self in the World		
• reflect on own language learning practices and applies feedback to propose appropriate, specific, personal improvements and shared experiences, e.g., time management, discussing their goals, implementing formative feedback	• reflect on own language learning practices and apply feedback to propose appropriate, specific, personal improvements including linguistic knowledge and practices about individuality, identity and relationships and shared experiences, e.g., time management, discussing their goals, implementing formative feedback	• use effective language and general learning skills
• reflect insightfully on own and others cultural assumptions and perspectives about individuality, identity, relationships or belonging, e.g., cognition of language learning, personal insights into nature of family life and friendships	• reflect analytically on own and others cultural assumptions and perspectives about individuality, identity, relationships and belonging, e.g., cognition of language learning, personal insights into nature of family life and friendships	• reflect on own learning and language acquisition skills about individuality, identity, relationships or belonging and consider in relation to their own experiences

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 emphasise 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.

Society and Community — Value: 1.0

Society and Community a — **Value 0.5**

Society and Community b — **Value 0.5**

Unit Description

Students continue learning about living in societies and communities. They express their understanding of how to participate in societies and communities through an increasing repertoire of target language, and cultural and intercultural capabilities. Students engage with how target language communities use language to relate to each other and the wider world. They reflect on diverse cultural and linguistic practices and consider these in relation to their own.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse concepts about living and participating in societies and communities and exchange responses and thoughts	• evaluate concepts about living and participating in societies and communities and exchange responses and thoughts	• explain topics about societies and communities and exchange responses and thoughts
• analyse how communities use language to relate to each other and the wider world to share conclusions with others	• evaluate how communities use language to relate to each other and the wider world to share conclusions with others	• explain experiences of societies and communities in the context of the target culture/s to share conclusions with others
• apply an emerging repertoire of target language, and cultural and/or intercultural capabilities and share their understanding of how to participate in societies and communities	• apply an emerging repertoire of target language, and cultural and intercultural capabilities and share their understanding of how to participate in societies and communities	• use a repertoire of target language, and cultural and intercultural capabilities around experiences of societies and communities to share their understanding
• reflect on diverse cultural and linguistic practices about living in communities and consider these in relation to their own and share their experiences	• reflect on diverse cultural and linguistic practices about living in communities and consider these in relation to their own and share their experiences	• reflect on language learning about experiences of societies and communities and consider and share their own experiences

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Communicating Meaning in Language		
• create coherent, beautiful/engaging, accurate texts about living and participating in a community with depth and breadth for intended purpose, audience and context, e.g., design a social change advertising campaign, reflecting on visiting an event/festival,	• create insightful, or beautiful/engaging, accurate texts about living and participating in a community with depth and breadth for intended purpose, audience and context, e.g., design a social change advertising campaign, reflecting on visiting an event/festival, responding to an opinion article	• interact in target language to explain topics of study about experiences of societies and communities
• apply familiar and unfamiliar conventions of texts and culture to clarify understanding and/or mediate meaning about living in a community, e.g., annotated translation, write for different audiences, travel advice texts, progress journal	• apply familiar and unfamiliar conventions of texts and culture to enhance understanding and mediate meaning about living in a community, e.g., simulated interview with a local leader/activist, annotated translation, write for different audiences, travel advice texts, progress journal	• apply literacy skills in target language to create and/or respond to texts about experiences societies and communities
• manipulate grammar, familiar and unfamiliar vocabulary and idiomatic expressions to exchange experiences and analyses of ideas about living in a community clearly, coherently, e.g., using quotations- direct and indirect speech, language of analysis, simple elements of persuasion- bandwagon, call to action, imperative mood, modal verbs; future aspirations and goals	• manipulate complex grammar, familiar and unfamiliar vocabulary and idiomatic expressions to exchange experiences and evaluations of ideas about living in a community clearly, coherently and with impact, e.g., using quotations- direct and indirect speech, language of social/ economic/ scientific analysis, simple elements of rhetoric and persuasion- bandwagon, call to action, imperative mood, modal verbs; future aspirations and goals	• use accurate language, vocabulary and grammar both orally and/or in writing about experiences of societies and communities

A Course	T Course	M Course
• apply the principles of academic integrity consistently and clearly and promotes audience confidence in ideas about living in a community, e.g., using reliable information sources in target language, referencing conventions in target language, using technology appropriately	• apply the principles of academic integrity consistently and clearly to enhance audience confidence in ideas about living in a community, e.g., using reliable information sources in target language, referencing conventions in target language, using technology appropriately	• apply the principles of academic integrity consistently and clearly for ideas about experiences of societies and communities
Understanding Language and Culture		
• analyse familiar and unfamiliar target language and/or script about living and participating in a community to decode and infer meaning and draw conclusions, e.g., texts of social commentary, research into community life, interpreting graphs	• critically analyse familiar and unfamiliar target language and/or script about living and participating in a community to decode and infer meaning and draw logical conclusions, e.g., texts of social commentary, research into community life, interpreting graphs	• interacts to explain topics about society and community
• apply developing intercultural and linguistic understanding about living in a community to justify the appropriateness of register and reasons for perspectives and/or behaviours with supporting evidence, e.g., explaining community events/festivals, interpreting memes/ graffiti, analysing advertising	• apply emerging intercultural and linguistic understanding about living in a community to evaluate the appropriateness of register and reasons for perspectives and/or behaviours with supporting evidence, e.g., explaining community events/festivals, interpreting memes/ graffiti/ memorials, analysing advertising	• explains experiences of societies and communities in the context of the target culture/s to others
• analyse concepts about living in a community in texts and extrapolate with evidence for ideas, e.g., film study, news items, podcasts	• evaluate concepts about living in a community in texts and extrapolate with evidence for ideas, e.g., documentary study, news items, podcasts	•

A Course	T Course	M Course
Reflection on Learning and Self in the World		
• reflect genuinely on own and others cultural and linguistic assumptions and perspectives and shared experiences, e.g., personal insights into nature of own community life and social/economic structures	• reflect analytically on and others own cultural and linguistic assumptions and perspectives and shared experiences about living in a community, e.g., personal insights into nature of own community life and social/economic structures	• reflect on own learning and language acquisition skills about experiences of societies and communities and consider in relation to their own
• reflect on own language learning practices and applies feedback to propose appropriate, specific, personal improvements, e.g., effective vocabulary drills, self-regulation- time; managing procrastination; reformulating goals; implementing formative feedback	• reflect on own language learning practices and applies feedback to propose appropriate, specific, personal improvements including linguistic knowledge and practices about living in a community, e.g., effective vocabulary drills, self-regulation- time; managing procrastination; reformulating goals; implementing formative feedback	• use effective language and general learning skills

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 emphasise 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.

The Changing World — Value: 1.0

The Changing World a — **Value 0.5**

The Changing World b — **Value 0.5**

Unit Description

Students explore personal, local and global change. They investigate changes in communities. Students further their learning about how values and cultures shape understanding and communication about issues that impact our world. They apply their increasing repertoire of target language and cultural capabilities to share understanding about change. Students reflect on diverse cultural and linguistic practices for addressing personal, local and global change.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse personal, local and/or global change and how values and culture/s shape understanding and communication about issues that impact our world and exchange responses and thoughts	• evaluate personal, local and global change and how values and culture/s shape understanding and communication about issues that impact our world and exchange responses and thoughts	• explain topics about personal, local and global change and exchange responses and thoughts
• analyse changes experienced by communities and share conclusions with others	• evaluate changes experienced by communities and share conclusions with others	• explain experiences of personal, local or global change in the context of the target culture/s and share conclusions with others
• apply an emerging repertoire of target language and cultural capabilities to discuss change and build and share understanding	• apply an emerging repertoire of target language and cultural capabilities to discuss change and build and share understanding	• use a repertoire of target language, and cultural and intercultural capabilities around experiences of personal, local or global change
• reflect on diverse cultural and linguistic practices for addressing personal, local and/or global change and share their experiences	• reflect on diverse cultural and linguistic practices for addressing personal, local and global change and share their experiences	• reflect on language learning about experiences of personal, local or global change and consider and share own experiences

