



# Translating and Interpreting

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## The ACT Senior Secondary System

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

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

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

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

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

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

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

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

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

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

## **ACT Senior Secondary Certificate**

Courses of study for the ACT Senior Secondary Certificate:

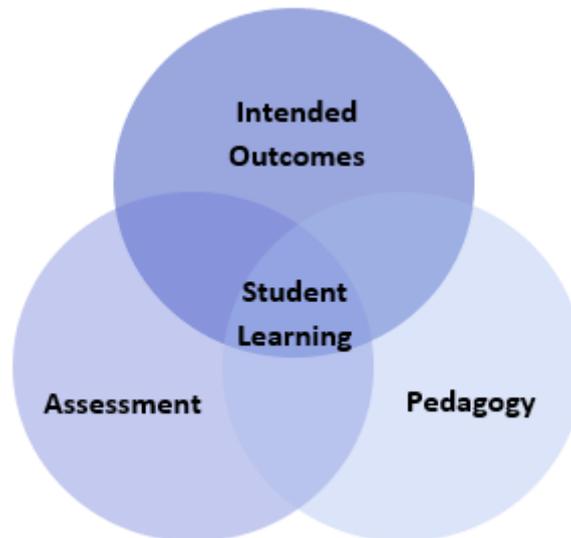
- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in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

Each course of study:

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

## Underpinning beliefs

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



## Learning Principles

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

## General Capabilities

All courses of study for the ACT Senior Secondary Certificate should enable students to develop essential capabilities for twenty-first century learners. These 'capabilities' comprise an integrated and interconnected set of knowledge, skills, behaviours and dispositions that students develop and use in their learning across the curriculum.

The capabilities include:

- literacy
- numeracy
- information and communication technology (ICT)
- critical and creative thinking
- personal and social
- ethical understanding
- intercultural understanding

Courses of study for the ACT Senior Secondary Certificate should be both relevant to the lives of students and incorporate the contemporary issues they face. Hence, courses address the following three priorities. These priorities are:

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

Elaboration of these General Capabilities and priorities is available on the ACARA website at [www.australiancurriculum.edu.au](http://www.australiancurriculum.edu.au).

### Literacy

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

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

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

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

## **Numeracy**

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

## **Information and Communication Technology (ICT)**

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

## **Critical and Creative Thinking**

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

## **Personal and Social**

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

## **Ethical Understanding**

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

## **Intercultural Understanding**

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

involves interactions between the different kinds of knowledge, understanding, and values that are articulated through language(s) and culture(s). They realise that successful intercultural communication is not only determined by what they do or say but also by what members of the other language and culture understand from what they say or do.

## **Cross-Curriculum Priorities**

### **Aboriginal and Torres Strait Islander Histories and Cultures**

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

### **Asia and Australia's Engagement with Asia**

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

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

### **Sustainability**

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

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

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

# Translating and Interpreting T

## Rationale

In this course, students develop skills pertinent to translating and interpreting. It will increase students' language abilities and cultural knowledge, building their confidence as a global citizen who can communicate effectively in diverse local and international contexts.

Students learn to reorganise their thinking to accommodate the structure of another language. They develop cognitive flexibility and problem-solving ability, which can be applied when problems and solutions are not evident, as well as when critical thinking and creative approaches are required.

Learning additional languages widens horizons, broadens cognitive and cultural experience, and develops communicative and intercultural capabilities. It also opens up new perspectives for learners, not only in relation to other cultures and languages, but also in terms of their own language and cultural practices.

Learning languages strengthens intellectual and analytical capability and enhances creative and critical thinking. Students develop an understanding of the nature of language (including linguistic and stylistic features), of culture, and of the process of communication. They develop understanding of how values and culture shape a learner's world view. Learning languages extends the learner's understanding of themselves, their heritage, values, culture, and identity. Students develop intercultural capability; they develop understanding of, and respect for, diversity and difference, and openness to different perspectives and experiences. Learning languages contributes to strengthening the community's social, economic, and international development capabilities.

