

Continuing Modern Languages

Implementation Guide



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Freely Available General Resources

Multiple Languages

BBC Languages, [BBC Languages – Free online lessons to learn and study with](#)

GLOSS Language Resources- [Global Language Online Support System](#) USA Defence Language Institute: Foreign Language Centre

Open Educational Resources at Kansas University - [OER at KU | Open Language Resource Center](#)

SBS Cultural Atlas, [Authored by Mosaica | Cultural Atlas](#)

UNESCO Global Digital Library, Graded Readers and Story Books, [Home | Global Digital Library](#) [Arabic, French, German, Hindi, Indonesian (and regional languages, e.g. Javan), Italian, Spanish (Spain and Nicaragua)]

Arabic

Arabic- Al Jazeera Learning Arabic- [Learning Arabic | تعلم العربية](#)

Chinese

Chinese- Easy MandarinNews- [Easy Mandarin News - Simple Chinese news articles for language learners](#)

Chinese - [Intermediate | OER Commons](#)

Continuing Chinese Open Source Resources- [Chinese Culture Journey 文化,加油！ – Exploring Chinese Culture to increase language skills](#) Boise State University

French

Enhancing French Skills, University of Texas Austin, <https://sites.la.utexas.edu/enhancing-french-skills-new/>

French- TV 5 Monde EDU, Apprendre Le Francais- [Débuter gratuitement en français | Apprendre le français avec TV5MONDE](#)

German

German Deutsche Welle [Kurz und leicht](#) (A2)

Nachrichten für junge Leute <https://www.logo.de/>

Indonesian

An Indonesian cultural streaming platform [IndonesianaTV](#)

Short Film for teaching and learning Indonesian [Library of Films](#)

Bipa Daring - Indonesian For Foreigners bipa.kemendikdasmen.go.id

Italian

Easy Italian News EasyItalianNews.com - Read and listen to easy Italian! (A2)

SBS Italian Slow Italian News [Slow Italian, Fast Learning | SBS Italian](#) (A2/B1)

Japanese

NHK, Easy Japanese Conversation lessons- [Choose a Lesson | Easy Japanese | NHK WORLD-JAPAN](#)

Free web magazine <https://watanoc.com>

News in Slow Japanese <https://newsinslowjapanese.com>

Podcast: Japanese with Shun <https://open.spotify.com/show/0TWRqowC0TPhXIG79M0qzv>

Free Online Culture Magazine- <https://www.pen-online.jp/>

Cool Japan (Dance, Cosplay, Cheerleading) [cool japan - YouTube](#)

Japanology, NHK World, [Japanology Plus | NHK WORLD-JAPAN](#)

Japan Foundation, Minato Japanese Courses, [JF Japanese e-Learning Minato | The Japan Foundation](#)

Korean

Korean Times: Beginner Korean [Learning Korean - The Korea Times](#)

Spanish

Destinos Spanish Learning Telenovella Site- [Introduction: La Carta – destinostelenovela.org](http://destinostelenovela.org)

Tamil

Learn Tamil, [Learn Tamil](#) or Imagine Tamil- [Imagine Tamil – Best way for Kids to Learn Tamil](#)

Hindi

Hindi Samay <https://hindisamay.com/>

Kavita Kosh https://kavitakosh.org/kk/कविता_कोश_मुख्यपृष्ठ

Open Source Textbooks

Arabic

Continuing Arabic Open Source Textbook Series- [Intermediate Arabic I – Simple Book Publishing](#), Michigan State University

Continuing Chinese Open Source Text Book- [Chinese Materials - The Center for OER and Language Learning \(COERLL\)](#) University of Texas

Chinese Reading Modules – Intermediate to Advanced- [Chinese Reading Modules | Center for East Asian Studies](#) University of Kansas

Chinese

Grades 5-8 Chinese for NCF- <https://fliphtml5.com/bookcase/yirmd>

Chinese Graded Readers - <https://bloomlibrary.org/language:zh-CN>

French

Tout un Monde: An Interdisciplinary Approach to Intermediate French [Tout Un monde – Simple Book Publishing](#) University of Texas

CITOYEN.NE.S: Conversation en Français ["CITOYEN.NE.S: Conversation en Français" by Annabelle Dolidon](#), Portland State University

Graded French Readers- <https://bloomlibrary.org/language:fr>

Associate Professor Florence Bouland- [Pacific French Intermediate Workbook](#), James Cook University

German

Let's Chat! German- [Let's Chat! German – Simple Book Publishing](#) Boise State University

Grimm Grammar [Grimm Grammar : Home](#), University of Texas

Hindi

Basic Hindi Open Source Textbook- [NCERT](#) Online Textbook System, Indian Government

Open Educational Resources- Hindi- [Resources – Hindi at the University of Texas at Austin](#) University of Texas

Hindi Grades 1-8 NCF Textbooks, <https://fliphtml5.com/bookcase/yirmd>

Hindi Graded Readers- <https://bloomlibrary.org/language:hi>

Indonesian

Open Language Library Intermediate Indonesian Readings - [OpenLangLib | Free CEFR Graded Reading & Listening Library](#)

Indonesian Graded Readers- <https://bloomlibrary.org/language:id>

Indonesian Graded Readers - <https://literacycloud.org/> (select Indonesian as the language)

Buku Digital Indonesia budi.kemendikdasmen.go.id

Indonesian online platform for translated books penerjemahan.kemendikdasmen.go.id

Italian

Continuing Italian Open Source Textbook Series- [Tutta tavola! Volume 2 – Simple Book Publishing](#), University of Massachusetts Amherst

Continuing Italian Open Source Textbook Series- [Spunti: Italiano Intermedio - Open Textbook Library](#), University of Muhlenberg

Intermediate Italian Reading Modules [Italian Reading Modules | Open Language Resource Center](#) Kansas University

Continuing Italian Open Source Textbook Series- [D'Accordo! Intermediate Italian at the University of Iowa - University of Iowa](#), University of Iowa

Graded Readers and Commentary- <https://onlineitalianclub.com/italian-literature/>

Japanese

Continuing Japanese Open Source Textbook - [Copy of Misaki's Journal](#) Portland State University

Continuing Japanese Open Source Textbook - ["Preadvanced Japanese" by Emiko Konomi](#) Portland State University

Continuing Japanese Open Source Textbook - [Beginning Japanese for Professionals: Book 3 | OER Commons](#) Portland State University

Korean

Continuing Korean Open Source Textbook [Let's Chat! Korean – Simple Book Publishing](#), Boise State University

Continuing Korean Open Source Textbook ["Korean Through Folktales" by KyungAh Yoon](#) Portland State University

Continuing Korean Open Source Textbook King Sejong Institute Practical Korean vol 3 [세종학당 실용 한국어 3](#) Korean American Centre

King Sejong Institute, Intermediate Korean, <https://nuri.iksi.or.kr/front/cms/contents/layout2/learningsejong/detail.do>

Continuing Korean Open Source Textbook [You Speak Korean! Book 2 – Open Textbook](#) Boise State University

Spanish

Continuing Spanish Open Source Textbook [+ JUNTXS – Intermediate Spanish](#) University of Queensland

Continuing Spanish Open Source Textbook [Semillas: Elementary Spanish II - University of Iowa](#)

Continuing Spanish Open Source Textbook [Creative Translation for Real-World Contexts: English ↔ Spanish | OER Commons](#), Bowling Green State University

Continuing Spanish Open Source Textbook [SPA 2A: Intermediate Spanish - Humanities LibreTexts](#) Chabot College

Continuing Spanish Open Source Textbook [Ahora Entendemos - Humanities LibreTexts](#) – Aurora University

Tamil

Basic Tamil Open Source Textbooks- [Tamilnadu 5th New Books Samacheer Kalvi Download Online Free PDF](#),

Grades 1- 7 Extended Tamil for NCF, <https://fliphtml5.com/bookcase/yirmd>

Suggested Task Parameters

Teachers are encouraged to select a word/character maximum from the range which is appropriate to their assessment type. Take care that in the actual task sheet the specified word limit provides clear cues to students as to the scope and quality expected. These general ranges should not be translated directly to the specific tasks sheets but tailored according to the task. Schools may choose their own word limits according to the tasks they develop. Tasks parameters should enable students to engage with the course concepts and meet the achievement standards. There is no requirements for the limits to be the same across the system.