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Communicating Meaning in Language		
• create coherent, beautiful/engaging, accurate texts about the changing world with depth and breadth for intended purpose, audience or context, e.g., speech, news article, social media post	• create insightful, beautiful/engaging, accurate texts about the changing world with depth and breadth for intended purpose, audience and context, e.g., speech, news article, social media post	• interact in target language to explain personal, local or global change
• apply familiar and unfamiliar conventions of texts and culture to clarify understanding and/or mediate meaning about the changing world, and how to discuss challenges respectfully, e.g., songs, slogans, advertising	• apply familiar and unfamiliar conventions of texts and culture to enhance understanding and mediate meaning about the changing world, and how to discuss challenges respectfully, e.g., songs or poems, slogans, respond to a campaign, write a letter to a politician	• apply literacy skills in target language to create and/or respond to texts about personal, local or global change
• manipulate grammar, familiar and unfamiliar vocabulary and idiomatic expressions to exchange analyses of ideas clearly, coherently for respectful discussion on issues in the changing world, e.g., language of persuasion; simple literary devices- simile; language of marketing	• manipulate complex grammar, familiar and unfamiliar vocabulary and idiomatic expressions to exchange evaluations of ideas clearly, coherently and with impact for respectful discussion on issues in the changing world, e.g., language of persuasion; simple literary devices- simile; language of marketing	• use accurate language, vocabulary and grammar both orally and/or in writing about personal, local or global change
• apply the principles of academic integrity consistently and clearly to promote audience confidence in ideas about the changing world, e.g., using reliable information sources in target language, referencing conventions in target language, using technology appropriately	• apply the principles of academic integrity consistently and clearly to enhance audience confidence in ideas about the changing world, e.g., using reliable information sources in target language, referencing conventions in target language, using technology appropriately	• apply the principles of academic integrity consistently and clearly for ideas about personal, local or global change

A Course	T Course	M Course
Understanding Language and Culture		
• analyse familiar and unfamiliar target language and/or script for respectful discussion about the changing world to decode and infer meaning and draw conclusions, e.g., language of protest, nature/geographic texts	• critically analyse familiar and unfamiliar target language and/or script for respectful discussion about the changing world to decode and infer meaning and draw logical conclusions, e.g., community forums, language of protest, nature/geographic texts	• interacts to explain topics about personal, local or global change
• apply an emerging intercultural and linguistic understanding for discussions about the changing world to justify the appropriateness of register and reasons for perspectives and/or behaviours with supporting evidence, e.g., interpreting statistics, justifying opinions	• apply an emerging intercultural and linguistic understanding for discussions about the changing world to evaluate the appropriateness of register and reasons for perspectives and/or behaviours with supporting evidence, e.g., popular science texts, interpreting statistics, justifying opinions	• explains experiences of personal, local or global change in the context of the target culture/s and exchange responses and thoughts
• analyse concepts about the changing world in texts and extrapolate with evidence for ideas, e.g., identifying bias, identifying fake news, protests signs/placards	• evaluate concepts about the changing world in texts and extrapolate with evidence for ideas, e.g., identifying bias, identifying fake news, protests signs/placards/ practices	
Reflection on Learning and Self in the World		
• reflect genuinely on own and others cultural and linguistic assumptions and perspectives and share experiences, e.g., personal insights into nature of own community life and social/economic structures	• reflect analytically on and others own cultural and linguistic assumptions and perspectives about discussions and share experiences on the changing world, e.g., personal insights into nature and experience of change	• reflect on own learning and language acquisition skills about experiences of personal, local or global change and consider in relation to their own experiences
• reflect on own language learning practices and applies feedback to propose appropriate, specific, personal improvements, e.g., useful ways to practice speaking, self-regulation-time; managing procrastination; reformulating goals; implementing formative feedback	• reflect on own language learning practices and applies feedback to propose appropriate, specific, personal improvements including linguistic knowledge and practices for discussions on the changing world, e.g., useful ways to practice speaking, self- regulation in collaboration; respectful discussions	• use effective learning skills

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 emphasise 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.

Diverse Perspectives — Value: 1.0

Diverse Perspectives a — **Value 0.5**

Diverse Perspectives b — **Value 0.5**

Unit Description

Students continue learning about how diverse perspectives are expressed by individuals and communities. They appreciate how cultural expression, perspectives, and behaviours are sustained and transformed. Students apply an increasing repertoire of target language, and cultural and intercultural capabilities to participate in discussions. They reflect on their own perspectives, beliefs and cultural practices.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse how diverse perspectives are expressed and exchange responses and thoughts	• evaluate how diverse perspectives are expressed and exchange responses and thoughts	• explain topics about diverse perspectives and exchange responses and thoughts
• analyse how cultural expression, perspectives, and behaviours are sustained and transformed and share conclusions with others	• evaluate how cultural expression, perspectives, and behaviours are sustained and transformed and share conclusions with others	• explain experiences of diverse perspectives in the context of the target culture/s and share ideas with others
• apply an emerging repertoire of target language, and cultural and intercultural capabilities to participate in discussions	• apply an emerging repertoire of target language, and cultural and intercultural capabilities to participate in discussions	• use a repertoire of target language, and cultural and intercultural capabilities around experiences of diverse perspectives
• reflect on their own beliefs and cultural expression and consider their own perspectives and shared experiences	• reflect on their own beliefs and cultural expression and consider their own perspectives and shared experiences	• reflect on language learning about experiences of diverse perspectives and consider in relation to their own experiences of diverse perspectives

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Communicating Meaning in Language		
• create coherent, beautiful/engaging, accurate texts about diverse perspectives on cultural expression and behaviours with depth and breadth for intended purpose, audience and context, e.g., art critique, creative writing, travelogue, proposal for a new invention	• create insightful, beautiful/engaging, accurate texts about diverse perspectives on cultural expression and behaviours with depth and breadth for intended purpose, audience and context, e.g., art critique, creative writing, travelogue, popular science article, proposal for a new invention	• interact in target language to explain diverse perspectives
• apply familiar and unfamiliar conventions of texts and culture to clarify understanding and mediate meaning about contemporary perspectives on traditions, practices and discussions, e.g., retelling legends and myths in new formats, different perspectives on the same issue, fashion parade script	• apply familiar and unfamiliar conventions of texts and culture to enhance understanding and mediate meaning about contemporary perspectives on traditions, practices and discussions, e.g., retelling legends and myths in new formats, presenting new scientific developments to a general audience, fashion parade script	• apply literacy skills in target language to create and/or respond to texts about diverse perspectives
• apply grammar, familiar and unfamiliar vocabulary and idiomatic expressions to exchange analyses of ideas clearly, coherently and with impact about diverse perspectives on cultural expressions, and behaviours, e.g., presentation on food practices/ write recipes/ restaurant review	• apply complex grammar, familiar and unfamiliar vocabulary and idiomatic expressions to exchange evaluations of ideas clearly, coherently and with impact about diverse perspectives on cultural expressions, and behaviours, e.g., presentation on food practices/ write recipes/ restaurant review, multiculturalism	• use accurate language, vocabulary and grammar both orally and/or in writing about diverse perspectives

A Course	T Course	M Course
• apply the principles of academic integrity consistently and clearly to enhance audience confidence in ideas about cultural expression, perspectives, and behaviours, e.g., using reliable information sources in target language, referencing conventions in target language, using technology appropriately	• apply the principles of academic integrity consistently and clearly to enhance audience confidence in ideas about cultural expression, perspectives, and behaviours, e.g., using reliable information sources in target language, referencing conventions in target language, using technology appropriately	• apply the principles of academic integrity consistently and clearly for ideas about diverse perspectives
- Understanding Language and Culture		
• analyse familiar and unfamiliar target language and/or script to decode and infer meaning and draw conclusions about how diverse perspectives are expressed, e.g., visual art, theatre, film, lifestyle, science	• critically analyse familiar and unfamiliar target language and/or script to decode and infer meaning and draw logical conclusions about how diverse perspectives are expressed, e.g., visual art, music, dance, theatre, film, lifestyle, science	• interacts to explain topics about diverse perspectives
• apply an emerging intercultural and linguistic understanding of diverse perspectives to justify the appropriateness of register and reasons for perspectives and/or behaviours with supporting evidence, e.g., artist's statements, literary analysis, origins of cultural expressions	• apply an emerging intercultural and linguistic understanding of diverse perspectives to evaluate the appropriateness of register and reasons for perspectives and/or behaviours with supporting evidence, e.g., artist's statements, literary analysis, origins of cultural expressions, acculturation	• explain diverse perspectives in the context of the target culture/s to share ideas
• analyse concepts about sustaining and transforming cultural expression, perspectives, and behaviours in texts and extrapolate with evidence for ideas, e.g., traditions, contemporary versus traditional celebrations, creation stories	• evaluate concepts about sustaining and transforming cultural expression, perspectives, and behaviours in texts and extrapolate with evidence for ideas, e.g., deconstructing stereotypes, contemporary versus traditional celebrations, creation stories	

