BSSS
AUSTRALIAN CAPITAL TERRITORY

Contemporary English

A / M

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The ACT Senior Secondary System

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

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

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

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

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

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

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

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

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

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

ACT Senior Secondary Certificate

Courses of study for the ACT Senior Secondary Certificate:

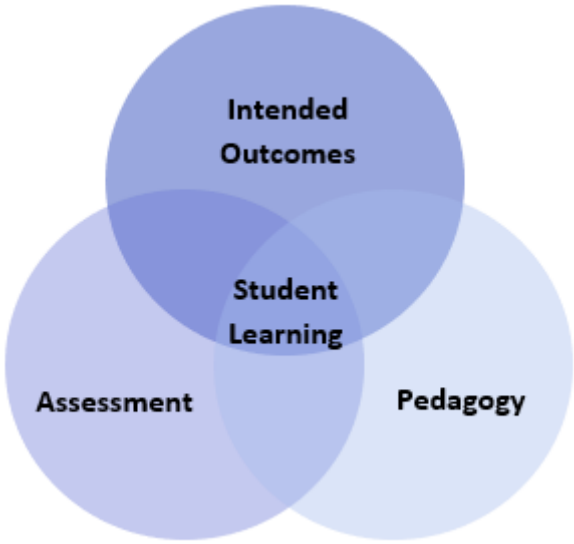
- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in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

Each course of study:

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

Underpinning beliefs

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



Learning Principles

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

General Capabilities

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

The capabilities include:

- literacy
- numeracy
- information and communication technology (ICT)
- critical and creative thinking
- personal and social
- ethical 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. These priorities are:

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

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

Literacy

Literacy is important in the development of the skills and strategies needed to express, interpret, and communicate complex information and ideas. Literacy skills are consolidated in *Contemporary English* through a focus on comprehending and creating written, spoken, visual and digital texts or a combination of these. Students develop their literacy skills and strategies by practising those communication skills required for further study, work, community life and active citizenship.

Numeracy

Students use numeracy in *Contemporary English* when they practise and apply the skills of interpreting and analysing, comparing and contrasting, making connections, posing and proving arguments, making inferences and problem solving as they create and respond to a range of texts. For example, students use numeracy skills when they create and interpret sequences and spatial information in factual texts or consider timing and sequence when developing photo stories. They draw conclusions from statistical information, interpret and use quantitative data as evidence in persuasive texts and evaluate the use of statistics in media and other reports.

Information and Communication Technology (ICT) Capability

There is a particular focus in *Contemporary English* on ICT through the use of digital texts and on understanding and creating multimodal texts. For example, students explore the effects of sound and image as they consider how ideas are communicated in digital texts. They use digital technologies when they access, manage and use information and when creating their own texts. In *Contemporary English* students develop increasingly sophisticated understandings of social and ethical practices in the use of digital information and communications. They develop skills in reading, viewing and responding to digital and multimodal texts and analysing the effects of the use of different mediums on meaning and interpretation.

Critical and Creative Thinking

Critical and creative thinking is integral to the study of and creation of texts in *Contemporary English*. Students analyse and evaluate issues and ideas presented in texts. In both thinking about and creating their own texts, they recognise and develop arguments, use evidence and draw reasoned conclusions. Students experiment with text structures and language features as they transform and adapt texts for different purposes, contexts and audiences. Students use critical thinking when they use their knowledge of language to analyse a range of texts in relation to their purpose, context, audience, structural and language features, and underlying and unstated assumptions. They investigate the ways language is used to position individuals and social and cultural groups. Creative thinking enables students to apply imaginative and inventive capacities in the creation of their own original works.

Personal and Social Capability

Students develop personal and social capability in *Contemporary English* through collaborative work, and group and class discussions. The study of *Contemporary English* helps students to understand and more effectively manage themselves and their own learning. Students identify and express their own opinions, beliefs and responses by interacting with a range of texts and social situations. *Contemporary English* actively assists students in the development of communication skills needed for conversation, research, presentations and the expression of viewpoints and arguments. Students work collaboratively in teams and also independently as part of their learning and research endeavours.

Ethical Understanding

Ethical understanding is explored in *Contemporary English* through the selection of texts for study, for example, when students engage with ethical dilemmas presented in texts, considering reasons for actions and implications of decisions. Students examine and question values, attitudes, perspectives and assumptions presented in texts, comparing these with their own. They develop the skills of visualising and predicting the consequences of certain behaviours and engaging in the exploration of rights and responsibilities. They develop increasingly advanced communication, research, and presentation skills to express viewpoints by interacting with and interrogating a range of texts and social situations. They understand and apply ethical research practices, for example, acknowledging sources and avoiding plagiarism and collusion.

Intercultural Understanding

In *Contemporary English*, intercultural understanding encourages students to make connections between their own experiences and the experiences of others. Through the study of texts – contemporary, from the past, and texts from diverse cultures – students explore and analyse these connections. Students understand and can express the interdependence of language, culture, identity and values, particularly in the Australian context, and are able to appreciate and empathise with the cultural beliefs, attitudes and values of others. They study how cultural concepts, beliefs, practices and perspectives are represented in a range of textual forms and for a variety of purposes and audiences. They pay special attention to the contribution of Aboriginal and Torres Strait Islander Peoples and Asian cultures to literature and other media in Australia.

Cross-Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures

The senior secondary English curriculum values the histories, cultures, traditions and languages of Aboriginal and Torres Strait Islander Peoples, and their central place in contemporary Australian society and culture. Through the study of texts, students are provided with opportunities to develop their understanding and appreciation of the diversity of cultures and histories of Aboriginal and Torres Strait Islander Peoples and their contribution to Australian society. The illustrative text lists for each subject include a selection of Aboriginal and Torres Strait Islander literature.

Asia and Australia's Engagement with Asia

There are strong social, cultural and economic reasons for Australian students to engage with Asia and with the contribution of Asian Australians to our society and heritage. It is through the study of texts from Asia that a creative and forward-looking Australia can engage with our place in the region. Through story articulated in a range of mediums, students are provided with opportunities to develop understanding of the diversity of Asia's peoples, environments and traditional and contemporary cultures. Texts relevant to this priority are included in the illustrative lists for each subject.

Sustainability

Each of the senior English subjects provides the opportunity for the development of informed and reasoned points of view, discussion of issues, research and problem solving. In this context, teachers are encouraged to select texts and issues for discussion connected with sustainability. Through analysis of media articles, documentaries and digital texts, students have the opportunity to research and discuss this global issue and learn the importance of respecting and valuing a wide range of world views.

Contemporary English

A/M

Rationale

The study of Contemporary English develops students' literacy ability to become effective users of language and producers of texts. It focuses on developing reading, writing, speaking and listening skills.

The focus of Contemporary English A/M is the literacy skills students will require in employment and post-college life. These literacy skills are aligned with Level 3 of the Australian Course Skills Framework, which was developed by the Australian Government in consultation with employer and industry groups.