Suggested word/character guidelines for a 1-hour writing task with an unseen prompt.						
	<i>French/Italian/Spanish/Indonesian</i>	<i>German</i>	<i>Hindi/ Arabic</i>	<i>Chinese</i>	<i>Korean</i>	<i>Japanese</i>
Beg 11A	60-80	50-60	50-100	50-60	150-250	150-250
Beg 11T	100-150	80-130	100-150	60-80	200-300	200-300
Beg 12A	80-120	60-100	70-100	60-80	200-300	200-300
Beg 12T	150-200	130-180	150-200	80-125	300-500	300-500
Con 11A	140-200	130-170	70-100	80-125	200-300	200-300
Con 11T	200-300	180-280	150-200	125-150	300-500	300-600
Con 12A	200-300	180-280	100-120	125-150	300-500	300-500
Con 12T	300-400	280-380	300-350	150-250	400-700	400-700
Adv 11A	200-300	180-280	100-120	250-300	600-800	600-800
Adv 11T	350-450	330-470	350-400	350 - 400	800-1000	700-800
Adv 12A	250-350	230-330	100-150	300-350	600-800	800-900
Adv 12T	400 - 500	380-480	400-450	400 - 500	800-1000	800-1000

Interviews/speaking tasks- Guidance on Parameters

Teachers are encouraged to select an expected length from the range which is appropriate to their assessment type.

This interview times describes an interview without a presentation element and involves a one-on-one unscripted conversation.

The oral presentation times describe a prepared speech with unseen questions at the end from the teacher.

	Length of interview (minutes)		Length of Oral Presentation (minutes)	
Level	Year 11	Year 12	Year 11	Year 12
Beginning A	2-4	3-5	3-5	3-5
Beginning T	3-5	4-6	3-5	4-5
Continuing A	4-6	5-7	5-6	5-6
Continuing T	5-7	6-8	5-6	6-7
Advanced A	7-8	7-8	6-7	6-7
Advanced T	7-10	7-10	6-8	6-8

Reading Responding Tasks- Guidance on Parameters

Depending on the length of time available for a task, using different text types may better capture student ability as measured by the Achievement Standards, for example familiar and less familiar texts. CEFR standards provide useful guidance on expectations. For example, B1 learners typically read at roughly 50–65% of proficient adult speed when reading for comprehension, due to vocabulary limitations and increased processing effort.

	Estimated CEFR A2 Reading Speeds (Continuing Yr 11 Semester One)		Estimated CEFR B1 Reading-Speeds (Continuing Yr 12 Semester Two)	
Language	A1 reading speed	A2 reading speed	Language	B1 reading speed
Spanish	65–85 wpm	75–100 wpm	Spanish	110–140 wpm
French	60–85 wpm	70–95 wpm	French	105–135 wpm
Italian	60–80 wpm	70–90 wpm	Italian	100–130 wpm
German	55–75 wpm	60–85 wpm	German	90–120 wpm
Japanese	135–225 characters/min	150–250 characters/min	Japanese	250–400 characters/min
Korean	90–160 characters/min	100–180 characters/min	Korean	180–260 syllables/min
Hindi	55–85 wpm	65–95 wpm	Hindi	90–130 wpm
Arabic	55–75 wpm	60–85	Arabic	90–130 wpm
Indonesian	60–80 wpm	100–150 characters/min	Indonesian	90–130 wpm
Mandarin	90–135 characters/min	70–90 wpm	Mandarin	120–160 characters/min

Listening Tasks- Guidance on Parameters

This advice is based on tasks of one hour. Listening texts played, or URL used, for assessment must be provided with the task submitted for Moderation Day. Multimodal texts should be encouraged as authentic texts- videos: news items, documentary sections, podcasts, reels, ads for the appropriate audience. These are usually longer due to pauses and transitions, but the actual content should be accessible and rich in context.

It is not necessary to isolate listening skills in the Advanced level. Rather, Communication Skills as a General Capability should be practiced and assessed, for example in the context of debating, round table discussion, film/drama study.

Beginning Up to 3min

The listening text should not be read by the teacher live during the task. It should be recorded.

Continuing Up to 5 Minutes

The listening text should not be read by the teacher live during the task. It should be recorded.

Beginning 11

Texts should be modified for learners, and ideally not the teacher's voice. The text should be played twice.

Beginning 12

Texts should be modified for learners or a simple authentic text, and ideally not the teacher's voice. The text should be played twice.

Continuing 11

Texts should be authentic, or at reasonably authentic speed and pronunciation, and ideally not the teacher's voice. The text should be played twice. For example, a news item, an advertisement a podcast extract, a film extract, a model conversation

Continuing 12

Texts should be authentic, or at reasonably authentic speed and pronunciation, and not the teacher's voice. The text should be played twice. For example, a news item, an advertisement a podcast extract, a film extract, a model conversation

Advanced 11

Texts should be authentic and not the teacher's voice. The text should be played twice. For example, news items, documentary sections, podcasts, reels, ads for the appropriate audience

Advanced 12

Texts should be authentic and not the teacher's voice. The text should be played twice. For example, news items, documentary sections, podcasts, reels, ads for the appropriate audience

The Individual

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

Possible Topics for exploring the unit thematically:

- Individual experiences of:
 - families,
 - schools,
 - stereotypes/discrimination,
 - work,
 - university,
 - relationships,
 - health and wellbeing,
 - youth identity,
 - formation of personal identity,
 - comparing modern and traditional families,
 - aspirations
- Expressing identity and self, e.g. creative writing with rational
- Literature of the individual, e.g. short stories, film, drama
- Evaluating the results of pop-psychology quizzes and other personality/typology quizzes