## Goals

This course should enable students to:

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

## Unit Titles

- Australian Society
- Government in Australia
- Australia in a Changing World
- Education and Employment
- Independent Study

## **Organisation of Content**

### **Australian Society**

Students learn about Australian society including indigenous and other cultures. They explore values, beliefs and perspectives on what it means to be Australian from different points of view. Students demonstrate an understanding of the diversity of Australian culture and discuss issues relevant to multiculturalism and the world around us.

### **Government in Australia**

Students learn about various aspects of governance in Australia and policies which impact on citizens. They focus on the role of various Australian institutions and their functions in society. Students demonstrate an understanding on their role, rights and responsibility in a democratic society in relation to other countries.

### **Australia in a Changing World**

Students learn about the interaction between Australia and the modern world. They examine the impact of global trends and events on Australian communities. Students explore key issues and their consequences for everyday life. They reflect on how these issues can be addressed to create a better community.

### **Education and Employment**

Students learn about the beliefs, values and attitudes underpinning education in Australia and compare those with various educational systems around the world. They reflect on the impact of these differences on the lives of students and on Australian society. Students examine the challenges of the present and the near future relating to the worlds of education and employment.

### **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. Students must have studied a minimum of three standard 1.0 units from this course.

## Assessment

The identification of criteria within the achievement standards and assessment tasks types and weightings provide a common and agreed basis for the collection of evidence of student achievement.

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

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

**Rubrics** are constructed for individual tasks, informing the assessment criteria relevant for a particular task and can be used to assess a continuum that indicates levels of student performance against each criterion.

### Assessment Criteria

Students will be assessed on the degree to which they demonstrate:

- knowledge and understanding
- skills.

## Assessment Task Types

**NB:** This is assessed under Advanced achievement standards

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

### Additional Assessment Information

- For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five.
- For a half standard unit (0.5), students must complete a minimum of two and a maximum of three assessment tasks.
- Assessment tasks for a standard (1.0) or half-standard (0.5) unit must be informed by the Achievement Standards.
- Students should experience a variety of task types and different modes of communication to demonstrate the Achievement Standards.
- Each standard (1.0) or half standard (0.5) unit must include an inquiry based task and an in class task.
- Any single assessment task will fall under only one category and in the next unit must fall in the alternate category.
- Each task must enable students to demonstrate higher order thinking and include open ended questions.
- The complexity of the target language in the stimulus material and the response required should reflect the level of the course. Responses may be in the target language or in English.
- It is recommended that students produce a variety of text types over a course of study.
- The use of a dictionary is at the discretion of the school. The conditions of an assessment task to be specified for moderation purposes.