Students explore how language and texts influence their personal identity and perception of the world through creating their own imaginative, interpretative, analytical and practical texts in different modes and mediums. They reflect on themselves as members of society and as world citizens.

Goals

This course should enable to develop students':

- skills in listening, speaking, reading, viewing and writing
- capabilities to create texts for a range of purposes
- understanding and appreciation of different uses of language
- ability to communicate appropriately using Standard Australian English (SAE)
- ability to respond personally, critically and imaginatively to a range of texts drawn from Australian and other historical, contemporary and cultural contexts and traditions.

Units

Units 1-4 focus on students comprehending and responding to the ideas and information presented in texts drawn from a range of contexts.

Students are taught a variety of strategies to assist comprehension. They read, view and listen to texts to connect, interpret, and visualise ideas.

They learn how to respond personally and logically to texts, by questioning and determining the importance of content and structure.

The unit considers how organisational features of texts help the audience to understand the text. Students learn to interact with others in everyday and other contexts.

Emphasis is placed on the communication of ideas and information both accurately and imaginatively through a range of modes.

Students apply their understanding of language through the creation of texts for different purposes in real or imagined contexts.

Organisation of Content

Content descriptions in each unit in Contemporary English are identical. Each course has electives. The electives are lenses for addressing the content descriptions.

Texts

Teachers will use an array of material in class. Texts include literary texts, fiction and non-fiction, media texts, everyday texts, and workplace texts drawn from a range of contexts.

Texts can be written, spoken, multimodal, and in print or digital/online. Texts provide important opportunities for learning about the power of language to convey meaning.

Texts are structured for particular purposes, for example, to retell, to instruct, to entertain, to explain and to argue. Teachers may select whole texts and/or parts of texts depending on units of study, cohorts and level of difficulty.

Literary texts may include a broad range of forms such as novels, poetry, short stories, plays, fiction, multimodal texts such as film, and non-fiction.

Assessment

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

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

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

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

Assessment Criteria

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

- responding
- creating.

Assessment Task Types

Criteria	Task Types
Responding	• Respond to fiction, nonfiction and/or multimodal texts. Students may respond in spoken, written or analytical multimodal forms such as: – short responses, essays, reports, reviews, articles, blogs, documentaries, seminars • Students must complete an independent investigation task each semester. An investigative task requires students to plan, research into and draw conclusions about key unit concepts. Students may respond in forms such as: – essays, reports, interviews, film making, oral presentation, writing for publication
Creating	• Create imaginative, persuasive, interpretative or informative texts. Students may create in spoken, written, non-written or creative multimodal forms such as: – short stories, letters, websites, character interviews, short films, theatrical scripts and poetry
Weightings in A/T/M 1.0 and 0.5 Units: No task to be weighted more than 60% for a standard 1.0 unit and half-standard 0.5 unit.	

Additional Assessment Information

Requirements

- For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five.
- For a half standard unit (0.5), students must complete a minimum of two and a maximum of three assessment tasks.
- Assessment tasks for a standard (1.0) or half-standard (0.5) unit must be informed by the Achievement Standards.
- Students are required to create a variety of texts in a range of modes and mediums (spoken, written and multimodal texts) in a course of study. Duration or length of student responses should be determined by the nature of the task and requirements of the Achievement Standards.
- At least one task in each of Year 11 and 12 must be delivered through speaking or speaking and listening tasks, such as: interviews, workshops, speeches, seminars, podcasts, debates, group discussion etc.
- Creative tasks must be supported by a critical explanation of creative choices, for example a rationale or a statement of aims.
- For tasks completed in unsupervised conditions, schools need to have mechanisms to uphold academic integrity, for example: student declaration, plagiarism software, oral defence, interview or other validation tasks.

Achievement Standards

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

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

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

Achievement Standards for English A Courses – Year 11

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Responding	• analyses the effectiveness of text structures and language features used to achieve particular purposes and effects • analyses how effectively details and examples are used to support main ideas and viewpoints in texts • analyses how effectively ideas and information are represented in texts to engage and persuade an audience • researches widely and independently, analysing and interpreting information and viewpoints for a range of purposes, applying the principles of academic integrity • reflects independently on their learning to extend and refine their thinking and approaches to learning	• explains text structures and how language features are used to achieve particular purposes and effects • explains how details and examples are used to support main ideas and viewpoints in texts • explains how effectively ideas and information are represented in texts to engage and persuade an audience • researches widely and independently, explains information and viewpoints for a range of purposes, applying the principles of academic integrity • reflects on their learning to develop and refine their thinking and approaches to learning	• describes text structures and how language features are used to achieve purposes and effects • describes how details and examples are used to support main ideas and viewpoints in texts • describes how ideas and information are represented in texts to engage and persuade an audience • researches and presents information and viewpoints for a range of purposes, applying the principles of academic integrity • reflects on their learning and adjusts their approach to thinking and learning	• identifies text structures and some reference to how language features are used • identifies some details and examples to support ideas in texts, with some reference to viewpoints • identifies how some ideas and information are represented in texts with some reference to audience engagement • researches information and presents ideas for a range of purposes, sometimes applying the principles of academic integrity by using some referencing accurately • reflects on their thinking with some adjustment to their learning	• identifies text structures and little or no reference to how language features are used • identifies details in texts with little or no reference to examples and viewpoints • identifies ideas and/or information in texts with little or no reference to audience engagement • researches information for a range of purposes and attempting to apply the principles of academic integrity through inconsistent and inaccurate referencing techniques • reflects on their thinking with little or no adjustment to their learning
Creating	• creates a variety of texts in different modes to effectively communicate considered ideas for different purposes, contexts and audiences • creates texts using an appropriate selection of language features and text structures, to influence and engage particular audiences • constructs a sustained and well-reasoned argument, selecting and integrating relevant information from target texts and wider research • communicates ideas demonstrating clarity, fluency and accurate expression	• creates a variety of texts in different modes to clearly communicate ideas for different purposes, contexts and audiences • creates texts using a selection of language features and text structures, to influence and engage particular audiences • constructs a sustained and logical argument integrating relevant evidence and examples from target texts and wider research • communicates ideas demonstrating clarity and accuracy of expression	• creates texts in different modes to present ideas for different purposes, contexts and audiences • creates texts using a variety of language features and text structures, with consideration of audience • presents a logical argument supported by relevant evidence and examples • communicates ideas clearly	• creates texts for different purposes for particular contexts or audiences • creates texts using language features and text structures, with some consideration of audience • presents an argument using some relevant evidence and examples • communicates ideas with uneven expression	• creates different texts with little or no reference to purpose, context or audience • creates texts using a few basic language features and text structures, with some consideration of audience • presents ideas or an opinion with little or no reference to evidence and examples • expresses ideas without clarity