Content Description	Elaboration and suggested topics and resources
Critically analyse familiar and unfamiliar target language and/or script about relationships, personal experiences and identity to decode and infer meaning and draw logical conclusions, e.g., language for discursive analysis, biographical writing, autofiction	Students read, listen and view a range of text types modified for language learners, or simple, accessible authentic texts, such as those collected in a textbook. They rehearse and learn with explicitly taught texts and topics. Subsequently, they develop skills in inferring meaning and making good guesses with unfamiliar language encountered in previously unseen texts. In assessment they will engage with texts that approximate previously taught texts, and more novel and unfamiliar texts. Students must demonstrate the ability to use language from coursework and are encouraged to use language they have learned independently. Texts may engage with the themes of individuality, identity, life experiences, relationships of individuals, hopes and aspiration, preferences and tastes. Teachers can select a more specific context of change to develop understanding about the particular aspect, and focus vocabulary/ character, usage and idiom development. This could include: For example, Students examine the vocabulary and usages for discussing the experience of family relationships, titles, and contemporary changes in language communities in isolation, and in reading and listening/viewing and intermediate from a range of texts modified for language learners, or accessible authentic texts. For example, script and vocabulary for interacting with family members and engaging with an individual's interior emotional life For example, students engage with texts in which a person explains their sports team allegiance and the culture and experience of supporting teams, and critically analyse for historical context and cultural meaning, such as the Barcelona/Madrid, Hertha Berlin/Union Berlin rivalry in historical context, or sport for integration of minorities and migrants such as biographical material on Mbappe or Thierry Henry. For example, students read a text which describes hybrid identity and intersectionality, e.g. Afro-Italian/Italiani Neri, LGBTQI experiences, and critically analyses the modern and multicultural nature of the target language community, e.g. analyse migration statistics both to understand modern societies but also to learn statistical idioms, large numbers and percentages. They learn usages for describing identity including complex identity and polite terms for discussing people's identity. They consider their own identity and how to navigate the expectations and practices of the cultures studied. For example, students consider naming practices in the cultures studied. They consider the significance of region, class, religiosity, traditions, and socioeconomics to name choice and the impact of name choice. They reflect on their own name and cultural naming practices. Possible Resources

- General Linguistics of Names: [Cross-cultural structures of personal name systems reflect general communicative principles | Nature Communications](#)
- Cultural Conventions for all the languages - [Cultures — Cultural Atlas](#)- naming, greetings, family life etc
- French: Sport and race- [Racial abuse of Black players spikes early in European soccer season | AP News](#); [Thierry HENRY | Fédération Française de Football \(FFF\) | Site Officiel](#); [Kylian MBAPPÉ | Fédération Française de Football \(FFF\) | Site Officiel](#);
- Spanish: Sport rivalries- [Real Madrid vs Barcelona: historial, goles y estadísticas - Sportec.es](#); [El Clásico - Wikipedia, la enciclopedia libre](#)
- Spanish- Populations, Demography, Naming Practices and Regional Variation- [Estos son los nombres de chico y chica más comunes en España en 2025](#); [INEbase / Demography and population /Population figures and Demographic Censuses /Most popular names and surnames / Latest data](#); [Los nombres de niños más usados en Argentina, según un informe | El Destape](#); [Ranking 2025: cuáles son los nombres de bebés más elegidos en Argentina - La Unión Digital](#)
- Japanese: School Club Membership and Identity in Japan- Blackwood, Thomas & Friedman, Douglas. (2015). *Join the club: effects of club membership on Japanese high school students' self-concept*, Japan Forum, [\(PDF\) Join the club: effects of club membership on Japanese high school students' self-concept](#)
- Japanese: Names and Gender Politics- [Japan seeks to legally recognize birth names for married couples | The Asahi Shimbun: Breaking News, Japan News and Analysis](#); [Sui and Minato: Japan's Top 2025 Baby Names | Nippon.com](#)
- Italian: Naming Practices in Italy- [Buon Onomastico, The Italian Name Day - La Gazzetta Italiana](#); [Regionality of Name - Italian Names Maps](#)
- Korean: Korean Naming Practices, Names and History/Politics- [Most Popular Korean Names in 2025: Trends, Meanings & What's Hot | KWave Tools](#); [Korea's favorite baby names of 2025 - The Korea Times](#); Bongwan- [Korean clans - Wikipedia](#)
- Hindi: Naming conventions in India and Politics of names- [Understanding Indian Names in Naming Conventions, Discovery, and Standardisation - Library Professionals Organization | Library Association of Singapore](#); [View of Caste Aside? Names, Networks and Justice in the Courts of Bihar, India](#); [Full article: Undignified names: caste, politics, and everyday life in North India](#); [How India Uses Surnames to Perpetuate Caste Discrimination](#)
- German: Unpopular German names and Dating site analysis- [The life-long curse of an unpopular name | BPS](#); [The Strange German Disease Called "Kevinism": Can a Lame Name Mess Up Your Life? | Discover Magazine](#)
- German: Demography and youth experiences and opinions- Shell Jugendstudie: <https://www.shell.de/ueber-uns/initiativen/shell-jugendstudie-2024.html>
- Indonesian: Language and Identity in Indonesia- [A reflection on language and identity in Indonesia | Melbourne Asia Review](#) ; [\(PDF\) National Identity : The Dynamics and Challenges of Indonesia People](#) ; [The Development of Indonesian National Language and Identity | Nusantara Museum](#) ; [\(PDF\) Mbok: Its Meaning, Distribution, and Function](#)

apply emerging intercultural understanding about relationships and experiences of individuals to evaluate the appropriateness of register and reasons for perspectives and/or behaviours with supporting evidence	Students evaluate texts for use of register and draw conclusions about purpose of the texts. They consider the behaviours, family and relational conduct, and language choices of the people involved to gain insight into culturally appropriate conduct and expression for varied contexts within the language and culture being studied. For example, students encounter and evaluate diction/word choice, grammatical modes in text to draw conclusions about the context and purpose of the text, such as, academic, journalistic, business, formal, informal, friendly, unfriendly For example, students evaluate multimedia texts to consider regional variation and dialect/accents and consider politics, humour, literary, or cultural implications of use accent and dialect/regional languages For example, students refine the use of language for agreement and disagreement and expressing personal needs and preferences for more nuanced and specific contexts, such as, comments section in newspapers/social media For example, students evaluate texts that contain expressions of national identity in words and images. For example, national mythologies and foundation stories, explain usages and hegemonic versus regional uses of national and regional symbols. Evaluate patriotic practices of fans at sporting events. Possible Resources • German: Gender inclusive language- How Language Use Can Empower Women: The Discourse on Gender-Equitable Language in Germany Springer Nature Link • Japanese: Patriotism and fear of Jingoism- The Flag and the Anthem: Enforcing Japanese Patriotism Asia-Pacific Journal Cambridge Core; Why do flags matter? The case of Japan • Spanish: Formality and Informality and other conventions in Spanish, Spanish - Communication — Cultural Atlas • Spanish- Regional identity and politics: Catalonia's bid for independence from Spain explained - BBC News ; Independentismo catalán - Wikipedia, la enciclopedia libre ; Proceso independentista de Cataluña: resumen claro del procés y cronología 2010-2024 ; La evolución del movimiento independentista catalán en el siglo XXI y su impacto en la política española Historiados • Spanish: Settlement and Frontier Conflict in Argentina- https://www.youtube.com/watch?v=vdgFGwbruVc; Timeline of Argentina https://www.bbc.com/news/world-latin-america-18712378; ¿Por qué no hay afrodescendientes en la selección argentina? https://www.youtube.com/watch?v=N-jTUtL5s7w[RY1] • Korean: Cinematic Historical Foundation legends - Korea- History in Minutes https://www.youtube.com/watch?v=uficJwaZygw ; War of the Arrows https://www.imdb.com/title/tt2025526/ (Netflix, SBS etc.) Masquerade 광해: 왕이 된 남자 https://www.imdb.com/title/tt2290840/ 2012. (Netflix, SBS etc.) • Japanese: Cinematic Historical Foundation legends - Japan- Mononoke Hime, Dir H Miyazaki ; MUMON /忍びの国忍びの国, "Survival Family" (2017).
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	Italian: Foundation and History of Italy – Unification- https://www.youtube.com/watch?v=kjFscoiE8el ; Garibaldi- https://www.youtube.com/watch?v= kbjIwH8jBM ; Cartoon Form https://www.youtube.com/watch?v=WGMt8uLFgCc ; Vittorio Emanuele II-https://vive.cultura.gov.it/it/vittoriano/storia/vittorio-emanuele-ii-e-il-processo-risorgimentale; Why San Marino? https://www.youtube.com/watch?v=KniHBbR_Nv4
evaluate concepts about individuality, relationships, and identity in texts with evidence for ideas	Students engage with new texts modified for language learners or authentic texts accessible to learners using existing language repertoire and also to develop the additional language skills necessary to evaluate ideas presented in texts to draw their own conclusions about the ideas presented by the creators. For example: Evaluate significant cultural concepts that might appear in a range of texts relevant to personal identity and relationships Evaluate evidence of patriarchy/machismo; feminine/masculine modes of expression Evaluate the experience, positive and negative of multi-generational households Evaluate self-presentation, lives and choices of people in autobiographical texts about public figures Evaluate texts for evidence of cultural stereotypes in interpersonal conduct, e.g., reserve, friendliness, rudeness Evaluate uses of expression of affection in terms of idiomatic practice to draw conclusions about the nature of relationships in a text, e.g. like/love distinctions and using terms appropriate for relationships- tsuki/diatsuki; encantar/gustar/amor/quiero; amiga/novia; aime/adore; ich liebe dich/ich habe dich lieb; Possible Resources - Spanish: Gender in Latin America: What US Latinos Say About Machismo and What It Means to Them Pew Research Center; Machismo Culture and Gender-Based Violence in Latin America are Connected Phenomena – Journal on World Affairs, UCLA - Spanish: Statistics: Perfiles de Género por País en América Latina y el Caribe [RY1] https://www.bancomundial.org/es/region/lac/brief/country-gender-profiles-for-latin-america-and-the-caribbean - Japanese: Cultural significance of ‘genkinness’: The Meaning of Genki: Going Way Beyond "O Genki Desu Ka" - French: Song Lyrics as Poetry – Love Story by Indila — French Lyrics & English Translation; Easy French Love Song for Beginners FR Slow + With English Translation - French: Intersectional identity and life choices - We Look The Same Asian Short Films CinemaSHORT - YouTube - Korean: Intersectional identity and life choices- Short Film Prize Winner- FLOWER IN WINTER 🌸 Award Winning Short Film - Italian: Interpersonal Relationships and Loneliness- Short Film Prize Winner- Online Premiere: Black by Sara Taigher Good Short Films ;

