

LANGUAGES FRAMEWORK



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LANGUAGES FRAMEWORK

Introduction

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

The capabilities include:

- Literacy
- Numeracy
- Digital Literacy
- Critical and creative thinking
- Personal and social capability
- Ethical behaviour
- Intercultural understanding

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

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

Elaboration of these student capabilities and priorities is available on the ACARA website at:
www.australiancurriculum.com.au.

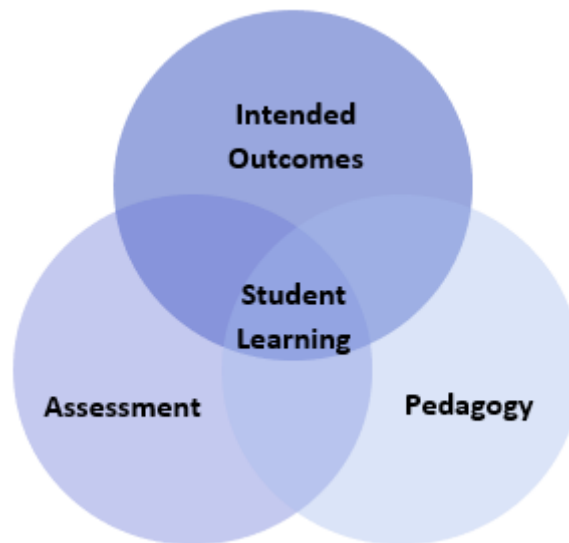
Frameworks

Frameworks provide the basis for the development and accreditation of any course within a broad subject area and provide a common basis for the assessment, moderation and reporting of student outcomes in courses based on the Framework.

Frameworks support a model of learning that integrates intended student outcomes, pedagogy and assessment. This model is underpinned by a set of beliefs and a set of learning principles.

Underpinning beliefs

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



Learning Principles

1. Learning builds on existing knowledge, understandings and skills.
(Prior knowledge)
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)

Rationale

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

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

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

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

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

Goals

All courses written under this Framework should enable students to:

- Become confident communicators who can use the target language effectively in a range of contexts and for a variety of purposes, developing interpersonal skills
- Build intercultural capability by exploring the connections between experiencing language and culture, reflecting on self and others in the world, and the ways of the world, to foster respect, empathy, and local and global awareness
- Apply increasingly complex linguistic concepts to both the target language and own language(s), developing accuracy, creativity, reflexivity¹, 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 D.

Content

Concepts and Knowledge

The Framework outlines the overarching learning area and the assessment standards. Course documents will outline the requirements of the courses in reference to the requirements of the Framework.

Concepts and knowledge underpinning learning and key to thinking about language learning and learners include:

- ideas from a range of learning areas across the curriculum, and personal, local and global experiences.
- insights into own and the target cultures to develop intercultural and intracultural capability
- [multilingual](#) nature of language learning and [multilingual](#) capabilities
- features, uses and conventions of text types
- properties of the target language and linguistic principles, such as language specific grammatical and systems knowledge
- sociolinguistic knowledge and understanding including, registers, interpersonal practices and cultural references
- effect of audience and purpose on text
- text, subtext, connotation and idiomatic usage in vocabulary and texts

Processes

Processes developed in language learning include:

Communicating meaning in language:

- translation into and from target language
- [perspective taking](#)
- situational awareness
- code shifting
- [mediation](#), negotiating and constructing shared meaning through interactions
- interacting to make and communicate meaning
- creating in own and target language/s.
- Communicating about content, issues and debates in context

Understanding Language and culture:

- analysing meaning, message and form
- understanding content in cultural and personal contexts
- translation into own and target language/s
- deconstructing or decoding unfamiliar text in target language
- researching, analysing and following academic conventions.

Reflection:

- self-reflective learning about how to learn a language
- [reflexive](#)² learning about self, the world and the exchange of meaning
- Semiotic, linguistic and cultural analysis of own language choices and justifying choices.

² See appendix D

Independent and Collaborative Learning and Teaching Strategies

In the ACT, schools and teachers are free to determine their own pedagogical approaches. However, that freedom is guided by the requirements set out in course documents. The conceptual organisation of the units will require consideration of the concepts central to the units in designing Programs of Learning. The Languages Framework outlines expectations that students will engage in complex interactions and meaning making experiences. They will be assessed on their ability to analyse texts for meaning and engage with that meaning critically and creatively. Students will have the opportunity to think reflexively and reflectively on self and others in the world, and on their work and their learning. They reflect on and analyse language and culture and their role in the interpretation, creation and exchange of meaning.

Teachers will be expected to deploy teaching strategies that engage students in content and learning activities that are appropriate to the levels of Beginning, Continuing and Advanced. To ensure students continue to develop further skills and knowledge, teachers may consider using a learning schema, such as the [Zone of Proximal Development](#), or [working memory theory](#), etc. to plan lessons so that students can develop further skills and capabilities from the base that they possess. Teachers will use the [BSSS Language Eligibility Form](#) to inform the placement of students in a course level in which they can continue to learn and grow.

Literacy teaching strategies may be necessary for students with limited literacy, but who have grown up with some auracy/oracy in the target/heritage language in the home, particularly in scripted languages. Teachers will take care to ensure that pedagogies support growth in the language and that assessment rewards improvement and growth.

It is expected that teaching approaches allow students to develop a variety of receptive, productive, intercultural, reflective skills and capabilities that will support them in interactions and mediation and negotiation of meaning across languages and cultures.

Assessment

The identification of assessment criteria and assessment task types and weightings provide a common and agreed basis for the collection of evidence of student achievement across the unit.

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

Assessment Tasks elicit responses that provide evidence of student learning and the degree to which students have achieved the goals of a unit based on the assessment criteria. The Common Curriculum Elements (CCE) are a guide to developing assessment tasks that promote a range of thinking skills (see Appendix B). All tasks engage students in demonstrating higher order thinking.

Rubrics use the assessment criteria relevant for a particular task and can be used to assess a continuum that indicates levels of student performance against each criterion.

Assessment Criteria

Students will be assessed on:

- Communicating Meaning in Language
- Understanding Language and Culture
- 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.	
Understanding Language and Culture	Communicating Meaning in Language
<i>The stimulus material about unit concepts must be in the target language, but responses may be in English.</i> 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	<i>Production about unit concepts must be in the target language.</i> 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	
<i>Stimulus and production may be in English or the target language as appropriate to level and task design.</i> Reflection and reflexivity of self in the world, are a requirement described in the achievement standards, therefore they must 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	
Weightings Advice: No task is to be weighted less than 20% or more than 50% for a 1.0 unit.	

Additional assessment advice:

- 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. 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. Classical Languages will also have their own Achievement Standards that align with Modern Languages sufficiently to support moderation or meshing.

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 assessed, the depth of understanding and extent of skills.

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 required that there be a distinct rubric for Years 11 and 12 and T, A and M. These rubrics should be available for students prior to completion of an assessment task so that success criteria are clear.

Achievement Standards for Languages use a common set of standards to differentiate for Advanced, Continuing, and Beginning A and T in each language, with the understanding that there will be variance according to the progress expected in different languages and their particular features to be learned. Use the language specific guidance to understand the expectations of particular languages and tailor the rubrics to those particular, and different but equally difficult and challenging, linguistic progressions.

Achievement Standards for Modern Languages Beginning T Courses – Year 12

	<i>A student who achieves an A grade</i>	<i>A student who achieves a B grade</i>	<i>A student who achieves a C grade</i>	<i>A student who achieves a D grade</i>	<i>A student who achieves an E grade</i>
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 target language and/or script to decode and infer meaning to draw conclusions	decodes familiar target language and/or script to explain surface meaning accurately	decode some familiar target language and/or script to explain some surface meaning	identify some meaning in familiar language texts and/or script
	applies 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 clearly and with evidence for ideas	analyses concepts in texts clearly and with evidence for ideas	explains concepts in texts with evidence for ideas	identifies concepts in texts with some evidence for ideas	identifies aspects of concepts in texts with limited evidence
Communicating Meaning in Language	creates fluent, detailed texts appropriate for purpose, audience and context	creates well-organised texts for purpose, audience and context	creates clear texts relevant to the topic for the intended purpose, audience and context	creates texts with limited understanding of the topic and the intended purpose, audience and context	creates fragmented texts with limited relevance to the topic and the intended purpose and audience
	applies familiar and unfamiliar conventions of texts and culture to enhance communication	applies familiar and unfamiliar conventions of texts and culture to communicate clearly	applies familiar conventions of texts and culture to organise their ideas	applies first language conventions when communicating ideas	applies first language conventions to texts when attempting communication
	applies complex grammar and familiar and unfamiliar vocabulary to exchange ideas or analyse situations clearly and coherently	applies complex grammar and familiar and unfamiliar vocabulary to exchange ideas or analyse situations	applies grammar and familiar vocabulary to exchange ideas	applies familiar grammar and vocabulary to describe own ideas	applies some familiar grammar, vocabulary to restate some 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
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 and with insight on self and relationships between culture and language	reflects thoughtfully on self and relationships between culture and language	reflects on self and relationships between culture and language	reflects on self and relationships between culture or language	comments generally on self and relationships between culture or language