Achievement Standards for English A Courses – Year 12

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Responding	• analyses the effectiveness of text structures and language features used to achieve particular purposes and effects • analyses how effectively details and examples are used to support and develop authorial viewpoints in texts • analyses how effectively perspectives and ideas are represented in texts to engage and persuade an audience • researches widely and independently, analysing and interpreting information and diverse viewpoints for a wide range of purposes, applying the principles of academic integrity • reflects independently on their learning to extend and refine their thinking and approaches to learning	• explains the effectiveness of text structures and language features used to achieve particular purposes and effects • explains how effectively details and examples are used to support and develop authorial viewpoints in texts • explains how effectively perspectives and ideas are represented in texts to engage and persuade an audience • researches widely and independently, explains information and viewpoints for a wide range of purposes, applying the principles of academic integrity • reflects on their learning to develop and refine their thinking and approaches to learning	• describes how text structures and language features are used to achieve particular purposes and effects • describes how details and examples are used to support and develop authorial viewpoints in texts • describes how perspectives and ideas are represented in texts to engage and persuade an audience • researches and explains information and viewpoints for a range of purposes, applying the principles of academic integrity • reflects on their learning and adjusts their approach to thinking and learning	• describes text structures, with some reference to language features • describes how details and examples support are used in texts with some reference to authorial viewpoints • describes perspectives and ideas in texts with some reference to audience engagement • researches and describes information and presents ideas for a range of purposes, sometimes applying the principles of academic integrity by using some referencing accurately • reflects on their thinking with some adjustment to their learning	• identifies text structures with little or no reference to language features • identifies details from texts with little or no reference to authorial viewpoints • identifies perspectives and ideas in texts with little or no reference to audience engagement • researches information and presents ideas using inconsistent and attempting to apply the principles of academic integrity through inaccurate referencing techniques • reflects on their thinking with little or no adjustment to their learning
Creating	• creates a variety of texts in different modes to convincingly communicate considered ideas and concepts for different purposes, contexts and audiences • creates texts using an original and evocative selection of language features and text structures, to influence and engage chosen audiences • constructs a compelling and sustained argument supported by comprehensive, relevant evidence and examples from target texts and wider research • communicates ideas demonstrating logic, clarity and fluency and precise, accurate expression	• creates a variety of texts in different modes to effectively communicate considered ideas and concepts for different purposes, contexts and audiences • creates texts using an effective selection of language features and text structures, to influence and engage chosen audiences • constructs a sustained and coherent argument integrating relevant evidence and examples from target texts and research • communicates ideas demonstrating some logic, clarity and accuracy of expression	• creates texts in different modes to communicate ideas and concepts for different purposes, contexts and audiences • creates texts using a selection of language features and text structures intended to influence and engage audiences • presents a coherent argument supported by relevant evidence and examples from target texts • communicates ideas accurately	• creates texts for different purposes, with some reference to contexts and audiences • creates texts using language features and text structures for an effect with some consideration of audience • presents an argument using some evidence and examples from target text • communicates ideas with some accurate grammar and simple paragraphs	• creates different texts with little or no reference to purpose, context or audience • uses language features in texts with little or no consideration of audience • presents ideas or an opinion with little or no reference to evidence and examples • expresses ideas in sentences fragments and attempts simple paragraphs

Achievement Standards for English M Course – Years 11 and 12

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Responding	• responds to a variety of texts for differing purposes and audiences, with independence • explains ideas, attitudes and points of views in texts, with independence • reflects with insight on their thinking and learning, with independence	• responds to a variety of texts for differing purposes and audiences, with some independence • explains ideas, attitudes and points of view in texts, with some independence • reflects with insight on their thinking and learning, with some independence	• responds to texts for differing purposes and audiences, with assistance • explains ideas and points of view in texts, with assistance • reflects on their thinking and learning, with assistance	• responds to texts for differing purposes, with repeated cueing • explains ideas in texts, with repeated cueing • reflects on their thinking and learning, with repeated cueing	• responds to texts, with direct instruction • identifies ideas in texts, with direct instruction • reflects in a limited way on their thinking and learning, with direct instruction
Creating	• applies literacy skills in a variety of contexts, with independence • creates a variety of texts in different modes for different purposes, with independence	• applies literacy skills in a variety of contexts, with some independence • creates a variety of texts in different modes for different purposes, with some independence	• applies literacy skills in different contexts, with assistance • creates in different modes for different purposes, with assistance	• applies literacy skills in some contexts, with repeated cueing • creates texts for different purposes, with repeated cueing	• applies literacy skills in limited contexts, with direct instruction • creates different texts, with direct instruction

Unit 1: Contemporary English — Value: 1.0

Unit 1a: Contemporary English — **Value: 0.5**

Unit 1b: Contemporary English — **Value: 0.5**

Unit Description

This unit focuses on students comprehending and responding to the ideas and information presented in texts drawn from a range of contexts. Students are taught a variety of strategies to assist comprehension. They read, view and listen to texts to connect, interpret, and visualise ideas. They learn how to respond personally and logically to texts, by questioning and determining the importance of content and structure. The unit considers how organisational features of texts help the audience to understand the text. Students learn to interact with others in everyday and other contexts. Emphasis is placed on the communication of ideas and information both accurately and imaginatively through a range of modes. Students apply their understanding of language through the creation of texts for different purposes in real or imagined contexts.

Specific Unit Goals

This unit should enable students to:

A course	M course
• comprehend information, ideas and language in texts selected from everyday contexts	• identify information and ideas in texts selected from everyday contexts
• understand language choices in a range of texts and the likely or intended effect of these choices on the audience	• understand language choices and the likely or intended effect of these choices in a range of texts
• create oral, written and multimodal texts appropriate for audience and purpose in everyday, community, workplace and social contexts	• create oral, written and multimodal texts appropriate for audience and purpose in everyday, community, workplace and social contexts
• create oral, written and multimodal texts for different purposes using appropriate communication strategies for interaction with others in real or imagined contexts	
• examine the ways that points of view are presented in texts for different purposes and contexts	• identify points of view that are presented in texts
• create oral, written and multimodal texts that convey a point of view	• create oral, written and multimodal texts that convey a point of view
• create oral, written and multimodal texts that communicate ideas and perspectives on issues and events for a variety of purposes	• create oral, written and multimodal texts that communicate ideas and a point of view on issues and events