	Chinese: Life experiences in different genre- Short Films- CGI Animated Short Film: "Watermelon A Cautionary Tale" by Kefei Li & Connie Qin He CGMeetup ; Covert Asian Short Films CinemaSHORT ; On The Way Home Asian Short Films CinemaSHORT
create insightful, accurate texts about relationships, identity and the experiences of individuals with depth and breadth for intended purpose, audience and context	Students apply their language skills, learned textual structures and conventions, and ideas about relationships, identity and the experiences of individuals to create their own texts reflecting the genres of texts studied in class, e.g., Feature article, photo essay, advice column writing For example, students create fiction or non-fiction pieces accompanied by rationales in which they justify their language choices for intercultural understanding, purpose, audience, and context For example, students create fiction or non-fiction biographical/autobiographical writing- students can create their own, a biography/autobiography for a famous person or an imaginary person, teachers may provide a list of characteristics from which to work. For example, students create fiction or non-fiction simulated social media posts – Students create a social media character and have that person describe themselves with a photo essay or a series of fabricated social media posts. Or a fixed set of characteristics given by the teacher is converted into a social media profile with text and pictures. Possible Resources - Source texts for learning textual conventions and useful language: - Italian: Free online newspaper https://www.ilpost.it/ - Chinese: Easy MandarinNews- Easy Mandarin News - Simple Chinese news articles for language learners - Korean: Korean Times: Beginner Korean Learning Korean - The Korea Times - Arabic: Al Jazeera Learning Arabic- Learning Arabic تعلم العربية - French: TV 5 Monde EDU, Apprendre Le Francais- Débuter gratuitement en français Apprendre le français avec TV5MONDE
create insightful, accurate texts about relationships, identity and the experiences of individuals with depth and breadth for intended purpose, audience and context	Students apply their language skills, learned textual structures and conventions, and ideas about relationships, identity and the experiences of individuals to create their own texts reflecting the genres of texts studied in class, e.g., Feature article, photo essay, advice column writing For example, students create fiction or non-fiction pieces accompanied by rationales in which they justify their language choices for intercultural understanding, purpose, audience, and context For example, students create fiction or non-fiction biographical/autobiographical writing- students can create their own, a biography/autobiography for a famous person or an imaginary person, teachers may provide a list of characteristics from which to work. For example, students create fiction or non-fiction simulated social media posts – Students create a social media character and have that person describe themselves with a photo essay or a series of fabricated social media posts. Or a fixed set of characteristics given by the teacher is converted into a social media profile with text and pictures. Possible Resources

	• Source texts for learning textual conventions and useful language: • Italian: Free online newspaper https://www.ilpost.it/ • Chinese: Easy MandarinNews- Easy Mandarin News - Simple Chinese news articles for language learners • Korean: Korean Times: Beginner Korean Learning Korean - The Korea Times • Arabic: Al Jazeera Learning Arabic- Learning Arabic تعلم العربية French: TV 5 Monde EDU, Apprendre Le Francais- Débuter gratuitement en français Apprendre le français avec TV5MONDE
apply familiar and unfamiliar conventions of texts and culture to enhance understanding and mediate meaning about diverse linguistic practices and experiences of individuals	Students engage with explicitly taught or familiar material/text types encountered in texts studied and in classwork undertaken, but also previously unseen texts to develop skills in dealing with the unknown. Students may also demonstrate with their use of language/conventions/text types not previously taught in school that they have learned more material independently, which is to be lauded. For example, conversation with clarification questions, respond to a movie review, notated retelling of a story from another perspective For example, multimedia texts, e.g. annotated self-portraits, social media entries, For example, intonation, with particular significance if this is the first unit. For example, orthography learning spelling rules for phonemes, particularly new phonemes in the first semester In languages with new alphabets/syllabary with a focus on learning the characters and phonemes in the first semester; learning some relevant kanji in Japanese- I, country, person, mother, father, learning pinyin and some characters For example, abbreviations e.g. for titles, For example, gestures e.g. expressing relationships with body language such as cheek kissing, hugging, bowing
apply complex grammar, familiar and unfamiliar vocabulary and idiomatic expressions to exchange evaluations of ideas about individuality, relationships and identity clearly, coherently and with impact	Students engage with explicitly taught or familiar language encountered in texts studied and in classwork undertaken, but also previously unseen variations and language to develop skills in dealing with the unknown. Students may also demonstrate with their use of language not previously taught in school that they have learned more material independently, which is to be lauded. This will depend on target text types, point in the course, and chosen topics. Refer to the sample grammar sequences. For example, applying language of complaint and opinion, For example, showing understanding of context and idiom by code switching between informal and formal register For example, showing understanding of formal/informal register, e.g. write/speak a text for addressing people formally and informally such as job application cover letter/interview and a text to a friend/ party conversation with others of the same age.