Achievement Standards for Modern Languages Beginning A Courses – Year 12

	<i>A student who achieves an A grade</i>	<i>A student who achieves a B grade</i>	<i>A student who achieves a C grade</i>	<i>A student who achieves a D grade</i>	<i>A student who achieves an E grade</i>
Understanding Language and Culture	analyses familiar and unfamiliar target language and/or script to decode and infer meaning and draw logical conclusions	analyses familiar target language and/or script to decode and infer meaning to draw conclusions	decodes familiar target language and/or script to explain surface meaning accurately	decode some familiar target language and/or script to explain some surface meaning	identify 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 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
	analyses concepts in texts clearly and with evidence for ideas	analyses concepts in texts with evidence for ideas	explains concepts in texts with evidence for ideas	identifies concepts in texts with some evidence for ideas	identifies aspects of the concepts in texts with limited evidence for ideas
Communicating Meaning in Language	creates fluent, detailed texts appropriate for purpose, audience and context	creates well-organised texts for purpose, audience and context	creates clear texts relevant to the topic for the intended purpose, audience and context	creates texts with limited understanding of the topic and the intended purpose and audience	creates fragmented texts with limited relevance to the topic and the intended purpose and audience
	applies familiar and unfamiliar conventions of texts and culture to express ideas clearly and coherently	applies familiar and unfamiliar conventions of texts and culture to communicate clearly	applies familiar conventions of texts and culture to organise their ideas	applies first language conventions when communicating ideas	applies first language conventions to texts when attempting communication
	applies complex grammar and familiar and unfamiliar vocabulary to exchange ideas or analyse situations clearly and coherently	applies complex grammar and familiar and unfamiliar vocabulary to exchange of ideas or analyse situations	applies grammar and familiar vocabulary to exchange ideas	applies familiar grammar and vocabulary to describe own ideas	applies some familiar grammar and vocabulary to restate 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
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 and with insight on self and relationships between culture and language	reflects thoughtfully on self and relationships between culture and language	reflects on self and relationships between culture and language	reflects on self and relationships between culture or language	comments generally on self and relationships between culture or language

Achievement Standards for Modern Languages Beginning T Courses – Year 11

	<i>A student who achieves an A grade</i>	<i>A student who achieves a B grade</i>	<i>A student who achieves a C grade</i>	<i>A student who achieves a D grade</i>	<i>A student who achieves an E grade</i>
Understanding Language and Culture	analyses familiar and unfamiliar target language and/or script to decode and infer meaning and draw logical conclusions	decodes familiar and some unfamiliar target language and/or script to decode and infer meaning to draw conclusions	decodes familiar target language and/or script to explain surface meaning accurately	decode some familiar target language and/or script to explain some surface meaning	identify 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 for analysis	applies emerging intercultural understanding to analyse the choice of register and reasons for perspectives and/or behaviours with supporting evidence for analysis	applies emerging intercultural understanding to explain the register and reasons for perspectives and/or behaviours with supporting evidence for explanation	applies emerging intercultural understanding to describe the register and behaviours with some supporting evidence for description	applies emerging intercultural understanding to identify some of the register and behaviours with limited supporting evidence
	analyses concepts in texts clearly and with evidence for ideas	analyses concepts in texts with evidence for ideas	explains concepts in texts with evidence for ideas	identifies concepts in texts with some evidence for ideas	identifies aspects of the concepts in texts with limited evidence for ideas
Communicating Meaning in Language	creates fluent texts appropriate for purpose, audience and context	creates well-organised texts for purpose, audience and context	creates clear texts relevant to the topic for the intended purpose, audience and context	creates texts with limited understanding of the topic and the intended purpose and audience	creates fragmented texts with limited relevance to the topic and the intended purpose and audience
	applies familiar and unfamiliar conventions of texts and culture to express ideas clearly	applies familiar and unfamiliar conventions of texts and culture to express ideas	applies familiar conventions of texts and culture to organise their ideas	communicates ideas with some language interference	communicates with significant language interference
	applies grammar and familiar and unfamiliar vocabulary to exchange ideas or analyses of situations clearly and coherently	applies grammar and familiar and unfamiliar vocabulary to exchange ideas or analyse situations	applies grammar and familiar vocabulary to exchange ideas	applies some grammar and familiar vocabulary to describe ideas	applies some grammar and familiar vocabulary to restate 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
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 and with insight on self and relationships between culture and language	reflects thoughtfully on self and relationships between culture and language	reflects on self and relationships between culture and language	reflects on self and relationships between culture or language	comments generally on self and relationships between culture or language

Achievement Standards for Modern Languages Beginning A Courses – Year 11

	<i>A student who achieves an A grade</i>	<i>A student who achieves a B grade</i>	<i>A student who achieves a C grade</i>	<i>A student who achieves a D grade</i>	<i>A student who achieves an E grade</i>
Understanding Language and Culture	• decodes familiar and unfamiliar target language and/or script to derive and infer meaning and draw logical conclusions	• decodes familiar and some unfamiliar target language and/or script to derive and infer meaning to draw conclusions	• decodes familiar target language and/or script to explain surface meaning accurately	• 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 explain the choice of registers and reasons for perspectives and/or behaviours with supporting evidence for explanations	• applies emerging intercultural understanding to explain registers generally and reasons for perspectives and/or behaviours with supporting evidence for explanation	• applies emerging intercultural understanding to describe registers and possible reasons for perspectives and/or behaviours with some supporting evidence for description	• applies emerging intercultural understanding to identify registers and behaviours with limited supporting evidence assertion	• applies emerging intercultural understanding to identify some of the registers and behaviours with limited supporting evidence for assertion
	• explains concepts in texts clearly with supporting evidence for ideas	• explains concepts in texts with supporting evidence for ideas	• describes concepts in texts generally with some supporting evidence for ideas	• identifies some concepts in texts with limited supporting evidence for ideas	• identifies aspects of the concepts in texts with limited supporting evidence for ideas
Communicating Meaning in Language	• creates well-organised texts appropriate for purpose, audience, and context	• creates clear texts relevant to the topic for the intended purpose, audience, and context	• creates comprehensible texts relevant to the topic and some attention to purpose and audience	• creates texts with limited understanding of the topic and the intended purpose and audience	• creates fragmented texts with limited relevance to the topic and the intended purpose and audience
	• applies familiar conventions of texts and culture to express ideas clearly	• applies familiar conventions of texts and culture to express ideas	• applies familiar conventions of texts and culture to organise their ideas	• applies language conventions when communicating ideas	• applies language conventions to texts when attempting communication
	• applies grammar and familiar vocabulary to exchange ideas or analyse situations clearly and coherently	• applies grammar and familiar vocabulary to exchange ideas or analyse situations	• applies grammar and familiar vocabulary to exchange explanations of own and others' ideas	• applies some grammar and familiar vocabulary to describe own ideas	• applies some grammar and familiar vocabulary to restate 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
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 and with insight on self and relationships between culture and language	• reflects thoughtfully on self and relationships between culture and language	• reflects on self and relationships between culture and language	• reflects on self and relationships between culture or language	• comments generally on self and relationships between culture or language

Achievement Standards for Modern Languages Continuing T Courses – Year 12

	<i>A student who achieves an A grade</i>	<i>A student who achieves a B grade</i>	<i>A student who achieves a C grade</i>	<i>A student who achieves a D grade</i>	<i>A student who achieves an E grade</i>
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
	applies developing intercultural understanding to evaluate the appropriateness of register and reasons for perspectives and/or behaviours with supporting evidence	applies developing intercultural understanding to analyse the choice of register and reasons for perspectives and/or behaviours with supporting evidence	applies developing intercultural understanding to explain the register and reasons for perspectives and/or behaviours with supporting evidence	applies developing intercultural understanding to describe the register and behaviours with some supporting evidence	applies developing 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
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
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 for Modern Languages Continuing A Courses – Year 12