A Course	T Course	M Course
Reflection on Learning and Self in the World		
• reflect insightfully on and others own cultural and linguistic assumptions and perspectives about contemporary perspectives on traditions, practices and discussions, e.g., personal insights into cultural experiences, diverse perspectives and multiculturalism	• reflect analytically on and others own cultural and linguistic assumptions and perspectives about contemporary perspectives on traditions, practices and discussions, e.g., personal insights into cultural experiences, diverse perspectives and multiculturalism	• reflect on own learning and language acquisition skills about experiences of diverse perspectives and consider in relation to their own
• reflect on own language learning practices and applies feedback to propose appropriate, specific, personal improvements about diverse perspectives on traditions, practices and discussions, e.g., comparing advice on language learning, not perpetuating stereotypes and prejudices in own work	• reflect on own language learning practices and applies feedback to propose appropriate, specific, personal improvements, including about diverse perspectives on traditions, practices and discussions, e.g., comparing advice on language learning, not perpetuating stereotypes and prejudices in own work	• use effective learning skills

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 emphasise 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.

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 or fourth 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.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse ideas and perspectives on the chosen topics and exchange responses and thoughts	• evaluate ideas and perspectives on the chosen topics and exchange responses and thoughts	• explain topics about the chosen topics and exchange responses and thoughts
• analyse language uses and practices for engaging in dialogue about the chosen topics and share conclusions with others	• evaluate language uses and practices for engaging in dialogue about the chosen topics and share conclusions with others	• explain experiences of the chosen topic in the context of the target culture/s and share ideas with others
• apply an emerging repertoire of target language, and cultural and intercultural capabilities about the chosen topic	• apply an emerging repertoire of target language, and cultural and intercultural capabilities about the chosen topic	• use a repertoire of target language, and cultural and intercultural capabilities around experiences of the chosen topic
• reflect on their own beliefs and cultural practices in relation to the chosen topic and share their experiences	• reflect on their own beliefs and cultural practices in relation to the chosen topic and share their experiences	• reflect on language learning about experiences of the chosen topic and share their own experiences

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Communicating Meaning in Language		
• create coherent, beautiful/engaging, accurate texts about the chosen topic for intended purpose, audience and context	• create insightful, beautiful/engaging, accurate texts about the chosen topic with depth and breadth for intended purpose, audience and context	• interact in target language to explain the chosen topic
• apply familiar and unfamiliar conventions of texts and culture to clarify understanding and mediate meaning on the chosen topic	• apply familiar and unfamiliar conventions of texts and culture to enhance understanding and mediate meaning on the chosen topic	• apply literacy skills in target language to create and/or respond to texts about the chosen topic
• apply grammar, familiar and unfamiliar vocabulary and idiomatic expressions on the chosen topic to exchange analyses of ideas clearly, coherently and with impact	• apply complex grammar, familiar and unfamiliar vocabulary and idiomatic expressions on the chosen topic to exchange evaluations of ideas clearly, coherently and with impact	• use accurate language, vocabulary and grammar both orally and/or in writing about the chosen topic
• apply the principles of academic integrity consistently and clearly to promote audience confidence in ideas communicated about the chosen topic, e.g., using reliable information sources in target language, referencing conventions in target language, using AI/translation software appropriately	• apply the principles of academic integrity consistently and clearly to enhance audience confidence in ideas communicated about the chosen topic, e.g., using reliable information sources in target language, referencing conventions in target language, using AI/translation software appropriately	• apply the principles of academic integrity consistently and clearly for ideas about the chosen topic
Understanding Language and Culture		
• analyse familiar and unfamiliar target language and/or script to decode and infer meaning and draw conclusions on the chosen topic	• critically analyse familiar and unfamiliar target language and/or script to decode and infer meaning and draw logical conclusions on the chosen topic	• interact to explain topics about the chosen topic
• apply an emerging intercultural and linguistic understanding on the chosen topic to justify the appropriateness of register and reasons for perspectives and/or behaviours with supporting evidence	• apply an emerging intercultural and linguistic understanding on the chosen topic to evaluate the appropriateness of register and reasons for perspectives and/or behaviours with supporting evidence	• explains experiences of the chosen topic in the context of the target culture/s to share ideas with others

A Course	T Course	M Course
• analyse concepts about the chosen topic and systems in texts and extrapolate with evidence for ideas	• evaluate concepts about the chosen topic and systems in texts and extrapolate with evidence for ideas	
Reflection on Learning and Self in the World		
• reflect analytically on and others own cultural and linguistic assumptions and perspectives about the chosen topic • reflect on own language learning practices and applies feedback to propose appropriate, specific, personal improvements about the chosen topic	• reflect analytically on and others own cultural and linguistic assumptions and perspectives about the chosen topic • reflect on own language learning practices and applies feedback to propose appropriate, specific, personal improvements about the chosen topic	• reflect on own learning and language acquisition skills about the chosen topic and consider in relation to their own experiences • use effective learning skills

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 emphasise 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.

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

To be eligible for the Continuing Modern Languages course, the school must use the Languages Eligibility Form and criteria to determine that the Continuing level of language is the most appropriate for the student. The Languages Eligibility Form is available on the BSSS website.

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 or fourth 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.

Moderation

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

Name	College
Associate Professor Angela Scarino	Adelaide University
Professor Caillan Davenport	Australian National University
Heike Craig, German Teacher	Daramalan College
Harpreet Kaur, Hindi Teacher	Narrabundah College
Dianne Le Febvre, French teacher	Radford College
Orion Lethbridge, Korean Teacher	Gungahlin College
Lauren Richardson, Head of Languages, Latin Teacher	Canberra Girls Grammar School
Tina Rodriguez, Languages Coordinator, Italian and Spanish Teacher	Merici College
Michele Sharp, Head of Languages, Japanese Teacher	Radford College
Mei Turnip, Languages Coordinator, Indonesian Teacher	Trinity Christian School
Rocio Yactayo Lovett, Spanish Teacher	Merici College
Jing (Jade) Yin, Chinese Teacher	Dickson 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 Languages Curriculum

Courses will detail what teachers are expected to teach and students are expected to learn for years 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.

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.

An **Independent Study unit** is a pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit 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.

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.

Familiar and unfamiliar draws a contrast between *familiar* texts, topics and language studied closely in class and *unfamiliar* material only mentioned in passing, or which the student has discovered for themselves. This encourages students to be autonomous and resilient by taking calculated risks in learning and incentivising independent work.

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 - Reflection and Reflexivity

Extract – Michelle Kohler and Angela Scarino, 'Chapter 7: A principled pedagogy for a multilingual and intercultural orientation to learning for diverse (language) learners' in Leonardo Veliz (ed.) *Multiculturalism and multilingualism in education: Implications for curriculum, teacher preparation and pedagogical practice*, Brill, Leiden, 2025, pp, 145 - 166

Reflective and reflexive

Reflection and reflexivity are integral to multilingual and intercultural learning. (Byrd Clark & Dervin, 2014). In language use, these processes are a crucial dimension of exchanging meanings in situ with diverse others. In language learning, these are the educative processes through which students come to understand the entailments of multilingual and intercultural exchange and how such exchange impacts people's identity formation. Kramsch (2006) reminds us that today it is not sufficient for learners to know how to communicate meanings, intricate though this is; they also need to understand the practice of meaning-making.