	For example, show understanding of complex grammar by applying rules to produce alternate third and first-person narratives, e.g., read and respond to biographical texts about famous people in present or past tenses depending on when this unit comes in the course. For example, showing understanding of formal/informal register by applying to polite or casual questioning and disagreement, e.g., discuss personal music and movie preferences Grammar and Vocabulary Work • Free Rice, World Food Program, www.freerice.com • Online Italian Club- Free B1 Intermediate Italian Exercises • Oak Academy Lessons- Free Secondary German AQA Lesson & Curriculum Resources Oak National Academy • JLPT N4 Grammar Tests- JapaneseJLPT JLPT Study Resources • King Seong Institute- Online Grammar Quiz- https://nuri.iksi.or.kr/front/cms/contents/practice/list.do • Aprender Espanol- Aprender Español[RY1] . Ejercicios de español https://aprenderespanol.org/
apply the principles of academic integrity consistently and clearly to enhance audience confidence in ideas about individuality, relationships and identity	Students learn to about the principles of academic integrity such as honest purpose in discovering and sharing knowledge, acknowledging the work of others, providing transparency of process, fairness and openness in methodology, and using reliable information sources in target language. This also includes looking for sources that show balance, transparency of sources, deep research and honesty of purpose and language. They discuss the significance of these principles to ensuring and supporting their own learning. They then apply that understanding find reliable sources of information in English/preferred language and the target language using sources with both English and Language versions, e.g., DW International, Le Monde International, Daily Yomiuri, ANSA.it/English, Al Jazeera, BBC in various languages, Dainik Jagran/Daily Jagran Students look at models of referencing in the language studied and follow guides to replicate those conventions. They apply skills in referencing conventions in target language, e.g., Sorbonne university Press- Normes Editoriales: References Bibliographiques; MLA; Harvard; SWET Japan Style Sheet; Brill Chinese Citation Style Guide; Yale Library Citation Style for Chinese, Japanese and Korean Sources. If permitted by school policies and the goals of the learning and assessment, students learn about how to use AI/translation software appropriately and to enhance their interaction with language and interlocutors, e.g. annotating AI texts, providing a restricted list of allowable prompts; using AI as a target language conversation partner Writing in English on the language and cultural practices learned about in the unit and how that has surprised, pleased or frustrated them and why. Writing about any realisations about English and their own life in contrast to the language and cultures studied. They consider the human and personal aspects of working, being and interrelating with people in the language and culture/s being studied.
reflect on own language learning practices and apply feedback to propose	Students learn about effective language learning practices for young adults in schools. They consider different techniques for autonomous learning and in conjunction with others. They consider how to take advantage of direct instruction to maximise learning from time with the teacher. They consider expectations on them in terms of autonomous learning in the context of their classroom, including multilevel classes.

appropriate, specific, personal improvements	They reflect on the specific feedback provided by their teacher and their own insights. They discuss how they used the feedback to improve their work across the semester. For example, they might write a piece reflecting on their time management, discussing goals, and evaluating their implementation of summative and formative feedback • Time management, discussing goals, implementing formative feedback • End of unit reflection question in an exam, written in English. • Writing a project management plan for the completion of a creative project in the target language drawing on research on good language learning practices, with a reflection on process as the final element in the project- plan, implement, evaluate for improvements.
reflect genuinely and with insight on self and relationships between culture and language	Writing in English, and quoting and using in language studied as much as possible, on the language and cultural practices learned about in the unit and how that has surprised, pleased or frustrated them and why. Writing about any realisations about English and their own life in contrast to the language and cultures studied. They consider the human and personal aspects of working, being and interrelating with people in the language and culture/s being studied. • Insights into nature, personal insights into nature of family life and friendships • Annotated texts that justify language choices made in creating a text. Annotations are in English.

Society and Community

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

Possible topics:

- Protest- Gilets Jaunes, French Revolution,
- Film study
- Educational systems and experiences
- Health and Wellbeing- systems and experiences
- Target Language's cultures' influence on the world
- Travel and Tourism,
- Societal issues (unemployment, poverty, immigration),
- leisure activities and interests,
- Fashion
- Social Issues and Equality
- Community and belonging,
- Racism and Immigration
- Comparing national days
- Indigenous people and experiences
- Social Activism and Activist heroes.

critically analyse familiar and unfamiliar target language and/or script about living and participating in a community to decode and infer meaning and draw logical conclusions	Students read, listen and view a range of texts modified for language learners, or suitable authentic texts, such as that compiled in textbooks. They rehearse and learn with explicitly taught texts and topics. They develop skills in inferring meaning and making good guesses with unfamiliar language encountered in unseen texts. In assessment they will engage with texts that approximate previously taught texts, and more novel and unfamiliar texts. Students must demonstrate the ability to use language from coursework and are encouraged to use language they have learned independently. Texts may engage with the themes about living and participating in a community. Teachers can select a more specific context of change to develop understanding about the particular aspect, and focus vocabulary/ character, usage and idiom development. Students drill and exercise in isolation or in the contexts of texts for the vocabulary and usages for naming habits, lifestyles, hobbies, societies, communities and social phenomenon, and contemporary changes in language communities. They focus in on more specific themes such as • Education • Community celebrations • Leisure • Tourism For example: • Texts of social commentary, research into community life, interpreting graphs • Critically analyse texts modified for language learners about the habits and routines of a range of people to draw conclusions about preferences, occupations, personalities etc. Students directly comprehend and infer meaning from texts. Argumentative and opinion texts as well as narratives and information texts will allow students to draw meaning for comprehension and inference. • Critically analyse texts modified for simple authentic texts and texts for intermediate language learners about community life and social issues, e.g. modal and conditional language, rhetoric of persuasion, such as advertising texts, preferences, geographic texts about places, editorials and news reports. • Critically analyse texts modified for language learners about community practices and social activities using language to describe places e.g. changing traditions, social anxieties, social conflict, new developments, people changing the world Possible Resources • Oak Academy- The environment: verbs of opinion KS3 Y9 German Lesson Resources Oak National Academy; Places and projects: imperfect modal verbs KS3 Y9 German Lesson Resources Oak National Academy; How things used to be: imperfect tense, ordinal numbers KS3 Y9 French Lesson Resources Oak National Academy; Refugees in France: reflexive verbs KS3 Y9 French Lesson Resources Oak National Academy; Inspiring people: 3rd person singular and plural preterite KS3 Y9 Spanish Lesson Resources Oak National Academy • EasyItalianNews.com - Read and listen to easy Italian! • Create Travelogues Discover Incredible India: Travel Guide & Tourism Info Incredible India
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	• Traditional Chinese Culture and Everyday Life - 13719.pdf; • Analyse communal behaviour - Guangchangwu - 广场舞 - 维基百科, 自由的百科全书 ; Little Apple (song) - Wikipedia ; Explainer Why Chinese love to dance in public – parks, even restaurants? For health, socialisation or self-expression? South China Morning Post; A brief history of square dancing in China The Macao News ; • Information and Analysis and creating commentaries- Inlineskaten in Germany- Inlineskaten – Wikipedia ; Newsclip BMW BERLIN-MARATHON INLINESKATING 2018 ; BMW BERLIN- MARATHON Inlineskating ; BMW BERLIN-MARATHON Inlineskating 2021 ; Halbmarathon Berlin 2021 Inline - Full Race Block B - Zeit: 39:30min - Cam Insta360 ; Where to go rollerskating in Europe: five of the best destinations National Geographic • Roleplays- Everyday German Etiquette: The Unspoken Rules That Surprise Tourists; How Germans Queue (or Don't): Line Etiquette Across the Country • Information and Analysis - Vespas - La storia della Vespa - Italian reading level B2 C1 ; Vespa - Storia di un mito italiano
apply developing intercultural understanding about living and participating in communities to evaluate the appropriateness of register and reasons for perspectives and/or behaviours with supporting evidence	Students read, listen and view a range of texts modified for language learners, or suitable authentic texts, such as that compiled in textbooks. They rehearse and learn with explicitly taught texts and topics. They develop skills in inferring meaning and making good guesses with unfamiliar language encountered in unseen texts. In assessment they will engage with texts that approximate previously taught texts, and more novel and unfamiliar texts. Students must demonstrate the ability to use language from coursework and are encouraged to use language they have learned independently. They then apply increasing understanding of language and culture derived from their reading/listening/viewing to evaluate texts written for Language learners to draw meaning for comprehension and inference. For example: • Evaluate community interactions to draw conclusions about participants, register and context. • Evaluate dialogues involving social interactions in particular communities to draw conclusions about rules for behaviour and conduct and context. • Evaluate dialogues involving social interactions to interpret cultural gestures/ body language to draw conclusions about rules for behaviour and conduct and context. Possible Resources • Japanese Conversation 120 Minutes of Simple Japanese Conversations for Beginners Real Japanese Dialogues (N5–N3) • Easy Japanese News, Nihongo News / Easy Japanese News w/ Subtitle & Vocabulary List 2022/06/27 • Osoji – Japanese School Cleaning Time!, UNESCO ; Without Janitors, Students Are In Charge Of Keeping School Shipshape : NPR Ed : NPR • Unicycle Riding- One-Wheeled Fun for Students in Japan The New York Times; 【番外編】子どものランチ・学校給食 nippon.com; Power Lunch at Japanese Schools (2) Nippon.com • Arabic Listening Practice- Short Videos, Arabic Listening Practice Easy Story with Sami and Basbous ; https://en.wikipedia.org/wiki/Varieties_of_Arabic