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A course	M course
• identifies personally relevant information and ideas from texts on highly familiar topics	• identifies personally relevant information and ideas
• uses a limited range of strategies to locate specific information and construct meaning from explicit and highly familiar texts	• uses strategies to locate specific information
• identifies and interprets relevant information and ideas from texts on familiar topics	• identifies information and ideas from texts
• uses a number of reading strategies to identify and interpret relevant information within familiar text types	• uses reading strategies to identify information within texts
• evaluates and integrates information and ideas to construct meaning from a range of familiar, and some unfamiliar, texts and text types	
• selects and applies a range of reading strategies as appropriate to purpose and text type	
• conveys a simple idea, opinion, factual information or message in writing	• conveys a simple opinion or factual information in writing
• demonstrates limited vocabulary, grammatical accuracy and understanding of conventions of written text	• demonstrates basic vocabulary, grammatical accuracy and understanding of conventions of written text
• conveys intended meaning on familiar topics for a limited range of purposes and audiences	
• produces familiar text types using simple vocabulary, grammatical structures and conventions	• produces familiar text types using basic vocabulary, grammatical structures and conventions
• communicates relationships between ideas and information in a style appropriate to audience and purpose	• presents information in a style appropriate to audience and purpose
• selects vocabulary, grammatical structures and conventions appropriate to the text	• selects vocabulary and conventions appropriate to the text
• gives or elicits basic information in a short, simple spoken context	• gives or elicits basic information in a short, simple spoken context
• listens for basic information in short, simple oral texts	• listens for basic information in short, simple oral texts

A course	M course
• uses everyday language to provide information or maintain a conversation in familiar spoken contexts • listens for relevant information in oral texts across familiar contexts • selects and uses appropriate strategies to establish and maintain spoken communication in familiar and some unfamiliar contexts • derives meaning from a range of oral texts in familiar and some unfamiliar contexts	• uses everyday language to provide information or maintain a conversation in familiar spoken contexts • listens for relevant information in oral texts across familiar contexts • demonstrates strategies to establish and maintain spoken communication in familiar and some unfamiliar contexts • derives meaning from a range of oral texts in familiar and some unfamiliar contexts

Electives

For a standard 1.0 unit, a student must study a minimum of TWO electives from the table below.

For a half-standard unit, a student must study a minimum of ONE elective from the table below.

Title	Elective Description
Red Tape	Navigating day-to-day forms, licenses, passports, bank accounts, creating a CV, and understanding processes relating to these
Investigating Issues	Exploring contemporary issues in the news
City Living	Signs, symbols, maps, timetables, rental and housing agreements
Spiders in the Web	Internet and social media exploration and safe usage. Privacy and permanence of information
Just for Laughs	Use of humour to explore issues and ideas e.g. The Checkout, Colbert Report, students' use of humour to defuse serious issues

A guide to reading and implementing content descriptions

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

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

Assessment

Refer to pages 8-10.

Unit 2: Contemporary English — Value: 1.0

Unit 2a: Contemporary English — **Value: 0.5**

Unit 2b: Contemporary English — **Value: 0.5**

Unit Description

This unit focuses on students comprehending and responding to the ideas and information presented in texts drawn from a range of contexts. Students are taught a variety of strategies to assist comprehension. They read, view and listen to texts to connect, interpret, and visualise ideas. They learn how to respond personally and logically to texts, by questioning and determining the importance of content and structure. The unit considers how organisational features of texts help the audience to understand the text. Students learn to interact with others in everyday and other contexts. Emphasis is placed on the communication of ideas and information both accurately and imaginatively through a range of modes. Students apply their understanding of language through the creation of texts for different purposes in real or imagined contexts.

Specific Unit Goals

This unit should enable students to:

A course	M course
• comprehend information, ideas and language in texts selected from everyday contexts	• identify information and ideas in texts selected from everyday contexts
• understand language choices in a range of texts and the likely or intended effect of these choices on the audience	• understand language choices and the likely or intended effect of these choices in a range of texts
• create oral, written and multimodal texts appropriate for audience and purpose in everyday, community, workplace and social contexts	• create oral, written and multimodal texts appropriate for audience and purpose in everyday, community, workplace and social contexts
• create oral, written and multimodal texts for different purposes using appropriate communication strategies for interaction with others in real or imagined contexts	• create oral, written and multimodal texts for different purposes using appropriate communication strategies for interaction with others in real or imagined contexts
• examine the ways that points of view are presented in texts for different purposes and contexts	• identify points of view that are presented in texts
• create oral, written and multimodal texts that convey a point of view	• create oral, written and multimodal texts that convey a point of view
• create oral, written and multimodal texts that communicate ideas and perspectives on issues and events for a variety of purposes	• create oral, written and multimodal texts that communicate ideas and a point of view on issues and events

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A course	M course
• identifies personally relevant information and ideas from texts on highly familiar topics	• identifies personally relevant information and ideas
• uses a limited range of strategies to locate specific information and construct meaning from explicit and highly familiar texts	• uses strategies to locate specific information
• identifies and interprets relevant information and ideas from texts on familiar topics	• identifies information and ideas from texts
• uses a number of reading strategies to identify and interpret relevant information within familiar text types	• uses reading strategies to identify information within texts
• evaluates and integrates information and ideas to construct meaning from a range of familiar, and some unfamiliar, texts and text types	
• selects and applies a range of reading strategies as appropriate to purpose and text type	
• conveys a simple idea, opinion, factual information or message in writing	• conveys a simple opinion or factual information in writing
• demonstrates limited vocabulary, grammatical accuracy and understanding of conventions of written text	• demonstrates basic vocabulary, grammatical accuracy and understanding of conventions of written text
• conveys intended meaning on familiar topics for a limited range of purposes and audiences	
• produces familiar text types using simple vocabulary, grammatical structures and conventions	• produces familiar text types using basic vocabulary, grammatical structures and conventions
• communicates relationships between ideas and information in a style appropriate to audience and purpose	• presents information in a style appropriate to audience and purpose
• selects vocabulary, grammatical structures and conventions appropriate to the text	• selects vocabulary and conventions appropriate to the text
• gives or elicits basic information in a short, simple spoken context	• gives or elicits basic information in a short, simple spoken
• listens for basic information in short, simple oral texts	• listens for basic information in short, simple oral texts

A course	M course
• uses everyday language to provide information or maintain a conversation in familiar spoken contexts • listens for relevant information in oral texts across familiar contexts • selects and uses appropriate strategies to establish and maintain spoken communication in familiar and some unfamiliar contexts • derives meaning from a range of oral texts in familiar and some unfamiliar contexts	• uses everyday language to provide information or maintain a conversation in familiar spoken contexts • listens for relevant information in oral texts across familiar contexts • demonstrates strategies to establish and maintain spoken communication in familiar and some unfamiliar contexts • derives meaning from a range of oral texts in familiar and some unfamiliar contexts

Electives

For a standard 1.0 unit, a student must study a minimum of TWO electives from the table below.

For a half-standard unit, a student must study a minimum of ONE elective from the table below.

Title	Elective Description
Watch your Language!	English for the workplace. Verbal communication and appropriate use of ICT resources. Workers' rights and responsibilities
Who are we?	Australian Identity: What are our beliefs, myths and social history? How do they shape our domestic and international identity?
Conflict	War, interpersonal and workplace conflict. Conflict resolution, mediation and court processes
Who is in Control?	Manipulation of audience by advertising and mass media. Collection of personal information by internet service providers, CCTV, government etc.
Goals, Trials and Hurdles	The place of sport in society. Gender, race and commercialisation

A guide to reading and implementing content descriptions

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

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

Assessment

Refer to pages 8-10.