The process of *reflection* involves critically considering observations, descriptions, analyses and diverse interpretations of subject matter, that is, phenomena shared when communicating, as well as considering how language(s) and culture(s) come into play in exchanging meaning (Liddicoat & Scarino, 2013). The process of *reflexivity* involves recognising that participants in communication bring their own subjectivities to the exchange, situated as they are in their own social, linguistic, cultural and historical worlds. In participating in interactions with diverse others, participants learn to question their own assumptions, positioning, responses and reactions, and come to understand that their contribution to the exchange has impact and consequences; it also involves engagement with the interpretation of self (intraculturality) and others (interculturality) in diverse contexts (Liddicoat & Scarino, 2013). In other words, students make sense of the subject matter and themselves *in relation to* others. It is through reflection and reflexivity that students develop the capability to decentre and to consider matters such as situatedness, assumptions, and positionality. These processes contribute to students' development of consciousness as communicators, meaning-makers, learners and persons.

In relation to pedagogy, it is crucial to position students as both performers and analysers (Liddicoat & Scarino, 2013), and that they be invited to consider critically the ideas/knowledge exchanged, diverse perspectives, understandings and interpretations, diverse responses and reactions, and diverse ways of contributing to experiences of exchange – their own and others. They need to be invited to notice the 'language' of experiences, that is, reflecting on how diverse experiences, understandings and perspectives are expressed and represented and how perspectives, attitudes and values are enmeshed in the linguistic choices made. And finally, they need to be invited to reflect on the participants in the exchange and their identities. Over time students develop a *reflective stance* towards understanding the variable ways of communicating.

In order to resource the processes of reflection and reflexivity, it is necessary to purposefully include texts (in the widest sense of the term) that present differing perspectives and to model reflective thinking, introducing questions about such matters as voice; assumptions, feelings in relation to responses, the exploration of reasons, motivations, origins of particular views, and so on.

Ultimately, the goal of multilingual and intercultural communication and learning is the development of sensitivity towards aspects of communication (i.e. the exchange of meanings) between 'self' and 'others', through critical engagement with self-reflection. This also entails developing awareness of the ethical issues related to the use of knowledge and language.

Appendix G – 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 is provided to guide teaching and learning in senior language classes. This captures the nexus of language/culture through 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 and reflect on, culture and language and personal growth and understanding is the goal.

The Implementation Guides provide more detailed guidance on the scope, complexity and insight required in each unit.

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

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	1. Simple directional words 简单方位词 上 on, above, over; 下 under, below, 左 left, 右 right 前 front, 后 back, 中 middle, 旁 beside, 里 insid, 外 outside, 东 east, 南 south, 西 west, 北 north, 东北 northeast, 东南 southeast, 西 南 southwest, 西北 northwest 2. Compound directional words 合成方位词 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 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. 五米左右 about 5 metres, 春节前后 around Chinese New Year 3. Postpositional phrases 方位词组 桌子上面，教室里面／边 on the desk, inside the classroom
Existential sentences 存现句 在 zai, 有 you, 是 shi	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 The cinema is opposite the supermarket.
Expressing distance 距离的表达	堪培拉城离飞机场很近 Civic of Canberra is close to the airport.

Functions	Structures
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	我试试这件衣服 Let me try this garment on. 你读一读这首诗 You read this poem. 我翻了翻这本书, 挺好 I browsed this book, very good. 请帮帮忙 Give me a hand, please.
Adverb of scope 范围副词作状语	你喝茶，我们也都喝茶 You drink tea, all of us drink tea too.
Directional prepositions 空间方位词状语	从 from, 往 /向 towards, 从 … … 到 from … to … 她向我微笑 She is smiling at me.
Expressing an action in progress	表达事件正在进行, using zheng or zai or zhengzai (zhe) 他正／在／正在玩电脑游戏（呢) He is playing computer games. The Partical “zhe” 助词“着”的用法 学生们正在唱着歌 The students are singing.
The particle “le” 助词“了“的用法 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).	该做作业了 It is time to do your homework now. 你可以回家了 You may go home now. 我会说汉语了 I can speak Chinese now.

Functions	Structures
Negative sentences with mei (you), mei（you) - used before a verb to indicate that an action has not happened. 用 “没（有）”的否定句, “没 （有）”用在动词前代表动作还没有完成	我还没（有）看过这个电影（了) I have not seen this movie yet.
The particle “guo” indicating action that happed in the past. 助词“过”的用法， 表示发生过的动作	你来过我们学校吗？Have you been to our school? 你有没有看过这部电视剧？Have you watched this TV series. 她不曾当过演员 She was not an actress.
Expressing similarity and dissimilarity 类同和不同的表达	我的手机和／跟 她的手机一样 My mobile phone is the same as hers. 我的想法和／跟他的很不一样 My views are different from his.
Comparative sentences 比较句	堪培拉的冬天比悉尼的冬天冷 Canberra’ s winter is colder than Sydney’ s winter. Negative bi structures “比“字句的否定句 那条项链没有这条好看 (adjective) That necklace is not as pretty as this one. The adverb “zui “ 副词“最” 上海是中国最大 (adjective) 的城市。Shanghai is the biggest city in China. 妈妈最关心 (verb) 我 Mum cares for me the most. 他喜欢坐在教室最前面 (directional word) He likes sitting closest to the front of the classroom.

Functions	Structures
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 to 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.

Functions	Structures
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.”
Adverbials with proverbs of time indication 含指时间的副词	你怎么还在看电视？Why are you still watching TV? 他们已经到堪培拉了 They have already arrived at Canberra. 他又在玩电脑游戏了 He starts to play computer games again. 他一次又一次地让我失望 He disappointed me again and again. 我昨天晚上九点就睡了 I even went to sleep at 9.00 pm yesterday evening. 他昨天晚上十二点才睡 He only went to bed at 12.00 pm yesterday evening.
Complements of time 时量补语	你来北京多长时间了／多久了? How long have you been in Beijing? 我来北京两天了 I have stayed in Beijing for two days now. 你们看了多久的电视连续剧？How long have you been watching the TV series?
Complements of action 补语	我去过北京五次 I’ve been to Beijing three times. 这本书我看过两遍 I’ve read this book twice. 这个周末我要去一趟悉尼 I’ll go to Sydney this weekend. 我们只见过一面 We only met once.

Functions	Structures
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	我们打算先去西安, 然后/接着去北京 We plan to got to Xi’ an first followed by Beijing. 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. 她不但学习汉语, 而且还学习法语 She not only studies Chinese but also studies French. 虽然他生病了, 但是他还是参加了比赛 Although he is sick today he is still playing in the match. 虽然现在是学校放假, 我们仍然在中国旅行 Although it is the school holidays we are still travelling in China.
Complements of result 结果补语	作业做完了 The homework has been completed. 我们已经飞到堪培拉了 We have already flown back to Canberra. 老师的话要听清楚 Listen carefully to what the teacher says. 你一定要学会开车 You must learn how to drive. 我没明白你说的 (negating complement of result). I didn’ t understand what you are saying.
Complements of possibility	表示可能的结果补语 他看得懂中文 He can read Chinese. 我写不完这么多作业 I cannot finish so much homework. 我什么都看不见 I cannot see anything. 我睡不着 I cannot fall sleep. 明天的课我上不了 I cannot go to classes tomorrow.