## **Achievement Standards**

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

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

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

**Achievement Standards for Languages Advanced T Course – Year 11**

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Understanding</b>	<ul style="list-style-type: none"> <li>analyses particular linguistic, cultural and stylistic features of authentic texts</li> <li>analyses language and culture in range of authentic and unfamiliar contexts</li> <li>explains or compares and contrasts complex interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts</li> <li>analyses concepts and perspectives represented in texts from literature and the media</li> </ul>	<ul style="list-style-type: none"> <li>explains some linguistic, cultural and stylistic features of authentic texts</li> <li>explains language and culture in a range of authentic and unfamiliar contexts</li> <li>explains interconnections and reflect on own values between own values, beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts</li> <li>explains concepts and perspectives represented in texts from literature and the media</li> </ul>	<ul style="list-style-type: none"> <li>describes linguistic, cultural and stylistic features of authentic texts</li> <li>describes some language and culture in authentic and unfamiliar contexts</li> <li>describes interconnections and reflect on own values between own beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts</li> <li>describes concepts and perspectives represented in texts from literature and the media</li> </ul>	<ul style="list-style-type: none"> <li>identifies some linguistic, cultural and stylistic features of authentic texts</li> <li>identifies some features of language and culture in authentic and unfamiliar contexts</li> <li>identifies some interconnections between own beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts with little to no reflection</li> <li>identifies some concepts and perspectives represented in texts from literature and the media</li> </ul>	<ul style="list-style-type: none"> <li>identifies some linguistic, and cultural features of authentic texts</li> <li>identifies few or no features of language and culture in authentic and unfamiliar contexts</li> <li>identifies few or no interconnections between own beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts</li> <li>identifies few or no concepts and perspectives represented in texts from literature and the media</li> </ul>
<b>Communicating</b>	<ul style="list-style-type: none"> <li>creates texts displaying independence, depth and breadth in the treatment of the topic, substantiates decisions and constructs conclusions</li> <li>displays thorough knowledge and understanding of the target language as a system and responds with sustained confidence and sensitivity</li> <li>applies to a high degree, conventions of texts and takes risks to represent ideas and experiences appropriate to audience and purpose</li> <li>displays versatility and accurate and diverse language use, clarity of expression and a wide range of vocabulary and grammar both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>creates complex texts displaying breadth and some depth and independence in the treatment of the topic and constructs conclusions</li> <li>displays thorough knowledge and understanding of the target language as a system and responds with examples of sustained confidence and sensitivity</li> <li>applies conventions of texts and takes some risks to represent ideas and experiences appropriate to audience and purpose</li> <li>displays a degree of versatility and accurate and diverse language use and a wide range of vocabulary and grammar both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>creates texts displaying breadth in the treatment of the topic and constructs conclusions</li> <li>displays knowledge and understanding of the target language as a system and responds with occasional confidence and sensitivity</li> <li>applies conventions of texts to represent experiences appropriate to audience and purpose</li> <li>displays some versatility and accurate and diverse language use and a range of vocabulary and grammar both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>creates texts displaying some breadth in the treatment of the topic and constructs conclusions</li> <li>displays knowledge of the target language; however lacks confidence and/ or sensitivity in responses</li> <li>applies some conventions of texts to represent experiences appropriate to audience and purpose</li> <li>displays a range of vocabulary and uses grammar with some accuracy both orally and in writing in a sustained text</li> </ul>	<ul style="list-style-type: none"> <li>creates texts displaying some knowledge of the topic</li> <li>displays little or no confidence or sensitivity in responses to knowledge of the target language</li> <li>applies few conventions of texts to represent experiences appropriate to audience and purpose</li> <li>displays a range of vocabulary and uses grammar with limited accuracy both orally and in writing in disjointed texts</li> </ul>