	<i>A student who achieves an A grade</i>	<i>A student who achieves a B grade</i>	<i>A student who achieves a C grade</i>	<i>A student who achieves a D grade</i>	<i>A student who achieves an E grade</i>
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 developing intercultural understanding to analyse the appropriateness of register and reasons for perspectives and/or behaviours with supporting evidence	applies developing intercultural understanding to explain the choice of register and reasons for perspectives and/or behaviours with supporting evidence	applies developing intercultural understanding to describe the register and reasons for perspectives and/or behaviours with supporting evidence	applies developing intercultural understanding to identify the register and/ or behaviours with supporting evidence	applies developing 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
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
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 for Modern Languages Continuing T Courses – Year 11

	<i>A student who achieves an A grade</i>	<i>A student who achieves a B grade</i>	<i>A student who achieves a C grade</i>	<i>A student who achieves a D grade</i>	<i>A student who achieves an E grade</i>
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 developing intercultural understanding to analyse the appropriateness of register and reasons for perspectives and/or behaviours with evidence	applies developing intercultural understanding to explain the choice of register and reasons for perspectives and/or behaviours with evidence	applies developing intercultural understanding to describe the register and reasons for perspectives and/or behaviours with evidence	applies developing intercultural understanding to identify the register and behaviours with some evidence	applies developing 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
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
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 for Modern Languages Continuing A Courses – Year 11

	<i>A student who achieves an A grade</i>	<i>A student who achieves a B grade</i>	<i>A student who achieves a C grade</i>	<i>A student who achieves a D grade</i>	<i>A student who achieves an E grade</i>
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 developing intercultural understanding to explain clearly the appropriateness of register and reasons for perspectives and/or behaviours with supporting evidence	• applies developing intercultural understanding to explain with some coherence the choice of register and reasons for perspectives and/or behaviours with supporting evidence	• applies developing intercultural understanding to describe the register and reasons for perspectives and/or behaviours with supporting evidence	• applies developing intercultural understanding to identify the register and/ or behaviours with some supporting evidence	• applies developing 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
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
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 for Modern Languages Advanced T Courses – Year 12

	<i>A student who achieves an A grade</i>	<i>A student who achieves a B grade</i>	<i>A student who achieves a C grade</i>	<i>A student who achieves a D grade</i>	<i>A student who achieves an E grade</i>
Understanding Language and Culture	critically analyses structure, style and purpose of familiar and unfamiliar texts using evidence	analyses structure, style and purpose of familiar and unfamiliar texts using evidence	explains structure, style and purpose of familiar and unfamiliar texts using evidence	explains structure, style and purpose of familiar texts using evidence	describes the structure, style or purpose of familiar texts using evidence
	applies intercultural understanding to evaluate the appropriateness of register and reasons for perspectives and/or behaviours with reference to evidence	applies intercultural understanding to analyse the choice of register and reasons for perspectives and/or behaviours with reference to evidence	applies intercultural understanding to explain the register and reasons for perspectives and/or behaviours with reference to evidence	applies intercultural understanding to describe the register and behaviours with some reference to evidence	applies intercultural understanding to identify the register and behaviours with limited reference to evidence
	evaluates own and others' ideas, values, beliefs, practices, ideas represented in texts with reference to evidence	analyses own and others' ideas, values, beliefs, practices, ideas represented in texts with reference to evidence	explains own and others' ideas, values, beliefs, practices, ideas in texts with reference to evidence	describes own and others' ideas, values, beliefs, practices, ideas represented in texts with some reference to evidence	identifies own and others' ideas, beliefs, practices, ideas in texts with limited reference to evidence
Communicating Meaning in Language	creates insightful texts displaying independence, depth and breadth in the interpretation of the topic, with insightful evidence	creates comprehensive texts displaying breadth and some depth and independence in the interpretation of the topic with useful evidence	creates texts displaying breadth in the interpretation of the topic with accurate evidence	creates texts displaying some breadth in the interpretation of the topic with limited evidence	creates texts displaying some knowledge of the topic with limited evidence
	synthesises knowledge and understanding of the language and/or script as a system and creates/or interacts with a high degree of confidence and fluency	applies knowledge and understanding of the language and/or script as a system and creates/or interacts with a degree of confidence and fluency	applies knowledge and understanding of the language and/or script as a system and creates/or interacts with some confidence and fluency	applies knowledge of the language and/or script and creates/or interacts with little confidence and fluency applies	applies limited knowledge of the language and/or script and little confidence and/or fluency creating or interacting
	applies fluently or manipulates conventions of texts and takes risks to mediate ideas and experiences	applies or manipulates conventions of texts and takes some risks to mediate ideas and experiences	applies standard conventions of texts to mediate ideas and experiences	applies some aspects of conventions of texts to share ideas and experiences	applies few correct and some incorrect conventions of texts to share experiences
	communicates effectively, accurately and precisely, selecting a precise context-specific vocabulary and grammar for enhancing intended purpose, and reception by audience and context	communicates effectively and accurately selecting a range of context-specific vocabulary and grammar for intended purpose, and reception by audience and context	communicates accurately selecting a range of general vocabulary and grammar for intended purpose, and reception by audience and context	communicates using some appropriate vocabulary and grammar with some accuracy for intended purpose, and reception by audience and context	communicates using a limited range of appropriate vocabulary and uses grammar with limited accuracy for intended purpose and reception by audience
	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 consistently	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
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 and personally on self and relationships between interlocutors, culture and language with critical and/or empathetic linguistic insight and evidence	reflects thoughtfully and personally on self and relationships between interlocutors, culture and language with evidence from own experience with linguistic insight and evidence	reflects generally on self and relationships between interlocutors, culture and language with some generic evidence with clear, accurate linguistic concepts and evidence	reflects generally on self and relationships between interlocutors, culture or language with some linguistic concepts and some evidence	comments generally on self and relationships between culture or language and limited evidence

Achievement Standards for Modern Languages Advanced A Courses – Year 12

	<i>A student who achieves an A grade</i>	<i>A student who achieves a B grade</i>	<i>A student who achieves a C grade</i>	<i>A student who achieves a D grade</i>	<i>A student who achieves an E grade</i>
Understanding Language and Culture	analyses structure, style and purpose of familiar and unfamiliar texts using evidence	analyses structure, style and purpose of familiar texts using evidence using evidence	explains structure, style and purpose of familiar texts using evidence	explains structure and style of familiar texts using evidence	describes the structure, style or purpose of familiar texts using evidence
	applies intercultural understanding to analyse the appropriateness of register and reasons for perspectives and/or behaviours with reference to evidence	applies intercultural understanding to analyse the choice of register and reasons for perspectives and/or behaviours with reference to evidence	applies intercultural understanding to explain the register and reasons for perspectives and/or behaviours with reference to evidence	applies intercultural understanding to describe the register and behaviours with some reference to evidence	applies intercultural understanding to identify the register and behaviours with limited reference to evidence
	analyses own and others' ideas, values, beliefs, practices represented in texts with reference to evidence	explains own and others' ideas, values, beliefs, practices represented in texts clearly and coherently with reference to evidence	explains own and others' ideas, values, beliefs, practices in texts with some clarity with reference to evidence	describes own and others' ideas, values, beliefs, practices represented in texts with some reference to evidence	identifies own and others' ideas, beliefs, practices in texts with limited reference to evidence
Communicating Meaning in Language	creates insightful texts displaying independence and breadth in the interpretation of the topic with useful evidence	creates comprehensive texts displaying breadth and some independence in the interpretation of the topic with accurate evidence	creates texts displaying breadth in the interpretation of the topic with relevant evidence	creates texts displaying some breadth in the interpretation of the topic with some evidence	creates texts displaying some knowledge of the topic with evidence
	applies knowledge and understanding of the language and/or script as a system and creates/or interacts with confidence and fluency	applies knowledge and understanding of the language and/or script as a system and creates/or interacts with some confidence and fluency	applies knowledge and understanding of the language and/or script as a system and creates/or interacts with some fluency	applies knowledge of the language and/or script and creates/or interacts with little confidence and/or fluency applies	applies limited knowledge of the language and/or script and little confidence and/ or fluency creating or interacting
	applies or manipulates conventions of texts and takes some risks to mediate ideas and experiences	applies or manipulates conventions of texts to mediate ideas and experiences	applies standard conventions of texts to mediate ideas and experiences	applies some aspects of conventions of texts to share ideas and experiences	applies few correct and some incorrect conventions of texts to share experiences
	communicates effectively and accurately, selecting a precise range of context-specific vocabulary and grammar for intended purpose, and reception by audience and context	communicates accurately selecting a range of context-specific vocabulary and grammar for intended purpose, and reception by audience and context	communicates accurately selecting an appropriate range of general vocabulary and grammar for intended purpose, and reception by audience and context	communicates using some appropriate vocabulary and grammar with some accuracy for intended purpose, and reception by audience and context	communicates using a limited range of appropriate vocabulary and uses grammar with limited accuracy for intended purpose and reception by audience
	applies the principles of academic integrity consistently and clearly and promotes audience confidence in the ideas presented	applies the principles of academic integrity consistently and clearly and promotes some audience confidence in the ideas presented	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 ideas communicated
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 self and relationships between interlocutors, culture and language with evidence	reflects thoughtfully on self and relationships between interlocutors, culture and language with evidence	reflects on self and relationships between interlocutors, culture and language with evidence	reflects on self and relationships between interlocutors, culture or language with limited evidence	comments generally on self and relationships between interlocutors, culture or language with limited evidence