	- Information and Analysis - Regional Patois Beyond Bonjour: Regional French Expressions Across France - Language Trainers UK Blog - Information and Analysis – Diversity of Italian - Italian Versus Lombard- https://youtube.com/shorts/-hYgwZrwBjY?si=RStXtsarx4Sd8kLd ; How do you know if someone is from Florence, Intrepid, https://youtube.com/shorts/tEQ9mu5c4MQ?si=rqwYHjiBBWXCMpwG ; Paolo Coluzzi, Endangered minority and regional languages ('dialects') in Italy, https://www.researchgate.net/publication/248977696 Endangered Minority and Regional Languages 'dialects' in Italy ; Martina Boi, Language Attitudes in Italy: Regional Accents and Popular Representations, Educational Sociolinguistics, https://bild-lida.ca/educationalsociolinguistics/fall-2022/language-attitudes-in-italy-regional-accents-and-popular-representations/ ; https://commons.wikimedia.org/wiki/File:Dialecti_e_lingue_in_Italia.png ; Alan Ramponi, Language Varieties of Italy: Technology Challenges and Opportunities, MIT, https://direct.mit.edu/tac/article/doi/10.1162/tac_l_a_00631/119058/Language-Varieties-of-Italy-Technology-Challenges - Cracking India's mystifying 'nod code'; https://www.bbc.com/travel/article/20180722-cracking-indias-mystifying-nod-code
evaluate concepts about living in a community in texts with evidence for ideas	Evaluate general media and texts for intermediate learners from textbooks and other language learning material, such as that compiled in textbooks. Use relevant texts and analyse the validity and evidence base for their ideas about community life and issues and the shape and practices of societies, using research. Students reflect on their own experiences of similar phenomena and clarify their own idea. Possible Resources Gender Statistics Database European Institute for Gender Equality Indicator: In general, how often are you involved in cooking and/or housework outside of work? (% of respondents, 18+ population) Jóvenes - mundo digital - Estadísticas explicadas - Eurostat - Newspaper and textbook sources listed in the general resources. Significant community issues of the past, present and future India - Collections - The 1947 partition archive; Hiroshima Survivors Speak - Audio - 1945 German Oral History Archive- Unterrichtsfilme - Bundesarchiv ; Stasi Mediathek Mediathek des Stasi-Unterlagen-Archivs Italian Oral History archive- Associazione Italiana di Storia Orale – Aiso Italia ; Circolo Gianni Bosio ; "Vincent Zarrilli Interview" by Vincenza Iadevaia, Viviana Pezzullo et al. ; United States – Voices of Italian Immigrants: A Journey of Discovery; Spanish Civil War - Spanish Civil War Memory Project ; La Guerra civil para niños [RY1] https://fenomenal.fr/historia-y-geografia/la-guerra-civil/ Argentina- La Pelicula- La noche de los lápices, 1986- Bing Videos ; La Noche de los Lapices (Night of the Pencils with English subtitles) 1986; BBC Audio Witness History 'The disappeared' of Argentina ; Night of the Pencils - Wikipedia
create fluent, detailed texts about living in a	Student apply the languages skills derived from engaging with texts in the studied language to create their own texts using those models, rules, conventions, vocabulary and grammar derived from those previous studies.

community, appropriate for purpose, audience, and context	For example, design a social change advertising campaign, reflecting on visiting an event/festival, responding to an opinion article Students create fiction or non-fiction pieces accompanied by rationales in which they justify their language choices for intercultural understanding, purpose, audience, and context Students write and deliver a text for the visually based regional tourism advertising. • tourism social media post with rationale/ annotations, • autobiographical writing, • scripting and performing role plays • Draw on National Identity, Tourism Texts and Advertising with Visual, Spoken and Written Language to make their own. Possible Resources • Spanish Tourism- Campaña 2024. Turismo de Galicia; Vídeo oficial de turismo de la provincia de Granada 2022 ; ARAGON TE DA VIDA ; Corporación de Turismo de San Pedro de Atacama ; San Pedro de Atacama: un destino que transmite energía ; Tesoros por descubrir de la Patagonia Video regional ; 10 Mejores Lugares para Visitar en Puerto Rico ; 12 Hours With Bad Bunny In Puerto Rico Vogue; Turismo Peru – Diversity, Culture, Gastronomy and Nature [RY1] https://www.peru.travel/ • Italian Tourism- 48 ore nella costa ionica della Calabria; 48 ore a Bologna Lonely Planet ; Piemonte, la tua vacanza speciale sulla neve; PIEMONTEis L'UNESCO In Piemonte Arte, città e natura • Austria - Auf zum Wein ; Österreich. Wirkt nach. Ein Lebensgefühl. Liechtenstein Tourismus - Als Liechtensteiner in Liechtenstein unterwegs Euromaxx; Hoi Liechtenstein - kleines Land, grosse Erlebnisvielfalt small country - big moments • Germany- Nordseetourismus: Kulinarik ; Holstein Tourismus Imagevideo ; Düsseldorf in 5 Minuten Reiseführer Die besten Sehenswürdigkeiten ; Heidelberg: Stadt der Romantik, DW Deutsch • Japan - 2014 JTB の夏旅 CM HAWAII&OKINAWA 篇 JTB okinawa 30s c ; Unveiling a New Japan, Captivating Experience, Okinawa JNTO ; Hiking the San'in Coast: Tottori - Journeys in Japan ; The Kingdom of Winds - The Soul of Tottori – • Taiwan- 全新台灣觀光品牌 3.0 版「TAIWAN-Waves of Wonder」動畫短片(88 秒) ; “TAIWAN-Waves of Wonder” Transit Tourism Promotional Video 台灣過境旅遊主題宣傳影片(125 秒)
apply familiar and unfamiliar conventions of texts and culture to enhance understanding and mediate meaning about living in a community	Students engage with explicitly taught or familiar material/text types but also previously unseen texts to develop skills in dealing with the unknown. Students may also demonstrate with their use of language/conventions/text types not previously taught in school that they have learned more material independently, which is to be lauded. For example: • simulated interview with a local leader/activist, annotated translation, write for different audiences, travel advice texts, progress journal • multimedia texts, e.g. travelogue, • conversations about life and habits, e.g., social role plays, film/ TV show extracts • consider persuasive language and rhetorical devices for political speech and advertising