Functions	Structures
Complements of direction 趋向补语	你拿上来 You take it up. 坐下来，慢慢说 Sit down and talk slowly. 进来 come in, 出来 come out, 回来 come back, 过来 come over, 上去 go up, 下去 go down, 进来 come in, 进去 go in, 出去 go out, 回去 go back, 过去 go over
Complements of degree 程度补语	他跑得很快 他跑步跑得很快 He runs fast. 她考得不太好 He didn’ t do well in the test.
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”	我把头发剪短了 I cut my hair short. 我把车停在学校停车场了 I have parked my car at the school car park.
Notional passive (passive voice) 意义上的被动句	电脑修好了 The computer has been fixed.
The “bei” sentences “被”动句	我的照相机被他 (doer）摔坏了 (indicating the result of an action) My camera has been broken by him.
Connective words 连词/关联词	1. To add 表示增加: furthermore 进一步说, 2. To contrast 比较: conversely 反过来说, nevertheless 不过, 并不／却，要不然，否则 3. 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,

Functions	Structures
	more importantly 更重要的是, 4. 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 5. 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 6. 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 7. 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, 8. 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, 9. To show cause and effect: 表示因果 consequently 结果是, as long as 只要 10. 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), 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 12. To show a sequence 表示顺序:

Functions	Structures
	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 13. To compare 用于比较: in comparison 相比较而言, rather than 还不如 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 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 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
Compound sentences: Conjunctions and conjunctives 复合句与连词	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) 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. 19. Concession 表示让步

Functions	Structures
	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. 况且 moreover 20. Non-condition 表示无条件 无论 … … 都／还， 不管 … … 也 无论结果好不好，你都要试一试 No matter what the outcome is, you should still give it a try. 不管 … … 也 不管这本书有多贵，我也要把它买下来 No matter how expensive this book is, I’ ll still buy it. 常用的条件句短语: 无论怎样／如何 no matter what 无论是谁／是什么人 whoever 无论在哪儿 wherever 无论什么时候 whenever 无论有多少 No matter how many / much 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. 无论是谁, 都不能不选体育课 No one can skip taking P.E lessons. 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. 无论什么时候, 你们都可以给我打电话。You can call me at any time.

Functions	Structures
	无论有多少工作她都会尽力完成 No matter how much work, she does her best to complete the work. 21. Selection 表示选择: 不是 … … 就是/便是 你不是上网就是玩电脑游戏 If you are not on the internet, you will be playing computer games. Preference 表示选择: 宁可 … … 也 to prefer to do ... rather than to ... 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.

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 are 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	• regular and common irregular forms • adjectives agreement and placement • interrogative adjectives (*quel, quelle, quels, quelles*) • possessive adjectives (*mon, ma, mes, son, notre, nos…)*
Adverbs	• adverb placement, formation • irregular forms • negation (*ne… pas, ne… que, ne… jamais, ne… rien, ne… plus, ne… personne, ne… aucun*)

Functions	Structures
Articles	• in a negative construction • after expressions of quantity • omission of the article • definite and indefinite • stressed pronouns (*moi, toi, lui, elle*) • partitive article (*du, de la, del', des and de*)
Conjunctions	• coordinating conjunctions (*car, donc, ensuite, puis…)* • conjunctions of conclusion (*parce que, car, comme*) • phrases followed by the indicative
Interrogative	• 3 question forms & sentence structure
Nouns	• gender • agreement • definite and indefinite articles • possessive and demonstrative adjectives
Numerals	• cardinals (*un, deux, trois…)* • ordinals (*premier, première, vingtième…)* • date • time
Prepositions	• location and direction • time
Pronouns	• subject pronouns (including on) • direct and indirect object pronouns (*le, la, les, lui, leur*) • relative (*qui, que*), demonstrative (*ce, cet, cette, ces),* interrogative pronouns • use of indirect pronouns, y and en • position and order of pronouns in a sentence
Verbs	• regular and 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 *bien que* • use of *depuis* with present tense • use of *venir de* with present tense (equivalent to present perfect) • verbs followed by *à*, *de* • clauses with *si* + *present/future*

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	• 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	• Adjective endings • Comparative and superlative
Adverbs	• Common adverbs of time, manner and place
Conjunctions	• Co-ordinating (e.g *aber, und, oder*) • Subordinating conjunctions (e.g. *weil, dass, als, wenn*) • Infinitive clauses with "*um..zu"*
Prepositions	• Prepositions with Accusatives • Prepositions with Dative • Prepositions with Genitive • Two-way prepositions • Prepositional phrases
Pronouns	• Personal • Possessive • Interrogative • Demonstrative • Reflexive • Relative

Functions	Structures

Sentence construction	• Main clauses
	• Subordinate clauses
	• Questions
	  ○ Open questions e.g. *wer, wie was, wo*
	  ○ Close questions e.g. *Hast du*..?
	  ○ Indirect questions e.g. *er fragt, ob ich* …
	• Time, manner, place

Verbs	• 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 *haben, sein* and modal verbs; *würde* +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	• gender (masculine and feminine) • singular • plural	• लड़का (Masculine) लड़की (Feminine) • लड़की • लड़कियां

Functions	Structures	Examples
Pronoun	• singular • plural • personal • possessive • demonstrative • reflexive • relative • interrogative • indefinite • oblique with different	• मैं,तुम,यह,वह • तुम, तुम लोग, आप, आप लोग, हम, हम लोग, ये, वे • मैं,हम, तुम, आप, वह, मेरा, मेरी, मेरे, तुम्हारा, उसका, उसकी, उनका, उनकी • यह, वह, ये, वे • अपना, अपनी • जो, सो • कौन, क्या • कोई, कुछ • मेरा, मुझे
Postposition	• possessive postposition • preposition/postposition • compound postposition	• का • बिना ,बजाए , मारे • के बारे में
Negation	• double negatives	• नहीं, मत, न, कहीं ऐसा ना हो जाए। भला क्यों- भला क्यों न, थोड़े ही- भला।
Conjunction	• copulative disjunctive	• और, एव

Functions	Structures	Examples
Adverb	• formation • time • place • manner • affirmation • negation • doubt • certainty • reason	• धीरे-धीरे • आज, कल, परसो, सदा • यहां वहां इधर-उधर • अचानक सहसा • हाँ, जी हाँ, ठीक • नहीं,जी नहीं • शायद, सम्भवत • अवश्य • अतः, क्यों, किस लिए • तक, मात्रा,भर • अथ, इति
Adjective	• Qualitative Adjective (गुणवाचक विशेषण) • Quantative Adjective (परिमाणवाचक विशेषण) • Numerals Adjective (संख्यावाचक विशेषण) • Demonstrative Adjectives (सर्वनामिक विशेषण)	• Big (बडा), Small (छोटा), Tall (लंबा) • Beautiful (सुंदर) • Two Kilos (दो किलो), Two Metres (दो मीटर) • Seeta has four sisters (सीता चार बहनें हैं।) • I have two apples (मेरे पास दो सेब है।) • मेरी पुस्तक (my book) किसका काम (whose work)

Functions	Structures	Examples
Sentence and phrase types	• statements • questions • commands • exclamations • simple, compound and • complex sentences • compatible clauses	• मैं जाता हूँ। तुम पढ़ते हो। • क्या तुम हिंदी पढ़ते हो? वह क्यों नाराज है? • इधर आओ, उधर जाइए, यहां सफाई करवाइएगा • अरे, शाबाश, हाय, धन्य दो! • मैं यहां आती है इसलिए हूँ कि तुमसे मिल सकूं।
Verb construction	• subjectival • objectival • neutral construction	• राम चला। सीता चली। राम ने किताब पढ़ी। • राम ने किताब पढ़ी। • राम ने आपको देखा

Continuing Indonesian

Essential Understandings

1. How do Indonesian language and culture work together to communicate meaning, values and identity?
2. How has contact with regional and global languages shaped Indonesian language and the ways it is used?
3. How do context, relationships, cultural values and identity influence the use of formal, informal and colloquial Indonesian?
4. How do the structures and patterns of Indonesian create meaning?
5. How is meaning negotiated when communicating across languages and cultures?
6. How does Indonesia's regional, cultural, linguistic and religious diversity shape its society?
7. How do people express local, regional and national identities and a sense of belonging in Indonesia?
8. How is *kearifan lokal* expressed, passed on and adapted in different Indonesian communities?
9. How do cultural values, including *malu* and *bangga*, influence communication and intercultural understanding?
10. How have Indonesia and its cultures influenced, and been influenced by, regional and global connections?