Achievement Standards for Modern Languages Advanced T Courses – Year 11

	<i>A student who achieves an A grade</i>	<i>A student who achieves a B grade</i>	<i>A student who achieves a C grade</i>	<i>A student who achieves a D grade</i>	<i>A student who achieves an E grade</i>
Understanding Language and Culture	critically analyses structure, style and purpose of familiar texts using evidence	analyses structure, style and purpose of familiar texts using evidence	explains structure, style and purpose of familiar texts using evidence	explains structure and style of familiar texts using evidence	describes the structure, style or purpose of familiar texts using evidence
	applies intercultural understanding to analyse reasons for, and impact of, the chosen register and reasons for perspectives and/or behaviours with reference to evidence	applies intercultural understanding to analyse the choice of register and reasons for perspectives and/or behaviours with reference to evidence	applies intercultural understanding to explain the register and reasons for perspectives and/or behaviours with reference to evidence	applies intercultural understanding to describe the register and behaviours with some reference to evidence	applies intercultural understanding to identify the register and behaviours with limited reference to evidence
	critically analyses own and others' ideas, values, beliefs, practices, ideas in texts with reference to evidence	analyses own and others' ideas, values, beliefs, practices, ideas in texts with reference to evidence	explains own and others' ideas, values, beliefs, practices, ideas in texts with reference to evidence	describes own and others' ideas, values, beliefs, practices, ideas in texts with some use of evidence	identifies own and others' ideas, beliefs, practices, ideas in texts with limited use of evidence
Communicating Meaning in Language	creates insightful texts displaying independence, depth and breadth in the interpretation of the topic with persuasive evidence	creates comprehensive texts displaying breadth and some independence in the interpretation of the topic with accurate evidence	creates texts displaying breadth in the interpretation of the topic with some relevant evidence	creates texts displaying some breadth in the interpretation of the topic with some evidence	creates texts displaying some knowledge of the topic with limited evidence
	applies knowledge and understanding of the language and/or script as a system and creates/or interacts with confidence and fluency	applies knowledge and understanding of the language and/or script as a system and creates/or interacts with some confidence and fluency	applies knowledge and understanding of the language and/or script as a system and creates/or interacts with some fluency	applies knowledge of the language and/or script and creates/or interacts with little confidence and/or fluency	applies limited knowledge of the language and/or script and little confidence and/ or fluency creating or interacting
	applies or manipulates conventions of texts and takes some risks to mediate ideas and experiences	applies or manipulates conventions of texts to mediate ideas and experiences	applies standard conventions of texts to mediate ideas and experiences	applies some aspects of conventions of texts to share ideas and experiences	applies few correct and some incorrect conventions of texts to share experiences
	communicates effectively and accurately, selecting a range of context-specific vocabulary and grammar for intended purpose, and reception by audience and context	communicates accurately selecting some appropriate context-specific vocabulary and grammar for intended purpose, and reception by audience and context	communicates accurately selecting an appropriate range of general vocabulary and grammar for intended purpose, and reception by audience and context	communicates using some appropriate vocabulary and grammar with some accuracy for intended purpose, and reception by audience and context	communicates using a limited range of appropriate vocabulary and uses grammar with limited accuracy for intended purpose, and reception by audience and context
	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
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 and personally on self and relationships between interlocutors, culture and language with accurate linguistic insight and with evidence	reflects thoughtfully and personally on self and relationships between interlocutors, culture and language with some specific linguistic insight and with evidence	reflects generally on self and relationships between interlocutors, culture and language with some generic linguistic concepts and evidence	reflects generally on self and relationships between interlocutors, culture or language with some generic linguistic concepts and limited evidence	comments generally on self and relationships between culture or language with limited evidence

Achievement Standards for Modern Languages Advanced A Courses – Year 11

	<i>A student who achieves an A grade</i>	<i>A student who achieves a B grade</i>	<i>A student who achieves a C grade</i>	<i>A student who achieves a D grade</i>	<i>A student who achieves an E grade</i>
Understanding Language and Culture	explains structure, style and purpose of familiar texts clearly with evidence for ideas	explains structure, style and purpose of familiar texts with evidence for ideas	describes structure and style of familiar texts with evidence for ideas	describes structure and style of familiar texts with limited evidence for ideas	identifies the structure, style or purpose of familiar texts for ideas
	applies intercultural understanding to explain reasons for the chosen register and reasons for perspectives and/or behaviours with supporting evidence	applies intercultural understanding to explain the register and perspectives and/or behaviours with supporting evidence	applies intercultural understanding to describe the register, perspectives and/or behaviours with supporting evidence	applies intercultural understanding to describe the register or behaviours with some supporting evidence	applies intercultural understanding to identify the register or behaviours with limited supporting evidence
	analyses own and others' ideas, values, beliefs, practices, ideas in texts with reference to evidence	explains own and others' ideas, values, beliefs, practices, ideas in texts clearly and coherently with reference to evidence	explains own and others' ideas, values, beliefs, practices, ideas in texts with some clarity with reference to evidence	describes own and others' ideas, values, beliefs, practices, ideas in texts with some reference to evidence	identifies own and others' ideas, beliefs, practices, ideas in texts with limited reference to evidence
Communicating Meaning in Language	creates comprehensive texts with breadth in the interpretation of the topic with useful evidence	creates texts displaying some breadth in the interpretation of the topic with accurate evidence	creates texts displaying some breadth in the interpretation of the topic with limited relevant evidence	creates texts describing aspects of the topic with some evidence	creates texts identifying aspects of the topic with some evidence
	applies knowledge and understanding of the language and/or script as a system and creates/or interacts with confidence and fluency	applies knowledge and understanding of the language and/or script as a system and creates/or interacts with some confidence and fluency	applies knowledge and understanding of the language and/or script as a system and creates/or interacts with some fluency	applies knowledge of the language and/or script and creates/or interacts with little confidence and/or fluency	applies limited knowledge of the language and/or script and little confidence and/or fluency creating or interacting
	applies or manipulates conventions of texts to mediate ideas and experiences	applies conventions of texts to mediate ideas and experiences	applies standard conventions of texts to mediate ideas and experiences	applies some aspects of conventions of texts to share ideas and experiences	applies few correct and some incorrect conventions of texts to share experiences
	communicates accurately, selecting some context-specific vocabulary and grammar for intended purpose, and reception by audience and context	communicates accurately selecting an appropriate range of general vocabulary and grammar for intended purpose, and reception by audience and context	communicates accurately selecting a range of general vocabulary and grammar for intended purpose, and reception by audience and context	communicates using some general vocabulary and grammar with some accuracy for intended purpose, and reception by audience and context	communicates using a limited range of appropriate vocabulary and uses grammar with limited accuracy for intended purpose, and reception by audience and context
	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
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 and personally on self and relationships between interlocutors, culture and language	Reflects personally on self and relationships between interlocutors, culture and language with evidence from own experience	Reflects on self and relationships between interlocutors, culture and language with some generic evidence	Reflects generally on self and relationships between interlocutors, culture or language	Comments generally on self and relationships between culture or language

Achievement Standards for Modern Languages Advanced Languages M Courses – Years 11 and 12