	- considers the political cultures and styles of communication by politicians in the target language and the significance of social media in civic participation Possible Resources - Kanji Practice Game- Japanese Unlocked- https://japaneseunlocked.com/kanji/ - French Language Exercises- the conditional and Imperative, Columbia University- https://www.columbia.edu/~ab410/drills.html ; French Grammar Drill- U of Texas Austin- index: la grammaire de l'absurde - French Culture in Translation, OER Commons, RVCC FRENCH 211: Culture in Translation OER Commons - Political Leaders Emmanuel Macron, the (social media) king of Europe Euronews - Political Leaders Claudia Sheinbaum, the trending president: Why the Mexican leader has gone viral International EL PAÍS English - Political Leaders Who is Takato Ishida? Japan's Youngest Governor Goes Viral on Social Media - Herald USA - Strategic Use of Social Media by Political Parties: Evidence from Italy Sharelatex Example; (Nearly) Ten Years of Social Media and Political Elections in Italy: Questions, Platforms, and Methods - Luca Rossi, Nicola Righetti, Giada Marino, 2021 - Social Media and Politics in Germany The Role of Social Media in Youth Radicalization: The 2025 German Federal Election Case - Transatlantic Dialogue Center - Social Media as a Platform for Incessant Political Communication: A Case Study of Modi's "Clean India" Campaign 264683847 oa.pdf ; Parody Cockroach Janta political party's rise reflects youth anger in India India The Guardian ; Narendra Modi has successfully used social media: Study - The Economic Times (also in other Indian Languages) - Social Media and Politics in Indonesia Social media activism and digital authoritarian drift in flawed democracies: The case of Indonesia - Benazir Bona Pratamawaty, 2025; Full article: Politics in Indonesia: democracy, social networks and youth political participation
apply complex grammar, familiar and unfamiliar vocabulary and idiomatic expressions to exchange evaluations of ideas about living in a community clearly, coherently and with impact	Students engage with explicitly taught or familiar language but also previously unseen variations and language to develop skills in dealing with the unknown. Students may also demonstrate with their use of language not previously taught in school that they have learned more material independently, which is to be lauded. This will depend on target text types, point in the course, and chosen topics. Refer to the sample grammar sequences. For example: - using quotations- direct and indirect speech, language of social/economic/scientific analysis, simple elements of rhetoric and persuasion- bandwagon, call to action, imperative mood, modal verbs; future aspirations and goals - expresses/ disagrees with arguments and perspectives, e.g., conversation about preferred policies, sports phenomenon, musical aesthetics, carbon footprints, analyse statistics about communities - discusses idiomatic usages for persuasive and advertising speech, e.g., compares and contrasts cars/houses/clothing, to express preferences, such as red-carpet gowns, new car awards, real estate pages in target language newspapers, popular music awards - analyses statistics comparing own and other countries general trends and preferences

	Possible Resources • NRJ Music Awards 2025  - NRJ.fr; Environmental News- https://fr.mongabay.com/; French Grammar Games, Middlebury College, https://frenchgrammargames.net/; Awards du mannequinat 2025 : les talents du continent africain célébrés Africa24 TV; L'importance de la représentation : la conception des mannequins de l'exposition Afrique Mode - Musée McCord Stewart • Casas y pisos en alquiler de larga temporada en Madrid — idealista; 679 departamentos en arriendo en Santiago centro dueño directo – Casasparati; Air BnB Protests in Barcelona, https://apnews.com/article/barcelona-madrid-turismo-airbnb-controles-protestas-deb7a057d5c7f0ec528719a23578a59c; Biodiversity in Spain, Biodiversidad en España - Guía de características, especies y conservación; Inicio - Fundación Biodiversidad; Informe Estado del Patrimonio Natural y de la Biodiversidad en España IEPNB 2024.pdf; Biodiversity in Spain https://es.mongabay.com/ • UK Ministry of Education, Oak Academy Continuing German Lessons- https://www.thenational.academy/teachers/programmes/german-secondary-aqa/units; AirBnB protests in Germany, https://www.spiegel.de/wirtschaft/soziales/airbnb-treibt-mietpreise-in-die-hoehe-a-ba3b2104-4d8e-4c46-91f8-d0b12e4f2b15 Housing Shortages in Berlin- https://www.zeit.de/gesellschaft/2016-05/berlin-hausbesetzung-ferienwohnungen-airbnb-polizei; Cost of Housing in Berlin- https://www.youtube.com/shorts/NkmK-vrQkUo • Discrimination in Sport in Italy- Insulti e razzismo in crescita nel calcio, i dati dell'osservatorio Gazzetta.it; Racism in Italy, La discriminazione razziale nel calcio italiano - Treccani • Anime Awards- アニメ オブ ザ イヤー 東京アニメアワードフェスティバル 2026; Mainichi Fashion Grand Prix - https://macs.mainichi.co.jp/fashion/win43/index.html • Pollution in India- https://moef.gov.in/pollution (English and Hindi version) • Indonesian Music Awards. Sejarah Penghargaan Musik Terbesar di Indonesia, Wadah Unjuk Gigi Musisi Berkarya- https://www.inews.id/lifestyle/music/penghargaan-musik-terbesar-di-indonesia • Saving Orangutans- https://www.orangutan.or.id/id/palm-oil; https://news.mongabay.com/2009/12/menyelamatkan-orangutan-di-borneo/ • Environmental News in Hindi- https://hindi.mongabay.com/ • Chinese Language News Source- https://www.dw.com/zh-hant/%E5%9C%A8%E7%BA%BF%E6%8A%A5%E5%AF%BC/s-9058 Grammar and Vocabulary Work • Free Rice.com Language Games for Charity, World Food Program, www.freerice.com • Online Italian Club- Free B1 Intermediate Italian Exercises • Oak Academy Lessons- Free Secondary German AQA Lesson & Curriculum Resources Oak National Academy • JLPT N4 Grammar Tests- JapaneseJLPT JLPT Study Resources • King Seong Institute – Online Grammar Quiz- https://nuri.iksi.or.kr/front/cms/contents/practice/list.do • Aprender Espanol, Aprender Español[RY1] . Ejercicios de español https://aprenderespanol.org/
apply the principles of academic integrity	Students learn to about the principles of academic integrity such as honest purpose in discovering and sharing knowledge, acknowledging the work of others, providing transparency of process, fairness and openness in methodology, and using reliable information sources in target language. This also includes looking for sources that show balance, transparency of sources, deep research and honesty of purpose and language.