**Achievement Standards for Languages Advanced T Course – Year 12**

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Understanding</b>	<ul style="list-style-type: none"> <li>critically analyses particular linguistic, cultural and stylistic features of authentic texts</li> <li>evaluates language and culture in a wide range of authentic and unfamiliar contexts</li> <li>analyses and synthesises complex interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts</li> <li>evaluates concepts and perspectives represented in a range of texts from literature and the media</li> </ul>	<ul style="list-style-type: none"> <li>analyses particular linguistic, cultural and stylistic features of authentic texts</li> <li>analyses language and culture in range of authentic and unfamiliar contexts</li> <li>explains and compares and contrasts complex interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts</li> <li>analyses concepts and perspectives represented in texts from literature and the media</li> </ul>	<ul style="list-style-type: none"> <li>explains some linguistic, cultural and stylistic features of authentic texts</li> <li>explains language and culture in a range of authentic and unfamiliar contexts</li> <li>explains interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts</li> <li>explains concepts and perspectives represented in texts from literature and the media</li> </ul>	<ul style="list-style-type: none"> <li>describes linguistic, cultural and stylistic features of authentic texts</li> <li>describes some language and culture in authentic and unfamiliar contexts</li> <li>describes interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts</li> <li>describes concepts and perspectives represented in texts from literature and the media</li> </ul>	<ul style="list-style-type: none"> <li>identifies some linguistic, cultural and stylistic features of authentic texts</li> <li>identifies some features of language and culture in authentic and unfamiliar contexts</li> <li>identifies some interconnections between own beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts with little or no reflection</li> <li>identifies concepts and perspectives represented in texts from literature and the media</li> </ul>
<b>Communicating</b>	<ul style="list-style-type: none"> <li>creates insightful texts displaying independence, depth and breadth in the treatment of the topic, substantiates decisions and constructs conclusions</li> <li>displays clear and thorough knowledge and understanding of the target language as a system and responds with a high degree of confidence and sensitivity</li> <li>applies to a high degree conventions of texts and takes risks to represent ideas and experiences appropriate to audience and purpose</li> <li>displays versatility and accurate and diverse language use, clarity of expression and a wide range of vocabulary and grammar both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>creates complex texts displaying breadth and some depth and independence in the treatment of the topic and constructs conclusions</li> <li>displays thorough knowledge and understanding of the target language as a system and responds appropriately and with a good degree of confidence and sensitivity</li> <li>applies conventions of texts and takes some risks to represent ideas and experiences appropriate to audience and purpose</li> <li>displays a degree of versatility and accurate and diverse language use and a wide range of vocabulary and grammar both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>creates texts displaying breadth in the treatment of the topic and constructs conclusions</li> <li>displays knowledge and understanding of the target language as a system and responds with confidence and sensitivity</li> <li>applies conventions of texts to represent experiences appropriate to audience and purpose</li> <li>displays some versatility and accurate and diverse language use and a range of vocabulary and grammar both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>creates texts displaying some breadth in the treatment of the topic and constructs conclusions</li> <li>displays knowledge of the target language and responds with some confidence and/ or sensitivity</li> <li>applies some conventions of texts to represent experiences appropriate to audience and purpose</li> <li>displays a range of vocabulary and uses grammar with some accuracy both orally and in writing in a sustained text</li> </ul>	<ul style="list-style-type: none"> <li>creates texts displaying some knowledge of the topic</li> <li>displays little or no confidence and/ or sensitivity in responses to knowledge of the target language</li> <li>applies few conventions of texts to represent experiences appropriate to audience and purpose</li> <li>displays a range of vocabulary and uses grammar with limited accuracy both orally and in writing in disjointed texts</li> </ul>

## Australian Society

**Value: 1.0**

**Australian Society a**

**Value 0.5**

**Australian Society b**

**Value 0.5**

### Unit Description

Students learn about Australian society including indigenous and other cultures. They explore values, beliefs and perspectives on what it means to be Australian from different points of view. Students demonstrate an understanding of the diversity of Australian culture and discuss issues relevant to multiculturalism and the world around us.

### Specific Unit Goals

This unit should enable students to:

<b>T Course</b>
<ul style="list-style-type: none"> <li>• translate texts and interpret oral texts that represent Australian society including indigenous and multicultural perspectives</li> <li>• investigate the values and attitudes that underpin Australian society</li> <li>• compare and contrast various cultures within multicultural Australia</li> </ul>

### Content Descriptions

All knowledge, understanding and skills below must be delivered

<b>T Course</b>
<p><b>Engaging with Texts</b></p> <ul style="list-style-type: none"> <li>• analyse and respond to a variety of increasingly complex texts that explore the cultural values, dynamics in Australian society and intercultural awareness</li> <li>• translate and interpret a variety of increasingly sustained texts about various aspects of Australian society</li> <li>• evaluate texts to understand how they have shaped Australian society</li> </ul>
<p><b>Contexts of Language and Culture</b></p> <ul style="list-style-type: none"> <li>• evaluate how intercultural understandings enhance the ability to communicate, interact, and negotiate within Australian society</li> <li>• interpret the reciprocal nature of intercultural communication such as register and body language</li> <li>• evaluate how custom and tradition, including language, may vary within a culture, as well as between cultures</li> <li>• analyse, reflect and relate to their own language learning and intercultural experiences</li> </ul>