	<i>A student who achieves an A grade</i>	<i>A student who achieves a B grade</i>	<i>A student who achieves a C grade</i>	<i>A student who achieves a D grade</i>	<i>A student who achieves an E grade</i>
Understanding Language and Culture	responds to a variety of target language texts for differing purposes and audiences, with independence	responds to a variety of target language texts for differing purposes and audiences, with some independence	responds to target language texts for differing purposes and audiences, with assistance	responds to target language texts for differing purposes, with repeated cueing	responds to target language texts, with direct instruction
	explains ideas, attitudes and points of views in target language texts, with independence	explains ideas, attitudes and points of view in target language texts, with some independence	explains ideas and points of view in target language texts, with assistance	explains ideas in target language texts, with repeated cueing	identifies ideas in target language texts, with direct instruction
Interaction and Meaning Making Communicating Meaning in Language	applies target language literacy skills in a variety of contexts, with independence	applies target language literacy skills in a variety of contexts, with some independence	applies target language literacy skills in different contexts, with assistance	applies target language literacy skills in some contexts, with repeated cueing	applies target language literacy skills in limited contexts, with direct instruction
	interacts in target language effectively with independence	interacts in target language successfully with some independence	interacts in target language with some success, with assistance	interacts in target language with some success, with repeated cueing	interacts in target language with limited success with direct instruction
	creates a variety of target language texts in different modes for different purposes, with independence	creates a variety of target language texts in different modes for different purposes, with some independence	creates in different target language texts for different purposes, with assistance	creates target language texts for different purposes, with repeated cueing	creates different target language 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
	applies translation skills between target language and English with independence	applies translation skills between target language and English with some independence	applies translation skills between target language and English with assistance	applies translation skills between target language and English with repeated cueing	applies translation skills between target language and English with direct instruction
Reflection and Reflexivity	reflects with insight on their language learning, thinking and learning, with independence	reflects with insight on their language learning, thinking and learning, with some independence	reflects on their language learning, thinking and learning, with assistance	reflects on their language learning, thinking and learning, with repeated cueing	reflects in a limited way on their language learning, thinking and learning, with direct instruction
	reflects on learning about the world and new understanding with independence	reflects on learning about the world and new understanding with some independence	reflects on learning about the world and new understanding, with assistance	reflects on learning about the world and new understanding, with repeated cueing	reflects on learning about the world and new understanding, with direct instruction

Achievement Standards for Beginning/Continuing Modern Languages M Courses – Years 11 and 12

	<i>A student who achieves an A grade</i>	<i>A student who achieves a B grade</i>	<i>A student who achieves a C grade</i>	<i>A student who achieves a D grade</i>	<i>A student who achieves an E grade</i>
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
Interaction and Meaning Making 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
Reflection and Reflexivity	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

Achievement Standards for Continuing Classical Languages T courses - Year 12

	<i>A student who achieves an A grade</i>	<i>A student who achieves a B grade</i>	<i>A student who achieves a C grade</i>	<i>A student who achieves a D grade</i>	<i>A student who achieves an E grade</i>
Understanding Language and Culture	critically analyses how familiar and unfamiliar language choices, literary features and the structure of texts were used by the author to express purpose and influence audience	analyses how familiar and unfamiliar language choices, literary features and the structure of texts were used by the author to express purpose and influence audience	explains how familiar language choices, literary features and the structure of texts were used by the author to express purpose and influence audience	describes how some language choices, literary features and/or the structure of texts were used by the author to express purpose and/or influence audience	identifies some language choices, purpose, and structure of texts
	critically analyses social, political, economic, or historical issues pertaining to classical cultures in the target language or English, including values and perspectives, using an insightful selection of supporting evidence to enhance credibility of ideas	analyses social, political, economic, or historical issues pertaining to classical cultures in the target language or English, including values and perspectives, using an insightful selection of evidence to support ideas	explains social, political, economic, or historical issues pertaining to classical cultures in the target language or English, including values and perspectives, using evidence to support ideas	describes some social, political, economic, or historical issues pertaining to classical cultures in the target language or English, including values and perspectives, with some reliable evidence intended to support ideas	identifies some social, political, economic, or historical issues pertaining to classical cultures in the target language or English, including values and perspectives, with limited relevant or reliable evidence
	applies knowledge of vocabulary grammatical structures and linguistic features of classical texts effectively and accurately to enhance understanding	applies knowledge of vocabulary, grammatical structures and linguistic features of classical texts effectively and accurately	applies some knowledge of vocabulary grammatical structures and linguistic features of classical texts accurately	applies little knowledge of vocabulary grammatical structures and linguistic features of classical texts accurately	applies minimal knowledge of vocabulary choices, grammatical structures and linguistic features of classical texts accurately
Communicating Meaning in Language	applies knowledge of vocabulary, grammar and stylistic choices consistently to interpret, translate and enhance reception of the meaning of texts using language appropriate to the cultural context	applies knowledge of vocabulary, grammar and stylistic choices consistently to interpret and translate the meaning of texts using language appropriate to the cultural context	applies some knowledge of vocabulary, grammar and stylistic choices inconsistently to interpret and translate the meaning of texts using language appropriate to the cultural context	applies little knowledge of vocabulary and grammar to interpret and translate the meaning of texts with some success in communicating intended meaning	applies minimal knowledge of vocabulary and grammar to interpret and translate or summate the meaning of texts with limited success
	creates texts by applying complex grammar, familiar and unfamiliar vocabulary and appropriate stylistic choices accurately to enhance impact	creates texts by applying complex grammar, familiar and unfamiliar vocabulary and stylistic choices accurately	creates texts by applying grammar, familiar and unfamiliar vocabulary, stylistic choices mostly accurately	creates texts by applying basic grammar, familiar vocabulary, minimal stylistic choices with limited success	creates fragmented texts by applying some basic grammar and minimal vocabulary
	creates texts that are effective and specifically targeted for cultural context, audience and purpose, and takes risks with new language	creates texts that are effective for cultural context, audience and purpose and takes some risks with new language	creates texts that are appropriate for cultural context, audience and purpose, with some consideration of audience and purpose	creates texts that are appropriate for either cultural context, audience or purpose	creates fragmented texts that are relevant to the topic
	applies the principles of academic integrity consistently and clearly to enhance audience confidence in the ideas communicated	applies the principles of academic integrity consistently and gives some audience confidence in the ideas communicated	applies the principles of academic integrity clearly and consistently	applies the principles of academic integrity inconsistently and reduces confidence in the ideas communicated	applies the principles of academic integrity inconsistently and provides minimal confidence in the ideas communicated
Reflection on self and self in the world	reflects analytically on own cultural assumptions and perspectives	reflects thoughtfully on own cultural assumptions and perspectives	reflects on own cultural assumptions and perspectives	describes own cultural assumptions and perspectives	identifies general information about self and culture or language
	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	reflects generally on language learning practices with minimal reference to teacher feedback

Achievement Standards for Continuing Classical Languages A courses - Year 12

	<i>A student who achieves an A grade</i>	<i>A student who achieves a B grade</i>	<i>A student who achieves a C grade</i>	<i>A student who achieves a D grade</i>	<i>A student who achieves an E grade</i>
Understanding Language and Culture	analyses how familiar language choices, literary features and the structure of texts were used by the author to express purpose and influence audience	analyses how some familiar language choices, literary features and the structure of texts were used by the author to express purpose and influence audience	explains how some language choices, literary features and the structure of texts were used by the author	describes how some language choices, literary features and/or the structure of texts were used by the author	identifies some language choices, purpose, and structure of texts
	analyses social, political, economic, or historical issues pertaining to classical cultures in the target language or English, using supporting evidence to enhance credibility of ideas	analyses social, political, economic, or historical issues pertaining to classical cultures in the target language or English, using evidence to support ideas	explains social, political, economic, or historical issues pertaining to classical cultures in the target language or English, using evidence to support some ideas	describes some social, political, economic, or historical issues pertaining to classical cultures in the target language or English, with some reliable evidence intended to support some ideas	identifies some social, political, economic, or historical issues pertaining to classical cultures in the target language or English, with limited relevant or reliable evidence
	applies knowledge of vocabulary, grammatical structures and linguistic features of classical texts accurately to enhance understanding	applies knowledge of vocabulary, grammatical structures and linguistic features of classical texts accurately	applies some knowledge of vocabulary, grammatical structures and linguistic features of classical texts	applies little knowledge of vocabulary, grammatical structures and linguistic features of classical texts	applies minimal knowledge of vocabulary, grammatical structures and linguistic features of classical texts
Communicating Meaning in Language	applies knowledge of vocabulary, grammar and stylistic choices consistently to interpret and translate the meaning of texts using language appropriate to the cultural context	applies knowledge of vocabulary, grammar and stylistic choices consistently to interpret and translate the central meaning of texts using language appropriate to the cultural context	applies some knowledge of vocabulary, grammar and stylistic choices inconsistently to generally translate the central meaning of texts	applies little knowledge of vocabulary and grammar to interpret and approximately translate the meaning of texts with some success in communicating intended meaning	applies minimal knowledge of vocabulary and grammar to interpret and summate the meaning of texts with limited success
	creates texts by applying complex grammar, familiar vocabulary and appropriate stylistic choices accurately	creates texts by applying complex grammar, familiar vocabulary and stylistic choices, mostly accurately	creates simple, accurate texts by applying grammar, familiar vocabulary, stylistic choices	creates texts by applying basic grammar, familiar vocabulary, minimal stylistic choices with limited success	creates texts by applying some basic grammar and minimal vocabulary to create fragmented texts
	creates texts that are specifically targeted for cultural context, audience and purpose, and takes some risks with new language	creates texts for cultural context, audience and purpose	creates appropriate texts with some consideration of cultural context, audience and purpose	creates limited texts that show some consideration of cultural context, audience, or purpose	Creates fragmented texts that are relevant to the topic
	applies the principles of academic integrity consistently and clearly to enhance audience confidence in the ideas communicated	applies the principles of academic integrity consistently and gives some audience confidence in the ideas communicated	applies the principles of academic integrity clearly and consistently	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
Reflection on self and self in the world	reflects analytically on own cultural assumptions and perspectives	reflects thoughtfully on own cultural assumptions and perspectives	reflects on own cultural assumptions and perspectives	describes own cultural assumptions and perspectives	comments generally on self, and culture, or language
	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	reflects generally on language learning practices with minimal reference to teacher feedback