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	*dengan* + base	dengan baik
Colloquial language	commonly used colloquial words	nggak, ndak, kok
	patterns of affixations	kan/-in, me-/ng-
Comparatives	comparative phrases	lebih, kurang kalau dibandingkan dengan dapat dianggap lebih/kurang lebih/kurang daripada
Conditional		seandainya, kalau, jika
Conjunctions	linking phrases, devices cause and effect	dan, tetapi, karena, lalu, kemudian
Cultural expressions	various forms of 'when'	ketika,sewaktu, kalau,waktu insya Allah assalamualaikum salam

Function	Structure	Example(s)
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	minuman, makanan
	-asi	informasi
	-isi	Sukarelawati
	pe-an	terbang/penerbangan
	ke-an	ketrampilan, kedoktoran, kepribadian, kelakuan
	pe-an nouns	pendidikan, penginapan, penjualan, pengobatan
	per-an nouns	perbedaan, persamaan
	pe-	pembantu
	-wan	wartawan
	wati	sukarelawati
Object focus	*di*-verb	
Personal pronouns	1st person	saya, aku, gue
	2nd person	Anda kamu lu
	3rd person	dia, ia, beliau, mereka
	Other terms used in the place of pronouns	Bapak, Ibu, adik, kakak, person's name
	with the negator	bukan

Function	Structure	Example(s)
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, e.g.: 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’	
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

Function	Structure	Example(s)
Verbs	auxiliary	sudah, belum, sedang, akan, mau, dapat, bisa, boleh, harus, jarang, sering
	base-word verbs	
	me-, ber-, di-	
	accidental *ter-*	
	differentiation	
Yang	amalgamation of words within circumfixes to become verbs	minum /minuman,menunjukkan /pertunjukan
	object focus statements	
	questions	

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	• Sostantivi con plurali irregolari piu comuni (per esempio: uomo - uomini, parti del corpo) • Il plurale delle parole tronche e delle parole straniere
Articles	• Articolo determinativo maschile, femminile, singolare e plurale • Articolo indeterminativo maschile e femminile • Articoli partitivi
Adjectives	• 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	• Uso degli avverbi • Frasi avverbiali
Conjunctions	• Congiunzioni, in particolare quelle che reggono il congiuntivo
Pronouns	• Pronomi oggetto diretti e indiretti • Pronomi combinati • I pronomi ci e ne • I pronomi interrogativi e relativi • Si impersonale

Functions	Structures
Verbs	• 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** *All structures are to be learnt in polite/plain, and negative/positive and present/past/present continuous forms.*
Nominalising and modifying	• ～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)
Linking sentences and ideas	• Verb て • い adjective くて • な adjective/noun で
Listing activities	• ～たり～たりする
Expressing experience	• Verb た事がある • ～の経験がある
Expressing potential	• ～事ができる • Verb える・られる

Functions	**Structures** *All structures are to be learnt in polite/plain, and negative/positive and present/past/present continuous forms.*
Expressing method	• Verb Stem 方
Stating possibility	• ～かもしれない
Expressing good and bad	• ～にいい・悪い • ～のいい/ わるい点
Expressing purpose	• Verb plain form ために (in order to) • Verb plain form ように(so that)
Advising	• 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	• Verb stem すぎる
Instructing	• Verb てください • Verb ないでください
Permitting/denying and expressing obligation and regulation	• 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	• 週に・月に・年に・毎回
Reasoning	• ので・から • なぜなら
Expressing conditionals	• Verb plain form と • Verb plain form なら • Verb plain form たら • Verb potential えば
Expressing chronology and sequencing	• 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	• て、てから、すると、後で、前に
Deciding	• 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	• Volitional と思う
Expressing the limited passive	• Verb られました

Functions	**Structures** *All structures are to be learnt in polite/plain, and negative/positive and present/past/present continuous forms.*
Expressing desire	• 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	• Verb ておく
Expressing regret or completion	• Verb てしまう
Expressing plans and intentions	• つもり、よてい 、けいかく
Suggesting and explaining	• Verb conditional form ばいい • Verb たらいい
Directing	• 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	• Eg.目、杯、泊、階、軒（けん）
Expressing simplicity or difficulty	• Verb stem やすい • Verb stem にくい
Expressing similarities and differences	• ～と同じ • ～と違う
Expressing restrictions and inclusions	• だけ • しか　～ない • ～だけではなくて､～も
Embedding questions	• ～かどうか
Using honorific expressions	• E.g.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	• 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	• ～が はやっている • ～人気がある
Identifying a focus	• ～について

Functions	**Structures** *All structures are to be learnt in polite/plain, and negative/positive and present/past/present continuous forms.*
Comparing	• 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	• ～ないで下さい • ～ないでね • ～なさい
Describing similarities and resemblance	• ～のよう • ～のように verb • ～みたい • ～らしい
Reporting and conjecturing	• ～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	• ～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
Responding to a speaker	• ～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	• ～にとって • ～としては • ～の意見では • ～と思う
Suggesting a course of action	• ～たり～たりしたらどう • ～たらどう思う • ～てみたらどう
Conjecturing	• ～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

Functions	**Structures** *All structures are to be learnt in polite/plain, and negative/positive and present/past/present continuous forms.*
Indicating moral obligation and expectation	• Verb plain form はず • Verb plain form べき
Expressing regret	• 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, 둥, 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 /얘, 이들, 이이들, 아무/아무개	
Demonstrative Pronouns	이것, 여기, 아무 것, 아무데	
Numerals		

Grammatical Items	Formation or example(s)	In phrases or sentences
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:**	*Action Verbs:* 가다, 간다, 가느냐, 가라, 가자, 가는구나, 가고, 가면, 가고 있다, 감, 가는 *Descriptive Verbs:* 좋다, *(declarative)* 좋다, 좋으냐, 좋구나, 좋으며, 좋지않다, 좋음, 좋은 먹-이-시-었-습니다: base-caus.-honorific-tense-ending ㅅ , ㅂ, ㄷ, 르, ㅎ, ㄹ 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, 헌, 옛	여러 사람, 저 버스
Adverbials		

Grammatical Items	Formation or example(s)	In phrases or sentences
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 Adverb	Phenomimes 반짝반짝, 흔들흔들 Phonomimes 짤랑짤랑, 콜록콜록	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)ㄴ들, -(이)라도, -(이)라든지, -(이)라서, 마다, -마저, -만, -밖에 -보고, -보다, -부터, -부터 -까지, 뿐, -처럼	
Tense		

Grammatical Items	Formation or example(s)	In phrases or sentences
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, 여쭈다	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?
Special Expressions using Conjugational Endings		

Grammatical Items	Formation or example(s)	In phrases or sentences
Final endings	갑니다, 갑니까?, 가십시오, 갑시다, 가는군요, Vst -ㄹ까요?, Vst -(으)ㄹ걸 요/ 그랬다, Vst -(으)ㄹ 게(요), Vst - 었(았,였)구나, Vst - 겠구나, Vst-나 보다, Vst - 던가(요)?, Vst -(으) ㄹ래(요), Vst-지(요)	

Grammatical Items	Formation or example(s)	In phrases or sentences
Conjunctive endings	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,였)다가, Vst -다가도, Vst -(으)려다가, Vst -어(아,여)다(가), Vst -더니, Vst -었(았,였)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	
Adnominal ending/ Nominalizer ending	AVst- 는, Vst- (으)ㄴ, Vst –(으)ㄹ,Vst-던 Vst-기, Vst-(으)ㅁ	마음이 좋은 사람, 살던 고향, 어제 갔던 집, 살기 위해서, 벌을 받음이 당연해요.
Auxiliary Verbs		

Grammatical Items	Formation or example(s)	In phrases or sentences
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, -었(았, 었) 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. 잃어버렸어요. 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 하셨어요.
Quoted Speech		
Direct Quoted Speech	(“----”) - (이) 라고 / -하고	

Grammatical Items	Formation or example(s)	In phrases or sentences
Indirect Quoted Speech **Converting direct reported speech to indirect reported speech**	(- ㄴ/는다, -다 (이)라/ -(느)냐 -(이)냐 -(으)라, -자) 고 말하다. 간다고 합니다/간답니다/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	• usos del articulo • contracciones • el articulo neutro 'lo' - usos	*Voy al cine, vengo del colegio* *Lo divertido es bailar*
Adjetivos	• Posición de adjetivos • El participio pasado como adjetivo	*Una chica interesante* *La blanca nieve*
Adverbios	• 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	*Hiciste bien el trabajo.* *El es el mejor de la clase* *Esta completamente estropeado* *Es muy bonito el vestido* *Es tan elegante* *Ya voy*
Preposiciones	• Preposiciones de algunos verbos	*Me abstengo de comer carne*