Unit 3: Contemporary English — Value: 1.0

Unit 3a: Contemporary English — **Value: 0.5**

Unit 3b: Contemporary English — **Value: 0.5**

Unit Description

This unit focuses on students comprehending and responding to the ideas and information presented in texts drawn from a range of contexts. Students are taught a variety of strategies to assist comprehension. They read, view and listen to texts to connect, interpret, and visualise ideas. They learn how to respond personally and logically to texts, by questioning and determining the importance of content and structure. The unit considers how organisational features of texts help the audience to understand the text. Students learn to interact with others in everyday and other contexts. Emphasis is placed on the communication of ideas and information both accurately and imaginatively through a range of modes. Students apply their understanding of language through the creation of texts for different purposes in real or imagined contexts.

Specific Unit Goals

This unit should enable students to:

A course	M course
• comprehend information, ideas and language in texts selected from everyday contexts	• identify information and ideas in texts selected from everyday contexts
• understand language choices in a range of texts and the likely or intended effect of these choices on the audience	• understand language choices and the likely or intended effect of these choices in a range of texts
• create oral, written and multimodal texts appropriate for audience and purpose in everyday, community, workplace and social contexts	• create oral, written and multimodal texts appropriate for audience and purpose in everyday, community, workplace and social contexts
• create oral, written and multimodal texts for different purposes using appropriate communication strategies for interaction with others in real or imagined contexts	• create oral, written and multimodal texts for different purposes using appropriate communication strategies for interaction with others in real or imagined contexts
• examine the ways that points of view are presented in texts for different purposes and contexts	• identify points of view that are presented in texts
• create oral, written and multimodal texts that convey a point of view	• create oral, written and multimodal texts that convey a point of view
• create oral, written and multimodal texts that communicate ideas and perspectives on issues and events for a variety of purposes	• create oral, written and multimodal texts that communicate ideas and a point of view on issues and events

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A course	M course
• identifies personally relevant information and ideas from texts on highly familiar topics	• identifies personally relevant information and ideas
• uses a limited range of strategies to locate specific information and construct meaning from explicit and highly familiar texts	• uses strategies to locate specific information
• identifies and interprets relevant information and ideas from texts on familiar topics	• identifies information and ideas from texts
• uses a number of reading strategies to identify and interpret relevant information within familiar text types	• uses reading strategies to identify information within texts
• evaluates and integrates information and ideas to construct meaning from a range of familiar, and some unfamiliar, texts and text types	
• selects and applies a range of reading strategies as appropriate to purpose and text type	
• conveys a simple idea, opinion, factual information or message in writing	• conveys a simple opinion or factual information in writing
• demonstrates limited vocabulary, grammatical accuracy and understanding of conventions of written text	• demonstrates basic vocabulary, grammatical accuracy and understanding of conventions of written text
• conveys intended meaning on familiar topics for a limited range of purposes and audiences	
• produces familiar text types using simple vocabulary, grammatical structures and conventions	• produces familiar text types using basic vocabulary, grammatical structures and conventions
• communicates relationships between ideas and information in a style appropriate to audience and purpose	• presents information in a style appropriate to audience and purpose
• selects vocabulary, grammatical structures and conventions appropriate to the text	• selects vocabulary and conventions appropriate to the text
• gives or elicits basic information in a short, simple spoken context	• gives or elicits basic information in a short, simple spoken context
• listens for basic information in short, simple oral texts	• listens for basic information in short, simple oral texts

A course	M course
• uses everyday language to provide information or maintain a conversation in familiar spoken contexts • listens for relevant information in oral texts across familiar contexts • selects and uses appropriate strategies to establish and maintain spoken communication in familiar and some unfamiliar contexts • derives meaning from a range of oral texts in familiar and some unfamiliar contexts	• uses everyday language to provide information or maintain a conversation in familiar spoken contexts • listens for relevant information in oral texts across familiar contexts • demonstrates strategies to establish and maintain spoken communication in familiar and some unfamiliar contexts • derives meaning from a range of oral texts in familiar and some unfamiliar contexts

Electives

For a standard 1.0 unit, a student must study a minimum of TWO electives from the table below.

For a half-standard unit, a student must study a minimum of ONE elective from the table below.

Title	Elective Description
Reading, what's the point?	Reading purposes and strategies
Who Dunnit? Law and Order	Crime, crime fiction, law and order in society/you and the law, detective and crime fiction
What Pink and Blue has done to you	Gender representations in past and present society. Parenting, effect on employability and remuneration, social and personal identity
Multimodal Texts; Unpacking the Jigsaw	Mixed text forms, representations of meaning, value and effect of different text forms for different audience and purposes. Pictures, words and symbols
It's my Life	Autobiography and biography

A guide to reading and implementing content descriptions

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

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

Assessment

Refer to pages 8-10.

Unit 4: Contemporary English — Value: 1.0

Unit 4a: Contemporary English — **Value: 0.5**

Unit 4b: Contemporary English — **Value: 0.5**

Unit Description

This unit focuses on students comprehending and responding to the ideas and information presented in texts drawn from a range of contexts. Students are taught a variety of strategies to assist comprehension. They read, view and listen to texts to connect, interpret, and visualise ideas. They learn how to respond personally and logically to texts, by questioning and determining the importance of content and structure. The unit considers how organisational features of texts help the audience to understand the text. Students learn to interact with others in everyday and other contexts. Emphasis is placed on the communication of ideas and information both accurately and imaginatively through a range of modes. Students apply their understanding of language through the creation of texts for different purposes in real or imagined contexts.

Specific Unit Goals

This unit should enable students to:

A course	M course
• comprehend information, ideas and language in texts selected from everyday contexts	• identify information and ideas in texts selected from everyday contexts
• understand language choices in a range of texts and the likely or intended effect of these choices on the audience	• understand language choices and the likely or intended effect of these choices in a range of texts
• create oral, written and multimodal texts appropriate for audience and purpose in everyday, community, workplace and social contexts	• create oral, written and multimodal texts appropriate for audience and purpose in everyday, community, workplace and social contexts
• create oral, written and multimodal texts for different purposes using appropriate communication strategies for interaction with others in real or imagined contexts	• create oral, written and multimodal texts for different purposes using appropriate communication strategies for interaction with others in real or imagined contexts
• examine the ways that points of view are presented in texts for different purposes and contexts	• identify points of view that are presented in texts
• create oral, written and multimodal texts that convey a point of view	• create oral, written and multimodal texts that convey a point of view
• create oral, written and multimodal texts that communicate ideas and perspectives on issues and events for a variety of purposes	• create oral, written and multimodal texts that communicate ideas and a point of view on issues and events