Achievement Standards for Continuing Classical Languages T courses - Year 11

	<i>A student who achieves an A grade</i>	<i>A student who achieves a B grade</i>	<i>A student who achieves a C grade</i>	<i>A student who achieves a D grade</i>	<i>A student who achieves an E grade</i>
Understanding Language and Culture	analyses how familiar and unfamiliar language choices, literary features and the structure of texts were used by the author to express purpose and influence audience	analyses how familiar language choices, literary features and the structure of texts were used by the author to express purpose and influence audience	explains how familiar language choices, literary features and the structure of texts were used by the author to express purpose and influence audience	describes how some familiar language choices, literary features and/or the structure of texts were used by the author to express purpose and/or influence audience	identifies some familiar language, purpose, choices and structure of texts
	analyses social, political, economic, or historical issues pertaining to classical cultures in the target language or English, including values and perspectives, using an insightful selection of evidence to support ideas	analyses social, political, economic, or historical issues pertaining to classical cultures in the target language or English, including values and perspectives, using evidence to support ideas	explains social, political, economic, or historical issues pertaining to classical cultures in the target language or English, including values and perspectives with some relevant evidence to support ideas	describes some social, political, economic, or historical issues pertaining to classical cultures in the target language or English, including values and perspectives, with some evidence intended to support ideas	identifies some social, political, economic, or historical issues pertaining to classical cultures in the target language or English, including values and perspectives with some research of limited relevance or reliability
	applies knowledge of vocabulary, grammatical structures and linguistic features of classical texts accurately to enhance understanding	applies knowledge of vocabulary, grammatical structures and linguistic features of classical texts accurately	applies some knowledge of vocabulary, grammatical structures and linguistic features of classical texts	applies little knowledge of vocabulary, grammatical structures and linguistic features of classical texts	applies minimal knowledge of vocabulary, grammatical structures and linguistic features of classical texts
Communicating Meaning in Language	applies knowledge of vocabulary, grammar and stylistic choices consistently to interpret and translate the meaning of texts using language appropriate to the cultural context	applies knowledge of vocabulary, grammar and stylistic choices to interpret and translate the meaning of texts using language appropriate to the cultural context	applies some knowledge of vocabulary, grammar and stylistic choices to interpret and translate the meaning of texts using language appropriate to the cultural context, with some success in communicating intended meaning	applies little knowledge of vocabulary and grammar to interpret and translate the meaning of texts, with limited success	applies minimal knowledge of vocabulary and grammar to interpret and translate or summate the meaning of texts, with limited success
	creates texts by accurately applying complex grammar, familiar and unfamiliar vocabulary, and effective style	creates texts by accurately applying complex grammar, familiar and unfamiliar vocabulary, and appropriate stylistic choice	creates texts by applying grammar, familiar vocabulary, stylistic choices mostly accurately	creates fragmented texts by applying limited grammar, familiar vocabulary, minimal stylistic choices	Creates fragmented texts by applying limited of grammar and minimal vocabulary to inaccurately
	creates texts that are effective for cultural context, audience and purpose and takes some risks with new language	creates texts that are appropriate for cultural context, audience and purpose and takes some risks with new language	creates texts that are appropriate for cultural context, audience and purpose	creates limited texts that are appropriate for cultural context, audience or purpose	creates fragmented and limited texts that are relevant to the topic
	applies the principles of academic integrity consistently and clearly to enhance audience confidence in the ideas communicated	applies the principles of academic integrity consistently and gives some audience confidence in the ideas communicated	applies the principles of academic integrity clearly and consistently	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
Reflection on self and the classical	reflects analytically on own cultural assumptions and perspectives	reflects thoughtfully on own cultural assumptions and perspectives	reflects on own cultural assumptions and perspectives	describes own cultural assumptions and perspectives	comments generally on self, and culture of language
	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	reflects generally on language learning practices with minimal reference to teacher feedback

Achievement Standards for Continuing Classical Languages A courses - Year 11

	<i>A student who achieves an A grade</i>	<i>A student who achieves a B grade</i>	<i>A student who achieves a C grade</i>	<i>A student who achieves a D grade</i>	<i>A student who achieves an E grade</i>
Understanding Language and Culture	analyses how familiar language choices, literary features and the structure of texts were used by the author	explains how language choices, literary features and the structure of texts were used by the author	explains how language choices, literary features or the structure of texts were used by the author	describes how some language choices, literary features and/or the structure of texts were used by the author	identifies some language choices, purpose, and structure of texts
	analyses social, political, economic, or historical issues pertaining to classical cultures in the target language or English, using evidence to support ideas	explains social, political, economic, or historical issues pertaining to classical cultures in the target language or English, using evidence to support ideas	explains social, political, economic, or historical issues pertaining to classical cultures in the target language or English with some relevant evidence to support ideas	describes some social, political, economic, or historical issues pertaining to classical cultures in the target language or English, with some evidence intended to support ideas	identifies some social, political, economic, or historical issues pertaining to classical cultures in the target language or English, with some research of limited relevance or reliability
	applies knowledge of vocabulary, grammatical structures and linguistic features of classical texts accurately and insightfully	applies knowledge of vocabulary grammatical structures and linguistic features of classical texts accurately	applies some knowledge of vocabulary grammatical structures and linguistic features of classical texts accurately	applies vocabulary, grammatical structures and linguistic features of classical texts with limited accuracy	applies minimal knowledge of vocabulary, grammatical structures and linguistic features of classical texts with limited accuracy
Communicating Meaning in Language	applies knowledge of vocabulary, grammar and stylistic choices consistently to interpret and translate the meaning of texts using language appropriate to the cultural context	applies knowledge of vocabulary, grammar and stylistic choices to interpret and translate the meaning of texts using language appropriate to the cultural context	applies some knowledge of vocabulary, grammar and stylistic choices to interpret and translate the meaning of texts using language appropriate to the cultural context, with some success in communicating intended meaning	applies little knowledge of vocabulary and grammar to interpret and translate the meaning of texts, with limited success	applies minimal knowledge of vocabulary and grammar to interpret and translate or summate the meaning of texts, with limited success
	Creates texts by accurately applying complex grammar, familiar vocabulary, and effective style	Creates texts by accurately applying complex grammar, familiar vocabulary, and stylistic choices	creates simple texts by applying grammar, familiar vocabulary, stylistic choices, mostly accurately	creates fragmented texts by applying a limited repertoire of grammar, familiar vocabulary, and minimal stylistic choices	Creates fragmented texts by applying a limited repertoire of grammar and minimal vocabulary inaccurately
	creates texts that are effective for cultural context, audience and purpose	creates texts that are appropriate for cultural context, audience and purpose	creates texts that have some consideration of cultural context, audience and purpose	creates limited texts that have some consideration of cultural context, audience or purpose	creates fragmented and limited texts that are relevant to the topic
	applies the principles of academic integrity consistently and clearly to enhance audience confidence in the ideas communicated	applies the principles of academic integrity consistently and gives some audience confidence in the ideas communicated	applies the principles of academic integrity clearly and consistently	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
Reflection on self and the classical world	reflects analytically on own cultural assumptions and perspectives	reflects thoughtfully on own cultural assumptions and perspectives	reflects on own cultural assumptions and perspectives	describes own cultural assumptions and perspectives	comments generally on self, and culture of language
	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	reflects generally on language learning practices with minimal reference to teacher feedback