<b>Values, Beliefs and Perspectives</b>
<ul style="list-style-type: none"><li>• analyse values, beliefs and perspectives in relation to indigenous and Australian identity</li><li>• understand how Australian society is constructed through cultural, intercultural and intracultural knowledge perspectives</li><li>• analyse own values, beliefs, ideas and practices in relation to those represented in texts</li></ul>
<b>Features of Language Use</b>
<ul style="list-style-type: none"><li>• communicate ideas, concepts and opinions related to the Australian society such as personal identity and relationship with others</li><li>• respond appropriately to audience, purpose and context in spoken and written interactions with consideration of different types of texts and audiences</li><li>• use processes and strategies to make meaning when viewing, listening reading, translating and interpreting</li><li>• apply specific grammatical features and functions</li></ul>
<b>Reflection</b>
<ul style="list-style-type: none"><li>• reflect on learning processes recognising cognitive, cultural personal and linguistic elements of language acquisition</li><li>• communicate how key concepts studied impact their identity, life and choices</li></ul>

## **A guide to reading and implementing content descriptions**

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

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

## **Assessment**

Refer to pages 9-11.

## Government in Australia

**Value: 1.0**

**Government in Australia a**

**Value 0.5**

**Government in Australia b**

**Value 0.5**

### Unit Description

Students learn about various aspects of governance in Australia and policies which impact on citizens. They focus on the role of various Australian institutions and their functions in society. Students demonstrate an understanding on their role, rights and responsibility in a democratic society in relation to other countries.

### Specific Unit Goals

This unit should enable students to:

<b>T Course</b>
<ul style="list-style-type: none"> <li>• translate texts and interpret oral texts that refer to the past and current Australian institutions and laws</li> <li>• critically analyse the system of governance in Australia</li> <li>• evaluate the system of governance in Australia in comparison to other countries</li> </ul>

### Content Descriptions

All knowledge, understanding and skills below must be delivered

<b>Engaging with texts</b>
<ul style="list-style-type: none"> <li>• critically analyse a variety of increasingly complex texts that explore governance and its various components</li> <li>• translate and interpret written and oral texts of increasing complexity that represent governance in Australia in English and the language of origin</li> <li>• evaluate the impact of governance in everyday life</li> </ul>
<b>Contexts of Language and Culture</b>
<ul style="list-style-type: none"> <li>• evaluate how intercultural understanding enhances the ability to communicate and interact with governance in Australia</li> <li>• interpret the reciprocal use of intercultural communication such as register and body language</li> <li>• critically analyse how custom and tradition, including language, may vary within a culture, as well as between cultures</li> <li>• analyse, reflect and relate to their own language learning and intercultural experiences</li> </ul>
<b>Values, Beliefs and Perspectives</b>
<ul style="list-style-type: none"> <li>• analyse values, beliefs and perspectives underpinning governance in Australia</li> <li>• analyse own values, beliefs, ideas and practices in relation to those represented in texts</li> </ul>

<b>Features of Language Use</b>
<ul style="list-style-type: none"><li>• communicate ideas, concepts and opinions related to functions of governance in Australia</li><li>• respond appropriately to audience, purpose and context in spoken and written interaction with consideration to different types of texts and audiences</li><li>• use processes and strategies to make meaning when viewing, listening, reading, translating and interpreting</li><li>• apply specific grammatical features and functions</li></ul>
<b>Reflection</b>
<ul style="list-style-type: none"><li>• reflect on learning processes recognising cognitive, cultural personal and linguistic elements of language acquisition</li><li>• communicate on how key concepts studied impact their identity, life and choices</li></ul>

## **A guide to reading and implementing content descriptions**

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

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

## **Assessment**

Refer to pages 9-11.

## Australia in a Changing World

**Value: 1.0**

**Australia in a Changing World a**

**Value 0.5**

**Australia in a Changing World b**

**Value 0.5**

### Unit Description

Students learn about the interaction between Australia and the modern world. They examine the impact of global trends and events on Australian communities. Students explore key issues and their consequences for everyday life. They reflect on how these issues can be addressed to create a better community.