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A course	M course
• identifies personally relevant information and ideas from texts on highly familiar topics	• identifies personally relevant information and ideas
• uses a limited range of strategies to locate specific information and construct meaning from explicit and highly familiar texts	• uses strategies to locate specific information
• identifies and interprets relevant information and ideas from texts on familiar topics	• identifies information and ideas from texts
• uses a number of reading strategies to identify and interpret relevant information within familiar text types	• uses reading strategies to identify information within texts
• evaluates and integrates information and ideas to construct meaning from a range of familiar, and some unfamiliar, texts and text types	
• selects and applies a range of reading strategies as appropriate to purpose and text type	
• conveys a simple idea, opinion, factual information or message in writing	• conveys a simple opinion or factual information in writing
• demonstrates limited vocabulary, grammatical accuracy and understanding of conventions of written text	• demonstrates basic vocabulary, grammatical accuracy and understanding of conventions of written text
• conveys intended meaning on familiar topics for a limited range of purposes and audiences	
• produces familiar text types using simple vocabulary, grammatical structures and conventions	• produces familiar text types using basic vocabulary, grammatical structures and conventions
• communicates relationships between ideas and information in a style appropriate to audience and purpose	• presents information in a style appropriate to audience and purpose
• selects vocabulary, grammatical structures and conventions appropriate to the text	• selects vocabulary and conventions appropriate to the text
• gives or elicits basic information in a short, simple spoken context	• gives or elicits basic information in a short, simple spoken context
• listens for basic information in short, simple oral texts	• listens for basic information in short, simple oral texts

A course	M course
• uses everyday language to provide information or maintain a conversation in familiar spoken contexts • listens for relevant information in oral texts across familiar contexts • selects and uses appropriate strategies to establish and maintain spoken communication in familiar and some unfamiliar contexts • derives meaning from a range of oral texts in familiar and some unfamiliar contexts	• uses everyday language to provide information or maintain a conversation in familiar spoken contexts • listens for relevant information in oral texts across familiar contexts • demonstrates strategies to establish and maintain spoken communication in familiar and some unfamiliar contexts • derives meaning from a range of oral texts in familiar and some unfamiliar contexts

Electives

For a standard 1.0 unit, a student must study a minimum of TWO electives from the table below.

For a half-standard unit, a student must study a minimum of ONE elective from the table below.

Title	Elective Description
Speak up, Speak out	Developing confidence and fluency in self-expression and in social interactions. Effective letters/emails of application, introduction and complaint. Addressing selection criteria and job documentation
Hero or Hoodlum?	Representations and interpretation of heroic character types. Is the term over and inappropriately used?
Travel and Transformation	Journeys of personal and physical transformation. Travel writing, foodies.
Screen and Sound	Exploration of TV, film and music
Over the Horizon	The future: personal, environmental and social

A guide to reading and implementing content descriptions

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

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

Assessment

Refer to pages 8-10.

Appendix A – Implementation Guidelines

Available course patterns

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

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

Units in this course can be delivered in any order.

Implementation Guidelines

The following table outlines the standard 1.0 units and electives in each unit.

	Unit 1: Contemporary English	Unit 2: Contemporary English	Unit 3: Contemporary English	Unit 4: Contemporary English
Electives	• Red Tape • Investigating Issues • City Living • Spiders in the Web • Just for Laughs	• Watch your Language! • Who are we? • Conflict • Who is in Control • Goals, Trials and Hurdles	• Reading, what's the point • Who Dunnit? Law and Order • What Pink and Blue has done to you • Multimodal Texts; Unpacking the Jigsaw • It's my Life	• Speak up, Speak out • Hero or Hoodlum • Travel and Transformation • Screen and Sound • Over the Horizon

Units from other courses

A minor in this course may include one unit of Essential English. A major in this course may include two units of Essential English.

Arrangements for students continuing study in this course

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

Prerequisites for the course or units within the course

Nil.

Duplication of Content Rules

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

Guidelines for Delivery

Program of Learning

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

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

Content Descriptions

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

Half standard 0.5 units

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

System Moderation

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

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

System Moderation:

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

The Moderation Model

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

Moderation by Structured, Consensus-based Peer Moderation

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

Preparation for Structured, Consensus-based Peer Review

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

Feedback from System Moderation

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

Appendix B – Course Developers

Name	College
Judy van Rijswijk	Canberra College
Wally Truesdale	Canberra College
Kirk Hone	Dickson College
Ann Hamer	St Edmund's College

Appendix C – Common Curriculum Elements

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

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

Appendix D – Glossary of Verbs

Verbs	Definition
Analyse	Consider in detail for the purpose of finding meaning or relationships, and identifying patterns, similarities and differences
Apply	Use, utilise or employ in a particular situation
Argue	Give reasons for or against something
Assess	Make a Judgement about the value of
Classify	Arrange into named categories in order to sort, group or identify
Compare	Estimate, measure or note how things are similar or dissimilar
Compose	The activity that occurs when students produce written, spoken, or visual texts
Contrast	Compare in such a way as to emphasise differences
Create	Bring into existence, to originate
Critically analyse	Analysis that engages with criticism and existing debate on the issue
Demonstrate	Give a practical exhibition an explanation
Describe	Give an account of characteristics or features
Discuss	Talk or write about a topic, taking into account different issues or ideas
Evaluate	Examine and judge the merit or significance of something
Examine	Determine the nature or condition of
Explain	Provide additional information that demonstrates understanding of reasoning and /or application
Extrapolate	Infer from what is known
Hypothesise	Put forward a supposition or conjecture to account for certain facts and used as a basis for further investigation by which it may be proved or disproved
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Planning, inquiry into and drawing conclusions about
Justify	Show how argument or conclusion is right or reasonable
Manipulate	Adapt or change
Plan	Strategize, develop a series of steps, processes
Predict	Suggest what might happen in the future or as a consequence of something
Reflect	The thought process by which students develop an understanding and appreciation of their own learning. This process draws on both cognitive and affective experience
Relate	Tell or report about happenings, events or circumstances
Represent	Use words, images, symbols or signs to convey meaning
Reproduce	Copy or make close imitation
Respond	React to a person or text
Select	Choose in preference to another or others
Sequence	Arrange in order
Summarise	Give a brief statement of the main points
Synthesise	Combine elements (information/ideas/components) into a coherent whole
Test	Examine qualities or abilities
Translate	Express in another language or form, or in simpler terms
Visualise	The ability to decode, interpret, create, question, challenge and evaluate texts that communicate with visual images as well as, or rather than, words

Appendix E – Glossary for ACT Senior Secondary Curriculum

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Appendix F – Australian Core Skills Framework (ACSF) Glossary