Achievement Standards for Beginning Classical Languages T courses - Year 12

	<i>A student who achieves an A grade</i>	<i>A student who achieves a B grade</i>	<i>A student who achieves a C grade</i>	<i>A student who achieves a D grade</i>	<i>A student who achieves an E grade</i>
Understanding Language and Culture	analyses familiar and unfamiliar language, literary features and the structure of texts to decode and infer meaning and draw well-informed, logical conclusions	analyses familiar and unfamiliar language, literary features and the structure of texts to decode and infer meaning and draw conclusions	decodes familiar language, literary features and the structure of texts to draw conclusions	decodes some familiar language, literary features and/or the structure of texts to explain surface meaning	identifies the general meaning in familiar language and structures
	critically analyses social, political, economic, or historical issues pertaining to classical cultures in the target language or English, including values and perspectives, using an insightful selection of reliable evidence to support ideas	analyses social, political, economic, or historical issues pertaining to classical cultures in the target language or English, including values and perspectives, using reliable evidence to support ideas	explains social, political, economic, or historical issues pertaining to classical cultures in the target language or English, including values and perspectives with some reliable evidence related to their ideas	describes some social, political, economic, or historical issues pertaining to classical cultures in the target language or English, including values and perspectives, with some evidence intended to support ideas	identifies some social, political, economic, or historical issues pertaining to classical cultures in the target language or English, including values and perspectives with some research of limited relevance or reliability
	applies knowledge of vocabulary, grammatical structures and linguistic features of classical texts accurately and insightfully	applies knowledge of vocabulary, grammatical structures and linguistic features of classical texts accurately	applies some knowledge of vocabulary grammatical structures and linguistic features of classical texts accurately	applies vocabulary, grammatical structures and linguistic features of classical texts with limited accuracy	applies minimal knowledge of vocabulary, grammatical structures and linguistic features of classical texts with limited accuracy
Communicating Meaning in Language	applies knowledge of familiar and unfamiliar vocabulary, grammar and stylistic choices consistently to interpret and translate the meaning of texts using language appropriate to the cultural context	applies knowledge of familiar and unfamiliar vocabulary, grammar and stylistic choices to interpret and translate the meaning of texts using language appropriate to the cultural context	applies knowledge of familiar vocabulary, grammar and stylistic choices to interpret and translate the meaning of texts using language appropriate to the cultural context, with some success in communicating intended meaning	applies some knowledge of vocabulary and grammar to translate the meaning of texts with limited success	applies minimal knowledge of vocabulary and grammar to translate or summate the general meaning of texts, with limited success
	creates texts by accurately applying complex grammar, familiar and unfamiliar vocabulary and effective style	creates texts by accurately applying complex grammar, familiar and unfamiliar vocabulary, and stylistic choices	creates texts by applying grammar, familiar vocabulary, and stylistic choices	creates fragmented texts by applying limited familiar grammar, vocabulary, and style	creates fragmented texts by applying limited grammar and minimal vocabulary inaccurately
	creates accurate texts that are effective for context, audience and purpose, and takes risks with new language	creates accurate texts that are appropriate for context, audience and purpose, and takes risks with new language	creates texts that show some consideration of context, audience and purpose	creates limited texts that show some consideration of context, audience or purpose	creates fragmented and limited texts that are relevant to the topic
	applies the principles of academic integrity consistently and clearly to enhance audience confidence in the ideas communicated	applies the principles of academic integrity consistently and gives some audience confidence in the ideas communicated	applies the principles of academic integrity clearly and consistently	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
Reflection on self and the classical world	reflects analytically on own cultural assumptions and perspectives	reflects thoughtfully on own cultural assumptions and perspectives	reflects on own cultural assumptions and perspectives	describes own cultural assumptions and perspectives	comments generally on self, and culture of language
	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	reflects generally on language learning practices with minimal reference to teacher feedback

Achievement Standards for Beginning Classical Languages A courses - Year 12

	<i>A student who achieves an A grade</i>	<i>A student who achieves a B grade</i>	<i>A student who achieves a C grade</i>	<i>A student who achieves a D grade</i>	<i>A student who achieves an E grade</i>
Understanding Language and Culture	analyses familiar and unfamiliar language, literary features and the structure of texts to decode and infer meaning and draw logical conclusions	analyses familiar language, literary features and the structure of texts to decode and infer meaning and draw conclusions	decodes familiar language, literary features and the structure of texts to explain surface meaning	decodes some familiar language, literary features and/or the structure of texts to explain some surface meaning	identifies some meaning in familiar language, purpose, and structure
	analyses social, political, economic, or historical issues pertaining to classical cultures in the target language or English, using a selection of evidence to enhance and support ideas	analyses social, political, economic, or historical issues pertaining to classical cultures in the target language or English using evidence to support ideas	explains social, political, economic, or historical issues pertaining to classical cultures in the target language or English with some relevant evidence to support ideas	describes some social, political, economic, or historical issues pertaining to classical cultures in the target language or English, with some evidence intended to support ideas	identifies some social, political, economic, or historical issues pertaining to classical cultures in the target language or English, with some research of limited relevance or reliability
	applies knowledge of vocabulary, grammatical structures and linguistic features of classical texts accurately and insightfully	applies knowledge of vocabulary, grammatical structures and linguistic features of classical texts accurately	applies some knowledge of vocabulary grammatical structures and linguistic features of classical texts accurately	applies vocabulary, grammatical structures and linguistic features of classical texts with limited accuracy	applies minimal knowledge of vocabulary, grammatical structures and linguistic features of classical texts with limited accuracy
Communicating Meaning in Language	applies knowledge of vocabulary, grammar and stylistic choices consistently to interpret and translate the meaning of texts	applies knowledge of vocabulary, grammar and stylistic choices to interpret and translate the meaning of texts	applies some knowledge of vocabulary, grammar and stylistic choices to interpret and translate the general meaning of texts	applies little knowledge of vocabulary and grammar to interpret and translate the general meaning of texts, with limited success	applies minimal knowledge of vocabulary and grammar to interpret and translate or summate the general meaning of texts, with limited success
	creates texts by accurately applying grammar, familiar and unfamiliar vocabulary, effective style	creates texts by accurately applying grammar, familiar vocabulary, and appropriate stylistic choice	creates texts by applying grammar, familiar vocabulary, and /or stylistic choices	creates fragmented texts by applying limited familiar grammar, vocabulary, and/or minimal stylistic choices	Creates fragmented texts by applying limited grammar and minimal vocabulary inaccurately
	creates texts that are effective for context, audience and purpose, and takes risk with new language	creates texts that are appropriate for context, audience and purpose, and takes risk with new language	creates texts that show some consideration of context, audience and purpose	creates limited texts that show some consideration of context, audience or purpose	creates fragmented and limited texts that are relevant to the topic
	applies the principles of academic integrity consistently and clearly to enhance audience confidence in the ideas communicated	applies the principles of academic integrity consistently and gives some audience confidence in the ideas communicated	applies the principles of academic integrity clearly and consistently	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
Reflection on self and the classical world	reflects analytically on own cultural assumptions and perspectives	reflects thoughtfully on own cultural assumptions and perspectives	reflects on own cultural assumptions and perspectives	describes own cultural assumptions and perspectives	comments generally on self, and culture of language
	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	reflects generally on language learning practices with minimal reference to teacher feedback