### Specific Unit Goals

This unit should enable students to:

<b>T Course</b>
<ul style="list-style-type: none"> <li>• translate texts and interpret oral texts that reflect the changing world</li> <li>• critically analyse the key issues confronting Australia in the modern world</li> <li>• evaluate the impact of global changes on beliefs, values and attitudes in diverse Australian communities</li> </ul>

### Content Descriptions

All knowledge, understanding and skills below must be delivered

<b>T Course</b>
<p><b>Engaging with texts</b></p> <ul style="list-style-type: none"> <li>• critically analyse a variety of increasingly complex texts that explore various challenges in Australian communities, for example, the environment, technological development, suburban life</li> <li>• translate and interpret written and oral texts of increasing complexity that examine the impact of change on Australian communities in English and the language of origin</li> <li>• evaluate the consequences of changes in their everyday life and for future generations</li> </ul>
<p><b>Contexts of Language and Culture</b></p> <ul style="list-style-type: none"> <li>• evaluate how the changing world impacts on beliefs, values and attitudes on Australian communities</li> <li>• evaluate key issues in a changing world and how these impact communication and interaction</li> <li>• interpret the reciprocal nature of intercultural communication such as register and body language</li> <li>• critically analyse how customs and tradition, including language, may vary within a culture, as well as between cultures</li> <li>• analyse, reflect on and relate to their own language learning and intercultural experiences</li> </ul>

<b>Values, beliefs and perspectives</b>
<ul style="list-style-type: none"><li>• analyse individual values, beliefs and perspectives in relation to the Australian lifestyle</li><li>• understand how Australian community is perceived through cultural, intercultural and intracultural knowledge perspectives</li><li>• analyse own values, beliefs, ideas and practices in relation to those represented in texts</li></ul>
<b>Features of language use</b>
<ul style="list-style-type: none"><li>• communicate ideas, concepts and opinions related to the social behaviours, challenges and opportunities in the community</li><li>• respond appropriately to audience, purpose and context in spoken and written interactions with consideration of different types of texts and audiences</li><li>• use processes and strategies to make meaning when viewing, listening reading, translating and interpreting</li><li>• apply accurate grammatical features and functions</li></ul>
<b>Reflection</b>
<ul style="list-style-type: none"><li>• reflect on learning processes recognising cognitive, cultural personal and linguistic elements of language acquisition</li><li>• communicate on how key concepts studied impact their identity, life and choices</li></ul>

## **A guide to reading and implementing content descriptions**

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

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

## **Assessment**

Refer to pages 9-11.

## Education and Employment

**Value: 1.0**

**Education and Employment a**

**Value 0.5**

**Education and Employment b**

**Value 0.5**

### Unit Description

Students learn about the beliefs, values and attitudes underpinning education in Australia and compare those with various educational systems around the world. They reflect on the impact of these differences on the lives of students and on Australian society. Students examine the challenges of the present and the near future relating to the worlds of education and employment.

### Specific Unit Goals

This unit should enable students to:

<b>T Course</b>
<ul style="list-style-type: none"> <li>• translate texts and interpret oral texts that examine the nature of education and employment in Australia and other countries</li> <li>• critically analyse the key issues that challenge the educational and working environment</li> <li>• evaluate the impact of beliefs, values and attitudes on education and employment in Australia</li> </ul>

### Content Descriptions

All knowledge, understanding and skills below must be delivered

<b>T Course</b>
<p><b>Engaging with texts</b></p> <ul style="list-style-type: none"> <li>• critically analyse and respond to a variety of increasingly complex texts that explore various challenges in education and the workforce in Australia and other countries</li> <li>• translate and interpret written and oral texts of increasing complexity that examine the nature of education and employment in the present and near future</li> <li>• evaluate how Australia’s beliefs, values and attitudes impact on individuals’ choices in education and employment</li> </ul>
<p><b>Contexts of Language and Culture</b></p> <ul style="list-style-type: none"> <li>• evaluate how language is used effectively in the contexts of education and employment</li> <li>• interpret the reciprocal use of intercultural communication such as register and body language</li> <li>• critically analyse how customs and tradition, including language may vary within a culture, as well as between cultures</li> <li>• evaluate key issues in education and employment to understand challenges in the present and near future</li> </ul>