Grammar elements	Structure	Example(s)
Conjunciones	• Conjunciones de coordinación – (ya) sea, sino, sin embargo, es decir, etc. • Conjunciones de subordinación – puesto que, así que, etc.	*Voy como sea a tu casa* *Mi novio no es doctor sino dentista* *Estaré en casa asi que llamame a cualquier hora*
Pronombres	• 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	*¿Corres conmigo?Yo te lo doy,* *Eso es mio* *Dámelos, se lo dije* *Se vende esta casa* *Se volvió loco* *Me acordé de llamarla* *La chica que conocí era alta* *Dime lo que estás pensando* *Aqui es donde trabajo.* *El mes en que se fueron*
Acentos	• Palabras agudas, llanas y esdrújulas • Diptongos, triptongos • hiatos	*Café, árbol,* *Artículo* *Aire, dieta, estudiáis, Paraguay* *Sonríe, oído*
El indicativo	• 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	*Yo voy al colegio temprano* *Se aprende mucho viajando* *El esta hablando demasiado* *Esos son edificios construidos hace mucho tiempo.* *Yo fui a la universidad* *Yo iba a la universidad antes* *Yo he ido al cine esta tarde* *Ella comia cuando yo llegué* *Ella habia llegado a tiempo* *Hoy llegaré tarde a la casa* *Habrá pasado algo* *¿Me harias un favor?* *A él le habría gustado ir a esa fiesta.*

Grammar elements	Structure	Example(s)
El subjuntivo	• 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	*Espero que gane mi equipo* *Es imposible que vaya hoy* *Cuando regrese a mi país ...* *Estudio para tener una bunea nota.* *¿Para que quieres unos aretes rojos?* *Esperaba que ganara mi equipo* *Es buenoque hayas arreglado tu casa.* *Ojalá hubiera sabido de ese concierto.*
El imperativo	• Formas para tu, vos y vosotros/asen la expresión afirmativa • Formas para nosotros/as, usted/ustedes • Forma negativa • Forma irregular • Los pronombres con el imperativo	*Ven, canta* *Cantemos, baile, cocinemos* *No hable* *Es posible que piense ir.* *Cómpratelo, esta barato*
Oraciones compuestas	• 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;	*Creo que es técnico.* *Necesito que me ayudes* *Me pregunto si va a venir ahora* *Dijo que necesitaba dinero* *El chico que lleva una chaqueta azul es mi novo* *Aquí hay alguien que te conoce bien.* *Cuando terminé mi tarea, ví televison.* *Si vienes a la fiesta, nos vemos* *Si has acabado el trabjo, entregalo.* *Si me llamas, quedaremos en vernos.*

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 ('ழ' கரம்) 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

செயல்முறை **Function**	இலக்கண அமைப்பு **Grammatical Structure**	எடுத்துக்காட்டுக்கள் **Examples**
எழுத்துக்கள் **Letters**		அ, இ, உ, எ, ஒ, க், ங், ச், ஞ் க, ங, ச
உயிர் எழுத்துக்கள் **Vowels (12 letters)**		அ, ஆ, இ, ஈ, உ, ஊ, எ, ஏ, ஐ, ஒ, ஓ, ஔ
	குறில் - Short Vowels (5 letters)	அ, இ, உ, எ, ஒ
	நெடில் - Long Vowels (7 letters)	ஆ, ஈ, ஊ, ஏ, ஐ, ஓ, ஔ
மெய் எழுத்துக்கள் **Consonants (18 letters)**		க், ங், ச், ஞ், ட், ண், த், ந், ப், ம், ய், ர், ல், வ், ழ், ள், ற், ன்
	வல்லினம் – Hard letters	க, ச, ட, த, ப, ற
	மெல்லினம் –Soft or nasal letters	ங, ஞ,ண, ந, ம, ன

செயல்முறை Function	இலக்கண அமைப்பு Grammatical Structure	எடுத்துக்காட்டுக்கள் Examples
	இடையினம் – Medial letters	ய, ர, ல, வ, ழ, ள
உயிர்மெய் எழுத்துக்கள் **Vowel-consonants (216 letters)**		க, ங, ச, ஞ, … கா,ஙா,சா,ஞா, … முதலியவை
ஆய்த எழுத்து **The Guttural (1 letter)**		ஃ
சார்பெழுத்து**க்கள்** **Dependent letters**	குற்றியலிகரம் – Short I	வரகியாது (வரகு + யாது) என்பதியாது (என்பது + யாது), கேண்மியா (கேண் + மியா)
	குற்றியலுகரம் – Short U	கு, சு, டு, து, பு, று எ ஃகு, காசு ,வண்டு, பத்து, உப்பு, கயிறு.
	ஆய்த எழுத்து - (The Guttural 1 letter)	எ ஃகு , க ஃசு , அ ஃது
அளவை அடை **Quantifiers**	இயல் எண் - Cardinal numbers	ஒன்று, இரண்டு, மூன்று, நான்கு
	வரிசையைக் குறிக்கும் எண் - Ordinal numbers	முதலாவது, இரண்டாவது, மூன்றாவது
	அளவைக் குறிக்கும் சொற்கள் - Measurement terms	கிலோ, கிராம், லிட்டர், மீட்டர்
	வரையறையில்லாத சொற்கள் - Indefinite terms	சில, பல
	கணிதச் சொற்கள் - Mathematical terms	நீளம், முக்கோணம், விட்டம் பரப்பளவு
	வினா எழுத்துக்கள் - Question markers	ஏன்? யார்? அவனா?
பெயர்ச்சொல் **Nouns**	பால் மற்றும் எண் - Gender and number	
	உயர்திணை – High class or Personal	மக்கள், தேவர், நரகர்
	ஆண்பால் - Masculine	அவன்
	பெண்பால் - Feminine	அவள்
	பலர்பால் – Plural	ஐந்து மனிதர்கள்

செயல்முறை **Function**	இலக்கண அமைப்பு **Grammatical Structure**	எடுத்துக்காட்டுக்கள் **Examples**
	அஃறிணை – No class or Impersonal, neuter gender	கையடக்கத் தொலைபேசி, மாடு
	ஒன்றன்பால் - Singular	ஒரு கணினி, அது இது
	பலவின்பால்- Plural	அவர் , என்ப , தம்பிமார்
	பொதுவானப் பெயர்ச்சொல் - Common noun	மக்கள், விலங்குகள்
	பெயர் வகையில் இடுகுறியான - Proper noun	எடிசன், விக்டோரியா
	காரணப் பெயர் - Rational	நாற்காலி, மடிக்கணினி
	இடுகுறிப்பெயர் - Irrational	மரம்
	பெயரெச்சம் - Participle	படிக்கும் மாணவன், அழகிய மலர்
வேற்றுமை **Case markers**	முதல் வேற்றுமை – **பெயர்** Nominative case	மக்கள், ஆ, முருகன்
	இரண்டாம் வேற்றுமை – **ஐ -** Accusative case	ஆசிரியனொடு மாணாக்கன் வந்தான்
	மூன்றாம் வேற்றுமை – **ஒடு, ஆன், ஆல்** Social case	வாணிகத்தான் ஆயினான், வாளால் வெட்டினான்
	நான்காம் வேற்றுமை – **கு** Dative case	கரும்பிற்கு வேலி, தாலிக்குப்பொன்
	ஐந்தாம் வேற்றுமை – **இன் -** Ablative case	கல்வியிற் பெரியன் கம்பன், தம்மின் தம் மக்கள் அறிவுடைமை
	ஆறாம் வேற்றுமை – **அது** Genitive case	படையது குழாம் ,யானையது கோடு அரசனது அரண்மனை
	ஏழாம் வேற்றுமை – **கண்** Locative case	ஊர்க்கண் இருந்தான், கண்ணகன் ஞாலம்