Term	Meaning
Abstract nouns	Refer to general concepts, qualities, feelings and ideas, e.g. freedom or honesty
Algebra	The part of maths that uses symbols or letters (called pro numerals) to stand for numbers, values or quantities, e.g. A = L x W
Algebraic representation	The conventions, symbols and letters used in writing algebraic sentences and formulae
Analogy	A similarity between like features of two things, on which a comparison may be based, e.g. the analogy between the heart and a pump
Autonomous learner	Independent learner with the willingness and capacity to take charge of own learning
AQF	Australian Qualifications Framework which is a single, 10 level coherent framework for the school, VET and higher education sectors in Australia
Chance events	An event or happening of which the outcome is uncertain, e.g. rolling a six with a die
Complex sentence	A sentence that contains one independent clause and one or more dependent clauses which are joined by words (subordinators) such as *because, since, although, when, who, which*
Compound sentence	A sentence that contains two independent clauses joined by a words (coordinators) such as *for, and, nor, but, or, yet, so*
Coordinates	A pair of numbers and/or letters that show the position of a point or place on a map or on a formal mathematical graph, e.g. D13, (3,5)
Core skills	The language, literacy and numeracy skills of Learning, Reading, Writing, Oral Communication and Numeracy
Critical reflection	The process of analysing, reconsidering and questioning experiences within a broad context of issues. Reflection observes to make meaning, whereas critical reflection is broader and deeper. It asks questions about, and relates meanings to, a spectrum of personal and professional issues.
Cursive	Is a form of running writing where successive letters in a word are joined together
Domains of Communication	These provide a way of describing the different orientations of social activity where LLN skills may be utilised, namely personal and community, workplace and employment, and education and training
Endnote	Software for managing and publishing bibliographies
Equivalent values	The values of a fraction, decimal or percentage that are equal in value, e.g. $^{1}/_{2}$= 0.5 = 50%
Explicit learning	A systematic instructional approach that includes a set of delivery and design procedures derived from effective schools research merged with behaviour analysis

Extrapolate	Extend the application of a method or conclusion, especially one based on statistics, to an unknown situation by assuming that existing trends will continue or similar methods will be applicable. Predict a trend, or use information to form an opinion or make recommendations
Focus Area	Each Indicator is broken up into different sections (Focus Areas), against which Performance Indicator statements are organised
ICT	Information and Communication Technology
Idiom	A phrase, construction or expression that is understood in a given language. This expression has a meaning that differs from typical syntactic patterns or that differs from the literal meaning of its parts taken together, e.g. to 'kick the bucket' means to die and to 'throw in the towel' means to give up or to stop
Implicit	Understood but not directly expressed; inherent in the nature of something
In-service	Training for those actively engaged in the profession or activity concerned
Indicators	Statements that describe performance at each level of the five core skills
Intonation	The pattern of pitch change in speech. The rise and fall of the voice
Inverse relationship	A mathematical relationship between two quantities where, if one quantity increases, the other decreases at the same rate
Irrational numbers	Numbers that cannot be written or expressed as a whole number or fraction, e.g. ϖ or $\sqrt{2}$
Learning modes/styles	The sensory channels through which individuals give, receive and store information. Includes visual, auditory, tactile/kinaesthetic, smell and taste
LLN	Language, literacy and numeracy
LLNP	Language, Literacy and Numeracy Program
Measures of central tendency	A value that is calculated to represent the middle or central value of a set of numbers or data - often referred to as the 'average'. The three common measures are the mean, median and mode
Measures of spread	A value that indicates how much a set of numbers or data is spread out or scattered. A common value used is the Range

Appendix G – Content Elaborations

Reading

- Identifies some explicit *who/what/when/why/how* questions to be answered by reading fiction or non-fiction texts
- Begins to reflect on the usefulness of a selected text for the purpose
- Understands familiar texts of limited complexity that may incorporate graphs, tables and charts
- Understands texts requiring integration of a number of ideas and pieces of information and some inference
- Identifies the main messages in texts that incorporate some complex and compound sentences and dependent clauses, and may involve the use of some abstract language and use of the passive voice
- Understands texts on familiar subjects that incorporate some abstract language and use of the passive voice
- Draws on prior knowledge of familiar topics and text structures to read ahead
- Integrates new ideas and information with existing understanding
- Identifies the purpose and intended audiences of a range of familiar, and some unfamiliar, text types
- Separates fact from opinion
- Recognises that words and grammatical choices may carry particular shades of meaning in different contexts
- Recognises that authors select structure, tone and language to achieve specific purposes
- Interprets and extrapolates information from texts containing graphs and diagrams
- Understands why it may be important to identify who has created a text and begins to consider the validity of the source
- Identifies some implicit meanings and draws simple inference, e.g. infers an author's stance from a cartoon used to illustrate a text
- Recognises the structures and distinguishing features of a range of familiar text types
- Begins to use knowledge of text structures and features (e.g. headings, paragraphing or punctuation) as an aid to skimming and scanning
- Uses a range of strategies to facilitate comprehension, e.g. creates a mental image, reads ahead or underlines topic sentences
- Self-monitors reading for sense and accuracy and selects from a range of strategies to aid comprehension when meaning is lost, e.g. self corrects or reads aloud
- Uses explicit strategies to make connections between information and ideas while reading, e.g. margin notes or simple diagrams
- Reads familiar texts fluently, automatically recognising most everyday words and some specialised vocabulary
- Recognises when unknown words are essential to meaning and uses a range of decoding strategies to identify them, e.g. syllabification, spelling patterns or analogy
- Predicts the meaning of unknown words by considering surrounding words, phrases and sentences and cross-checks that this makes syntactic and semantic sense
- Recognises introductory phrases which indicate that an opinion or a fact is being offered
- Identifies some signalling devices, including those that refer to words or phrases in previous clauses or sentences, e.g. although, when, if, while, the second point is
- Recognises that punctuation is used to clarify meaning and reduce ambiguity
- Recognises and comprehends common idioms, slang, acronyms and some specialised terminology and dialect in routine texts
- Understands that some words and phrases have figurative meanings
- Routinely uses dictionaries and other references to determine the meaning of unknown words

Writing

- Produces a range of text types (familiar and some unfamiliar), with appropriate structures
- Demonstrates the need to vary written language to meet requirements of the audience and purpose
- Chooses appropriate text type to communicate relevant information and/or ideas effectively, e.g. a memo, dialogue or a poem
- Begins to use writing as a tool for identifying issues and generating new ideas
- Sequences writing to produce cohesive text
- Interrelates ideas and information and some support material when writing about familiar topics
- Uses layout consistent with text type
- Demonstrates an understanding of a range of formal and informal registers
- Draws on a vocabulary which is sufficiently broad so that a relevant word is usually available
- Uses vocabulary with increasing precision to show how words carry particular shades of meaning
- Uses an English dictionary or thesaurus (hard copy or online) to extend own vocabulary bank
- Uses some familiar acronyms
- Where appropriate to task or context, uses some common idioms
- Uses introductory phrases which indicate that an opinion, or a fact, is being offered
- Uses some complex and compound sentences
- Uses grammatical forms and vocabulary to give instructions, give explanations, ask questions and express viewpoints
- Uses dependent clauses introduced by words such as although, when, if, while
- Uses a range of tenses
- Uses punctuation as an aid to understanding, e.g. capitalisation, full stops, commas, apostrophes, question marks and quotation marks
- Uses a spell checker with increasing understanding, independence and awareness of its limitations
- Spells with reasonable accuracy
- Attempts to spell unfamiliar words, using a range of strategies, including phonic and visual letter patterns, syllabification and word origin
- Uses a legible handwriting style or a computer font appropriate to the audience and purpose
- Composes a letter/email to a friend recounting recent events
- Sends and receives an email in a formal context, e.g. to enquire about accommodation
- Writes a creative/expressive/imaginative text, e.g. a poem or a song
- Expresses own opinion about a local issue of personal concern by writing a letter to the relevant authority outlining concerns, e.g. a letter to a local newspaper or city council
- Prepares an agenda for a community meeting
- Completes a survey about the quality of a local service
- Writes a short formal letter outlining instructions for a particular purpose, e.g. closure of a bank account
- Uses a word processing program on a computer to produce own texts, e.g. brief reports or a contribution to a community newsletter
- Writes clear sequenced instructions for using routine/everyday technology, e.g. office equipment or machinery
- Writes a routine report, e.g. an accident report, an incident report, a report on a case where repair work is not able to be completed as requested or a summary of a service provided
- Completes workplace records and forms accurately and legibly using correct technical and enterprise specific vocabulary
- Enters routine data into a computer based management system