<b>Values, beliefs and perspectives</b>
<ul style="list-style-type: none"><li>• analyse individual values, beliefs and perspectives in relation to the Australian education and employment</li><li>• understand how future education and employment are established through cultural, intercultural and intracultural knowledge perspectives</li><li>• analyse own values, beliefs, ideas and practices in relation to those represented in texts</li></ul>
<b>Features of language use</b>
<ul style="list-style-type: none"><li>• communicate ideas, concepts and opinions related to the advancements in education and employment</li><li>• respond appropriately to audience, purpose and context in spoken and written interaction with consideration to the different types of texts and audiences</li><li>• use processes and strategies to make meaning when viewing, listening, reading, translating and interpreting</li><li>• apply specific grammatical features and functions</li></ul>
<b>Reflection</b>
<ul style="list-style-type: none"><li>• reflect on learning processes recognising cognitive, cultural personal and linguistic elements of language acquisition</li><li>• communicate how key concepts studied impact their identity, life and choices</li></ul>

## **A guide to reading and implementing content descriptions**

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

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

## **Assessment**

Refer to pages 9-11.

## Independent Study

**Value: 1.0**

**Independent Study a**

**Value 0.5**

**Independent Study b**

**Value 0.5**

### Prerequisites

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

### Duplication of Content

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

### 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:

<b>T Course</b>
<ul style="list-style-type: none"> <li>• acquire and demonstrate language learning processes and strategies</li> <li>• enhance capacity to communicate and interact effectively within and across languages and cultures</li> </ul>

### Content Descriptions

All knowledge, understanding and skills below must be delivered

<b>T Course</b>
<b>Engaging with texts</b>
<ul style="list-style-type: none"> <li>• interpret and translate a range of sustained texts in the focus area</li> </ul>
<b>Contexts of language and culture</b>
<ul style="list-style-type: none"> <li>• understand that language and culture are inextricably linked</li> <li>• evaluate how intercultural understanding enhances the ability to communicate and interact</li> <li>• interpret the reciprocal nature of intercultural communication such as register and body language</li> <li>• critically analyse the reciprocal nature of intercultural communication: such as using appropriate non-verbal forms of communication, such as gestures and eye contact</li> <li>• analyse, reflect and monitor own language learning and intercultural experiences</li> </ul>

<b>Values, beliefs and perspectives</b>
<ul style="list-style-type: none"><li>• analyse how meaning is constructed through cultural, intercultural and intracultural knowledge</li><li>• analyse own values, beliefs, ideas and practices in relation to those represented in texts</li></ul>
<b>Features of language use</b>
<ul style="list-style-type: none"><li>• use appropriate vocabulary and language to communicate ideas, concepts and opinions</li><li>• understand the concept of interlocutors and audience, and 'attending to the other'</li><li>• use processes and strategies to make meaning when viewing and reading and listening</li><li>• apply specific language features</li></ul>
<b>Reflection</b>
<ul style="list-style-type: none"><li>• reflect on learning processes recognising cognitive, cultural personal and linguistic elements of language acquisition</li><li>• communicate how key concepts studied impact their identity, life and choices</li></ul>

## **A guide to reading and implementing content descriptions**

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning.

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

## **Assessment**

Refer to pages 9-11.

## 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:

For the Independent Study Unit (if applicable), students must have studied a minimum of **THREE** standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Independent study units are only available to individual students in Year 12.

### 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

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment
- form the basis for valid and reliable assessment in senior secondary schools
- involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership
- maintain the quality of school-based assessment and the credibility, validity and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Course Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and unit grade decisions.