Achievement Standards for Beginning Classical Languages T courses - Year 11

	<i>A student who achieves an A grade</i>	<i>A student who achieves a B grade</i>	<i>A student who achieves a C grade</i>	<i>A student who achieves a D grade</i>	<i>A student who achieves an E grade</i>
Understanding Language and Culture	analyses familiar and unfamiliar language, literary features and the structure of texts to decode and infer meaning and draw conclusions	analyses familiar language, literary features and the structure of texts to decode and infer meaning and draw some conclusions	decodes familiar language, literary features and the structure of texts to explain surface meaning	decodes some familiar language, literary features and/or the structure of texts to explain some surface meaning	identifies some meaning in familiar language, purpose, and structure
	analyses social, political, economic, or historical issues pertaining to classical cultures in the target language or English, including values and perspectives, using a selection of reliable evidence to support ideas	analyses social, political, economic, or historical issues pertaining to classical cultures in the target language or English, including values and perspectives, using some reliable evidence to support ideas	explains social, political, economic, or historical issues pertaining to classical cultures in the target language or English, including values and perspectives with some relevant evidence to support ideas	describes some social, political, economic, or historical issues pertaining to classical cultures in the target language or English, including values and perspectives, with some evidence intended to support ideas	identifies some social, political, economic, or historical issues pertaining to classical cultures in the target language or English, including values and perspectives with some research of limited relevance or reliability
	applies knowledge of vocabulary, grammatical structures and linguistic features of classical texts accurately and insightfully	applies knowledge of vocabulary, grammatical structures and linguistic features of classical texts accurately	applies some knowledge of vocabulary grammatical structures and linguistic features of classical texts	applies vocabulary, grammatical structures and linguistic features of classical texts with limited accuracy	applies minimal knowledge of vocabulary, grammatical structures and linguistic features of classical texts with limited accuracy
Communicating Meaning in Language	applies knowledge of vocabulary, grammar and stylistic choices consistently to interpret and translate the meaning of texts using words appropriate to the cultural context	applies knowledge of vocabulary, grammar and stylistic choices to interpret and translate the meaning of texts using words appropriate to the cultural context	applies some knowledge of vocabulary, grammar and stylistic choices to interpret and translate the meaning of texts using words appropriate to the cultural context, with some success in communicating intended meaning	applies little knowledge of vocabulary and grammar to interpret and translate the meaning of texts, with limited success	applies minimal knowledge of vocabulary and grammar to interpret and translate or summate the meaning of texts, with limited success
	creates texts by accurately applying grammar, familiar and unfamiliar vocabulary, and style	creates texts by accurately applying grammar, familiar and unfamiliar vocabulary, and some stylistic choices	creates texts by applying grammar, familiar vocabulary, stylistic choices	creates fragmented texts by applying a limited familiar grammar and vocabulary	creates fragmented texts by applying a limited f grammar and vocabulary inaccurately
	creates texts that are effective for context, audience and purpose, and takes some risks with new language	creates texts that are appropriate for context, audience and purpose, and takes some risks with new language	creates texts that show some consideration of context, audience and purpose	creates limited texts show some consideration of context, audience or purpose	creates fragmented and limited texts that are relevant to the topic
	applies the principles of academic integrity consistently and clearly to promote audience confidence in the ideas communicated	applies the principles of academic integrity consistently and gives some audience confidence in the ideas communicated	applies the principles of academic integrity clearly and consistently	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
Reflection on self and the classical world	reflects analytically on own cultural assumptions and perspectives	reflects thoughtfully on own cultural assumptions and perspectives	reflects on own cultural assumptions and perspectives	describes own cultural assumptions and perspectives	comments generally on self, culture of language
	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	reflects generally on language learning practices with minimal reference to feedback

Achievement Standards for Beginning Classical Languages A courses - Year 11

	<i>A student who achieves an A grade</i>	<i>A student who achieves a B grade</i>	<i>A student who achieves a C grade</i>	<i>A student who achieves a D grade</i>	<i>A student who achieves an E grade</i>
Understanding Language and Culture	analyses familiar language, literary features and the structure of texts to decode and infer meaning and draw logical conclusions	decodes familiar language, literary features and the structure of texts to explain and infer some meaning and draw conclusions	decodes familiar language, literary features and the structure of texts to explain surface meaning	decodes some familiar language, literary features and/or the structure of texts to explain some surface meaning	identifies some elements in familiar language, purpose, and structure
	analyses social, political, economic, or historical issues pertaining to classical cultures in the target language or English, using a selection of reliable evidence to support ideas	analyses social, political, economic, or historical issues pertaining to classical cultures in the target language or English using some reliable evidence to support ideas	explains social, political, economic, or historical issues pertaining to classical cultures in the target language or English with some relevant evidence to support ideas	describes some social, political, economic, or historical issues pertaining to classical cultures in the target language or English, with some evidence intended to support ideas	identifies some social, political, economic, or historical issues pertaining to classical cultures in the target language or English, with some research of limited relevance or reliability
	applies knowledge of vocabulary, grammatical structures and linguistic features of classical texts accurately and insightfully	applies knowledge of vocabulary, grammatical structures and linguistic features of classical texts accurately	applies some knowledge of vocabulary, grammatical structures and linguistic features of classical texts	applies vocabulary, grammatical structures and linguistic features of classical texts with limited accuracy	applies minimal knowledge of vocabulary, grammatical structures and linguistic features of classical texts with limited accuracy
Communicating Meaning in Language	applies knowledge of vocabulary, grammar and stylistic choices accurately to interpret and translate the meaning of texts	applies knowledge of vocabulary, grammar and stylistic choices to interpret and translate the meaning of texts	applies some knowledge of vocabulary, grammar and stylistic choices to interpret and translate the general meaning of texts	applies little knowledge of vocabulary and grammar to interpret and translate the general meaning of texts, with limited success	applies minimal knowledge of vocabulary and grammar to interpret and translate or summate the meaning of texts, with limited success
	creates texts by accurately applying grammar, familiar vocabulary, appropriate style	creates texts by accurately applying grammar, familiar vocabulary, and appropriate stylistic choices	creates relevant texts by applying grammar and familiar vocabulary	creates relevant, fragmented texts by applying limited grammar and vocabulary	creates fragmented texts by applying limited of grammar and vocabulary inaccurately
	creates accurate texts that are effective for context, audience and purpose, and takes some risks with new language	creates creating mostly accurate texts that are appropriate for context, audience and purpose	creates mostly accurate texts that show some consideration of context, audience and purpose	creates limited texts that show some consideration of context, audience or purpose	creates fragmented and limited texts that are relevant to the topic
	applies the principles of academic integrity consistently and clearly to enhance audience confidence in the 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 and consistently	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
Reflection on self and the classical	reflects analytically on own cultural assumptions and perspectives	reflects thoughtfully on own cultural assumptions and perspectives	reflects on own cultural assumptions and perspectives	describes own cultural assumptions and perspectives	comments generally on self, and culture of language
	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	reflects generally on language learning practices with minimal reference to teacher feedback

Achievement Standards for Beginning/ Continuing Classical Languages M Courses – Years 11 and 12

	<i>A student who achieves an A grade</i>	<i>A student who achieves a B grade</i>	<i>A student who achieves a C grade</i>	<i>A student who achieves a D grade</i>	<i>A student who achieves an E grade</i>
Understanding Language and Culture	explains meaning in classical language texts in familiar contexts with independence	describes meaning in classical language texts in familiar contexts with some assistance	identifies meaning in classical language texts in familiar contexts with assistance	identifies features of meaning in classical language texts in familiar contexts with continuous guidance	identifies minimal features of meaning in classical language texts in familiar contexts with direct instruction
	explains aspects of classical culture in familiar contexts with independence	describes aspects of classical culture in familiar contexts with some assistance	identifies aspects of classical culture in familiar contexts with assistance	identifies some aspects of classical culture features in familiar contexts with continuous guidance	identifies minimal aspects of classical culture in familiar contexts with direct instruction
Communicating Meaning in Language	applies translation skills between classical language and English with independence	applies translation skills between classical language and English with some independence	applies translation skills between classical language and English with assistance	applies translation skills between classical language and English with repeated cueing	applies translation skills between classical language and English with direct instruction
	applies classical language skills to create and/or respond to texts with independence	applies classical language skills to create and/or respond to texts with some assistance	applies some classical language skills to create and/or respond to texts with assistance	applies limited classical language skills to create and/or respond to texts with continuous guidance	applies limited classical language skills 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
Reflection on self and the classical 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 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 design for the purposes of assessment.

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 A – Framework Group

Name	Institution
Associate Professor Angela Scarino	Adelaide University
Professor Caillan Davenport	Australian National University
Heike Craig, German Teacher	Daramalan College
Dr Jessica Dietrich, Latin Teacher	Canberra Girls Grammar School
Harpreet Kaur, Hindi Teacher	Narrabundah College
Dianne Le Febvre, French teacher	Radford College
Orion Lethbridge, Korean Teacher	Gungahlin College
Lauren Richardson, Latin Teacher	Canberra Girls Grammar School
Tina Rodriguez, Italian and Spanish Teacher	Merici College
Michelle Sharp, Japanese Teacher	Radford College
Mei Turnip, Indonesian Teacher	Trinity Christian School
Rocio Yactayo Lovett, Spanish Teacher	Merici College

Appendix B – 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 C – Glossary of Verbs

Verbs	Definition
Analyse	Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences- with works closely studied in class- familiar texts, or previously unseen and unstudied works, unfamiliar texts
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
Mediate	Interpret, explain and transfer a shared meaning when using two or more languages
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
Reflexivity	Examination of one's own beliefs, judgments and practices during the learning process and how these may have influenced the learning and built or changed self-understanding
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 D 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.