- Uses email for routine workplace communication
- Writes a factual text, e.g. a job history as part of a job application letter, following organisational guidelines
- Completes a performance appraisal review form and documents personal goals
- Takes notes in a short discussion in order to inform work colleagues who were not present
- Records comments from a customer regarding the quality of service provided
- Completes a range of formatted texts, e.g. selects and integrates information relevant to a completed job on a job report form, records information on a vehicle-maintenance record form or completes an incident report form
- Prepares an assignment or written project report which may include graphs or diagrams for a specified purpose
- Takes coherent notes from a public lecture or training session
- Uses a range of software packages to complete assignments, e.g. a word processing package, a spreadsheet, email or the internet
- Uses functions such as format, copy and paste to integrate/save/transfer information for assessment
- Uses a spell checker with an awareness of its limitations
- Uses email for routine communication with co-learners and the teacher/trainer
- Documents detail of on-the-job training in a log book
- Completes a training evaluation or feedback form

Oral Communication

- Uses structure and register appropriate for a range of purposes, including exchanging or obtaining goods and services, gathering or providing information, establishing, maintaining and developing relationships, problem solving, and exploring issues in everyday situations

- Demonstrates an awareness of the need to vary structure, style, tone and vocabulary to meet requirements of audience, context and purpose
- Demonstrates awareness of choices for register, especially in situations that are familiar
- Identifies cues and conventions to establish and maintain formal and casual conversations using turn-taking, rebuttals and interruptions as appropriate
- Uses introductory phrases which indicate that an opinion or a fact is being offered
- Uses dependent clauses introduced by words such as although, when, if, while
- Uses appropriate grammatical forms and vocabulary in everyday contexts, e.g. to give instructions, give explanations, ask questions or express viewpoints
- Uses a range of tenses
- Uses some common idioms
- Uses vocabulary that is sufficiently broad so that a relevant word is almost always available for both everyday and more specific contexts
- Refines intended meaning, varying speed and changing tone or emphasis when speaking
- Uses pronunciation, stress patterns and intonation which do not obscure meaning but may require occasional clarification
- Uses speech that may be characterised by uneven flow, with some repetition, especially in longer utterances
- Derives meaning from language used for a range of purposes, including exchanging or obtaining goods and services, gathering or providing information, establishing, maintaining and developing relationships, problem solving and exploring issues in everyday situations
- Identifies gist of oral texts with some unfamiliar elements, e.g. movies or presentations
- Recognises the way structure and register may change according to the purpose of the oral text

- Recognises introductory phrases which indicate that an opinion or a fact is being offered
- Comprehends dependent clauses introduced by words such as although, when, if, while
- Identifies cues and conventions to establish, maintain and take turns in formal and casual conversations using turn-taking, rebuttals and interruptions as appropriate
- Follows the use of conventional grammatical forms, e.g. listening to instructions, explanations, questions or viewpoints
- Understands a range of tenses
- Comprehends longer oral texts with limited complexity
- Listens for relevant information in order to make notes from oral texts on a range of everyday topics
- Comprehends both everyday vocabulary and vocabulary from more specific contexts
- Recognises some common idioms
- Can generally interpret stress patterns and intonation
- Follows speech at normal rate of utterance
- Expresses own opinion and elicits the opinion of others in a casual conversation, e.g. discusses issues related to public transport or issues associated with underage drinking
- Actively participates in a small group discussion, e.g. to solve a problem or share an opinion on a subject of interest to a group, such as reducing waste or planning a group activity
- Listens to sequenced instructions of several steps and performs tasks related to using technology, e.g. manage files and discs, print documents and use a mouse or complete a telephone banking transaction
- Attends and participates in a community meeting, either listening for specific information or following the flow of ideas and contributing as appropriate
- Expresses own opinion about a local issue and elicits the views of others by participating in a casual conversation
- Provides information about services and facilities in own community to people who have recently moved to the area
- Negotiates a timetable for housework activities with co-habitants
- Delivers a short prepared talk to co-workers and responds to audience questions
- Listens and responds to routine customer complaints requiring limited negotiation
- Listens to clear, sequenced instructions of several steps, and asks clarifying questions as required
- Questions the implications of new processes or procedures, e.g. no mobile phone use in trucks
- Gives clear sequenced instructions of several steps, e.g. how to use a photocopier or hand-held drill, or how to log on or off a computer
- Expresses an opinion regarding the use of technology, e.g. most appropriate use of email, mobile phone, fax or SMS for a particular task
- Communicates using radio equipment, e.g. report to base on a location or field emergency
- Participates in an oral exchange requiring some negotiation, e.g. responds to specific enquiries, complaints or problems with clients or customers
- Listens to and notes specific information from an announcement such as workplace emergency evacuation procedures
- Canvasses a group of people for issues and views, e.g. makes recommendations on quality of food in a canteen or at a truck stop, on changes to a shift/roster, or identifies preferred activities for a workplace social club
- Presents narrative by telling a story to a co-learner or colleague, adjusting language as appropriate to the audience
- Works with a partner to develop an oral presentation
- Listens to or views a persuasive text and discusses the main idea by identifying key features supporting the intended message, e.g. a TV advertisement, public notice, political advertisement or documentary

- Provides information on how own skills meet a criterion, e.g. for internal promotion or transfer, or prerequisites for a training course
- Expresses an opinion and makes a suggestion regarding an assessment procedure
- Listens to spoken instructions and chooses appropriate action, e.g. how to organise course materials and complete work, including electronic storage
- Presents information to a small group on a particular topic and responds to questions

Appendix H – Course Adoption

Conditions of Adoption

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

Adoption Process

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

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

College:	
Course Title:	**Contemporary English**
Classification/s:	**A M**
Accredited from:	2017
Framework:	English 2020