### The Moderation Model

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses over two Moderation Days. In addition to Moderation Days, there is statistical moderation of course scores, including small group procedures, for T courses.

### Moderation by Structured, Consensus-based Peer Review

Consensus-based peer review involves the review of student work against system wide criteria and standards and the validation of Unit Grades. This is done by matching student performance with the criteria and standards outlined in the Achievement Standards, as stated in the Framework. Advice is then given to colleges to assist teachers with, or confirm, their judgments. In addition, feedback is given on the construction of assessment instruments.

### Preparation for Structured, Consensus-based Peer Review

Each year, teachers of Year 11 are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers of a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A, T and M course/units offered by the school and is sent into the Office of the Board of Senior Secondary Studies.

## **The College Course Presentation**

The package of materials (College Course Presentation) presented by a college for review on Moderation Days in each course area will comprise the following:

- a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges, including marking schemes and rubrics for each assessment item
- a set of student portfolios containing marked and/or graded written and non-written assessment responses and completed criteria and standards feedback forms. Evidence of all assessment responses on which the Unit Grade decision has been made is to be included in the student review portfolios.

Specific requirements for subject areas and types of evidence to be presented for each Moderation Day will be outlined by the Board Secretariat through the *Requirements for Moderation Memoranda* and Information Papers.

### **Visual evidence for judgements made about practical performances**

It is a requirement that schools' judgements of standards to practical performances (A/T/M) be supported by visual evidence (still photos or video).

The photographic evidence submitted must be drawn from practical skills performed as part of the assessment process.

Teachers should consult the BSSS website for current information regarding all moderation requirements including subject specific and photographic evidence.

## Appendix B – Course Developers

<b>Name</b>	<b>College</b>
Harpreet Kaur	Narrabundah College
Natalie O’Toole	Narrabundah 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
identify, summarise and plan	select	main points, words, ideas in text
	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
Demonstrate	Give a practical exhibition an explanation
Describe	Give an account of characteristics or features
Discuss	Talk or write about a topic, taking into account different issues or ideas
Evaluate	Examine and judge the merit or significance of something
Examine	Determine the nature or condition of
Explain	Provide additional information that demonstrates understanding of reasoning and /or application
Extrapolate	Infer from what is known
Hypothesise	Put forward a supposition or conjecture to account for certain facts and used as a basis for further investigation by which it may be proved or disproved
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Planning, inquiry into and drawing conclusions about
Justify	Show how argument or conclusion is right or reasonable
Manipulate	Adapt or change
Plan	Strategize, develop a series of steps, processes
Predict	Suggest what might happen in the future or as a consequence of something
Reflect	The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience
Relate	Tell or report about happenings, events or circumstances
Represent	Use words, images, symbols or signs to convey meaning
Reproduce	Copy or make close imitation
Respond	React to a person or text
Select	Choose in preference to another or others
Sequence	Arrange in order
Summarise	Give a brief statement of the main points
Synthesise	Combine elements (information/ideas/components) into a coherent whole
Test	Examine qualities or abilities
Translate	Express in another language or form, or in simpler terms
Visualise	The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words

## Appendix E – Glossary for ACT Senior Secondary Curriculum

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Appendix F – ACARA Language Glossary**

A glossary of language terms is available at:

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

## Appendix G – Course Adoption

### Condition of Adoption

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

### Adoption Process

Course adoption must be initiated electronically by an email to [bssscertification@ed.act.edu.au](mailto:bssscertification@ed.act.edu.au) by the principal or their nominated delegate.

The email will include the **Conditions of Adoption** statement above, and the table below adding the **College** name, and **A** and/or **T** and/or **M** and/or **V** to the **Classification/s** section of the table.

<b>College:</b>				
<b>Course Title:</b>	<b>Translating and Interpreting</b>			
<b>Classification/s:</b>	<b>T</b>			
<b>Framework:</b>	Languages 2018			
<b>Dates of Course Accreditation:</b>	<b>from</b>	2020	<b>to</b>	2024