செயல்முறை Function	இலக்கண அமைப்பு Grammatical Structure	எடுத்துக்காட்டுக்கள் Examples
	எட்டாம் வேற்றுமை (விளி வேற்றுமை) – **விளி** Vocative case	முருகா, இராமா
சுட்டுப்பெயர்கள் **Pronouns**	தன்மை – First Person	நான், நாம், நாங்கள்
	முன்னிலை - Second person	நீ, நீர், நீங்கள்
	படர்க்கை - Demonstrative	அவன், அவள், அது இவன், இவள், இது உவன் , உவள் , உது
	வேற்றுமை - Possessive	எனது, உன்னுடைய, அவர்களுடைய
	எல்லைவரையறுக்கிற, எல்லை விளக்குகிற - Determinative	இனிய கனிகள்
	எல்லையற்ற, வரையறைப்படாத - Indefinite	யாரோ, எவரோ
பெயரடை, பெயரைத் தழுவுகின்ற சொல் **Adjectives**	**பண்பு பெயரடை** - Qualitative	நல்ல மனிதன் , பழுத்த பழம்
	வினை சார்ந்த, வினைத்திரிபான - Verbal	பாடிய குயில்
	அளவுப் பெயரடை - Quantitative	வெகு சிலரே, முழுப் பானை
	வண்ணப் பெயரடை - Colour	வெள்ளைக் குதிரை , சிவப்பு ரோஜா
	எண் பெயரடை - Numeral	ஐந்து விரல்கள், இரண்டு குடங்களை நிறப்புக.
	சுட்டுப் பெயரடை - Demonstrative	இந்த பொம்மை, அந்த வீடு
வினையடை, வினை தழுவுசொல் **Adverbs**	கால வினையெச்சங்கள் - Time	இப்பொழுது, நேற்று, சமீபத்தில்

செயல்முறை **Function**	இலக்கண அமைப்பு **Grammatical Structure**	எடுத்துக்காட்டுக்கள் **Examples**
	இட வினையெச்சங்கள் - Place	இங்கு, அங்கு, எவ்விடத்திலும்
	மாதிரி வினையெச்சங்கள் - Manner	அழகாக, கவனமாக, வேகமாய்
	வினை யெச்சம் - Participial verb	படித்து, அனுப்பி, செய்து
விகுதி **Postposition**		கீழே, உள்ளே, மேலே
முற்றுத் தொடர், வாக்கியம் **Sentences**	பெயர் சார்ந்த - Nominal	ஊரெல்லாம் மழை
	தொழிற்பெயர் - Verbal	ஆடல், பாடல், முயற்சி
	கூற்று - Statement	மாலன் மிகவும் நல்லவன்
	ஆணை, கட்டளை - Command	நடுச்சாலையில் நடக்காதே.
	வினா - Questions	உனக்குத் தெரியுமா?
	வியப்பிடைச்சொல் - Exclamation	இந்தக் கோபுரம் எவ்வளவு உயரமாக இருக்கின்றது!
	தனிச் சொற்றொடர் - Simple sentence	நேற்று மழை பெய்தது.
	கூட்டுச் சொற்றொடர் - Compound sentence	மழை பெய்ததால் வெள்ளம் வந்து மரம் விழுந்தது.
வினைச்சொல் **Verbs**	வெவ்வேறு மாறுபாடுகள் - Inflectional categories	
	தன்மை – First Person	வருகிறேன், கற்றேன்
	முன்னிலை - Second person	வருகிறாய், கற்றாய்
	படர்க்கை - Third person	வருகிறான், கற்றாள்
	பால் மற்றும் எண் - Gender and number	
	உயர்திணை - Rational	
	ஆண்பால் – Masculine	பாடினான், பேசுகிறேன்
	பெண்பால் – Feminine	பாடினாள், பேசுகிறாய்

செயல்முறை Function	இலக்கண அமைப்பு Grammatical Structure	எடுத்துக்காட்டுக்கள் Examples
	பலர்பால் – Plural	பாடினார்கள், பேசுகிறார்கள்
	அஃறிணை - Irrational	
	ஒன்றன்பால் - Singular	சென்றது, ஓடியது
	பலவின்பால்- Plural	சென்றன, ஓடின
	வினைவடிவ நுட்பவேறுபாடு - Aspect.	
	இடையறாத – Continuous	எழுதிக்கொண்டிருக்கிறேன்
	செயல்முடிவு தெரிவிக்கும் வினைவடிவம் – Perfect	கட்டுரையை எழுதி முடித்து விட்டேன்.
	தற்சுட்டான, எழுவாயையே குறிக்கிற சொல் – Reflexive	நானே எனக்கு ஒரு வழி அமைத்துக் கொண்டேன்.
	உறுதிசெய்யப்பட்ட – Definitive	நாளை கட்டாயம் வருவேன்.
	காலம் – Tense	
	நிகழ்காலம் – present	படிக்கிறான்
	இறந்த காலம் – past	படித்தான்
	எதிர்காலம் – future	படிப்பான்
	வினைச்சொல்லின் பாங்கு - Mood	
	ஏவலைக் குறிக்கிற – Polite/ Impolite Imperative	படி, படியுங்கள்
	வாக்கியத்தின் சார்புநிலைவாசகம் - Conditional	நடந்தால், அழைத்தால், வந்தால்
	விருப்பத்தை உணர்த்துகிற., வியங்கோள் - Optative	வாழ்க, வாழ்வோமாக
	இசைவுதருகிற, தடையில்லாத - Permissive	ஓட்டலாமா? எடுக்கலாம்
	தடுக்கிற, தடைசெய்கிற - Prohibitive	புகை பிடிக்கக் கூடாது, குப்பை போட வேண்டாம்

செயல்முறை Function	இலக்கண அமைப்பு Grammatical Structure	எடுத்துக்காட்டுக்கள் Examples
	ஆற்றல் உணர்த்தும் வினைச்சொல் - Potential	மழை பெய்யலாம், சிறந்த மாணவனாக வரக்கூடும்
	தன்மை/முன்னிலை /படர்க்கை என்ற மூவிடங்களில் ஒன்றினைக் குறிப்பிடுகிற வினைச்சொல் - Personal verbs	விரும்புகிறேன், மகிழ்ச்சி அடைந்தான்
	உடன்பாடு – Affirmative	படித்தேன், செய்தேன், போனேன்
	எதிர்மறை - Negative	படியேன், செய்யாள், போகவில்லை
	கேள்விச் சுட்டுப்பயர்கள் - Interrogative	விளையாடினாரா? செய்தாயோ?
	வினை வகை – *Voice*	
	செய் வினை – Active Voice	சாத்தன் மரத்தை வெட்டினான்
	செய்பாட்டு வினை - Passive voice	மரம் சாத்தானால் வெட்டப்பட்டது
	மறைமுக எழுவாய் வினை – Impersonal voice	அவளுக்கு மாம்பழம் சாப்பிடப் பிடிக்கும்
இடைச்சொற்கள் **Morphemes/interjections**	உம் , ஓ , ஏ , என முதலியவை	யானைக்கும் அடி சறுக்கும்., யானோ அரசன்? யானே கள்வன்.
தனி எழுவாய் பயனிலையுடைய வாக்கிய சொற்றொடர் **Clauses and phrases**	சார்புநிலைக் குறிப்புச்சொல் - Conditional	மழை பெய்தால்
	காலம் - Time	பருவத்தே பயிர் செய்
	நோக்கம் - Purpose	கூலிக்கு வேலை
	காரண காரியப் பொருட்டு - Cause and effect	நான் தமிழ் படித்ததால் என்னால் தமிழில் எழுதமுடிந்தது.

செயல்முறை Function	இலக்கண அமைப்பு Grammatical Structure	எடுத்துக்காட்டுக்கள் Examples
திணை, பால் , இட ஒற்றுமை **Agreement**	இரு திணைப் பொதுப்பெயர் - Mixed gender	சாத்தி இப்பசு, தந்தை இவன்
	உயர் திணைப் பொதுப்பெயர் - Mixed person	யான் நம்பி, யான் நங்கை
நேரம் குறிப்பான்கள் **Time markers**		நாளை, நேற்று, இன்று, முன்பு
கூற்று **Speech**	நேர் கூற்று – Direct speech	“உனக்குத் தமிழ் தெரியுமா? என்று அவன் கேட்டான்
	அயல் கூற்று – Indirect speech	எனக்குத் தமிழ் தெரியுமா என்று அவன் என்னைக் கேட்டான்

Appendix H - Course Adoption

Conditions of Adoption

The course and units of this course are consistent with the philosophy and goals of the school and the adopting school 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
Classification/s:	A T M
Accredited from:	2027
Framework:	Languages