consistently and clearly to enhance audience confidence in ideas about living in a community	They discuss the significance of these principles to ensuring and supporting their own learning. They then apply that understanding find reliable sources of information in English/preferred language and the target language using sources with both English and Language versions, e.g., DW International, Le Monde International, Daily Yomiuri, ANSA.it/ English, Al Jazeera, BBC in various languages, Dainik Jagran/Daily Jagran Students look at models of referencing in the language studied and follow guides to replicate those conventions. They apply skills in referencing conventions in target language, e.g., Sorbonne university Press- Normes Editoriales: References Bibliographiques; MLA; Harvard; SWET Japan Style Sheet; Brill Chinese Citation Style Guide; Yale Library Citation Style for Chinese, Japanese and Korean Sources. If permitted by school policies and the goals of the learning and assessment, students learn about how to use AI/translation software appropriately and to enhance their interaction with language and interlocutors, e.g. annotating AI texts, providing a restricted list of allowable prompts; using AI as a target language conversation partner
reflect on own language learning practices and applies feedback to propose appropriate, specific, personal improvements including linguistic knowledge and practices about living in a community	Students learn about effective language learning practices for young adults in schools. They consider different techniques for autonomous learning and in conjunction with others. They consider how to take advantage of direct instruction to maximise learning from time with the teacher. They consider expectations on them in terms of autonomous learning in the context of their classroom, including multilevel classes. They reflect on the specific feedback provided by their teacher and their own insights. They discuss how they used the feedback to improve their work across the semester. For example, they might write a piece reflecting on their time management, discussing goals, and evaluating their implementation of summative and formative feedback For example, end of unit reflection question in an exam, written in the studied language. For example, responding to a reading on language learning. For example, writing a project management plan for the completion of a creative project in the target language drawing on research on good language learning practices, with a reflection on process as the final element in the project- plan, implement, evaluate for improvements
reflect analytically on and others own cultural assumptions and perspectives about living in a community	Writing in English on the language and cultural practices learned about in the unit and how that has surprised, pleased or frustrated them and why. Writing about any realisations about English or own language/s and their own life in contrast to the language and cultures studied. They consider the human and personal aspects of working, being and interrelating with people in the language and culture/s being studied. • For example, students make commentary on examples of the studied language to outline linguistic and cultural insights. • For example, personal insights into nature of social and community life • For example, make annotated texts that justify language choices made in creating a text. Annotations are in English or in language studied. • For example, express preferences and opinions on trends and fashion, describe statistics comparing own and other countries general trends and preferences

The Changing World

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

Topics for the thematic exploration of the unit:

- Environmental change and degradation,
- Technological change and people's lives,
- Experiences of Migration,
- Film study of movie about change,
- literature study of text about change
- Globalisation, urbanisation,
- Sustainability the Sustainable Development Goals, environment
- Social media and digital life
- Historical events and texts
- Predicting the future and justifying
- Intrinsic Rights of Nature.
- stakeholder presentations about environmental issues,
- electrification and lithium extraction in Chile and Bolivia,
- Travel
- Cutting-edge scientific and technological innovation.

critically analyse familiar and unfamiliar target language and/or script for respectful discussion about the changing world to decode and infer meaning and draw logical conclusions

Students read, listen and view a range of texts modified for language learners, or simple authentic texts. They rehearse and learn with explicitly taught texts and topics. They develop skills in inferring meaning and making good guesses with unfamiliar language encountered in unseen texts.

In assessment they will engage with texts that approximate previously taught texts, and more novel and unfamiliar texts. Students must demonstrate the ability to use language from coursework and are encouraged to use language they have learned independently.

Texts may engage with the themes of the changing world. Teachers can select a more specific context of change to develop understanding about the particular aspect, and focus vocabulary/ character, usage and idiom development.

Teachers and students select texts that engage with the theme of change in the world for individuals, communities and globally. Teachers can select a more specific context of change to develop understanding about the particular aspect, and focus vocabulary/ character, usage and idiom.

This could include:

- Changing demography in communities
- Rural to urban migration and declining rural populations
- Changes in the local and global environment

For example:

- Community forums, language of protest, nature/geographic texts
- Biographical and autobiographical or fictional texts that describe personal experiences of change particularly in the context of the particular theme chosen.
- Argumentative, persuasive and media texts that reveals debates and perspectives and how they are communicated
- Students express views on problem statements related to change in the chosen area.

Possible Resources

- United Nations, Demographic Change, <https://population.un.org/wpp/>
- Italian Demographic Statistics-
- Official Italian Statistics, <https://www.istat.it/>
- Increase in Bear Attacks in Japan,
- [What's behind a surge in bear attacks in Japan? | Wildlife News | Al Jazeera](#)
- Bear Encounters, Asahi News, [【クマ被害】地図で見る 全国各地の熊の出没地点まとめ](#)
- Bear Encounters, NHK News, [「クマ被害」ニュース一覧](#)
- Aging Populations in Japan- BBC- [Life in Japan's Abandoned Homes, BBC, https://www.youtube.com/watch?v=ojNm2TxqfN4](#) ;
- Japanese Official Statistics, <https://www.stat.go.jp/data/topics/pdf/topics146.pdf> ;
- Aging Population Analysis, TV Tokyo BIZ, <https://www.youtube.com/watch?v=FEXoM6IDj2k>

Return of Wolves to Germany - ;_

- Wolves in Germany, <https://www.tierschutzbund.de/tiere-themen/wildtiere/wolf/> ;_
- Wolves in Germany Information Text, [Artenschutz: Wolf, Luchs und Elch kehren nach Deutschland zurück](#) ;_
- Wolves in German, DW, [Wölfe in Europa: Bereicherung oder Gefahr für Menschen?](#)
- Wolves in Germany WWF Germany, [Die Wölfe sind in Gefahr](#)

Environmental Issues in Spain

- UK Ministry of Education Oak Academy Basic Modal Verbs in Spanish- <https://www.thenational.academy/teachers/programmes/spanish-secondary-ks3/units/what-we-can-and-must-do-ar-verbs-1st-person-plural-modals-poder-deber/lessons> ;
- The Conversation, Espana, [Así ha cambiado España en 25 años](#)
- Renewable Energy in Spanish- UN- <https://www.unef.es/es/comunicacion/comunicacion-post/el-84-2-de-los-espanoles-considera-que-la-energia-solar-fotovoltaica-es-una-alternativa-viable-y-sostenible-para-generar-electricidad-en-espana> ;
- Ministerio de Agricultura, Pesca y Alimentación -[Extensión de los parques fotovoltaicos en España](#) ;
- Greenpeace Spain- <https://es.greenpeace.org/es/trabajamos-en/cambio-climatico/energias-renovables/>

Korea – Aging population-_

- [South Korea becomes 'super-aged' society, new data shows | CNN](#)
- '2025 Elderly Statistics', Korean Government Report, [2025 고령자 통계 | 전체 | 보도자료 | 새소식 : 국가데이터처](#)
- Aging Population Yonhap News, [65 세 이상 고령인구 비중 21% 넘겼다...초고령사회 본격화 | 연합뉴스](#)
- Aging Population,SBS Korean, https://www.youtube.com/watch?v=6egr_saCeOQ

Indonesia Deforestation-_

- BBC Indonesian, [Lingkungan: Deforestasi Indonesia meningkat 'dan berpotensi juara tropis dunia' dalam setahun pemerintahan Prabowo](#)
- Deforestation, [Persoalan Deforestasi di Indonesia: Sebuah Polemik Berkelanjutan](#)
- Deforestation, [Publikasi - Greenpeace Indonesia](#)
- Deforestation, Kompas TV, https://www.youtube.com/watch?v=JpaP_DiE-hA
- [Aksi protes warnai diskusi publik tentang PSN di Papua - BBC News Indonesia](#)

Chinese Renewable Energy-_

- [Must know words for Renewable Energy in Mandarin Chinese.](#)
- <https://www.youtube.com/watch?v=tYnyAambISO>
- [How China Became the World's Leader on Renewable Energy - Yale E360](#)
- China News, <https://www.chinanews.com.cn/cj/2026/06-22/10645256.shtml>
- French Tourism and Overtourism

	• Le Surtourisme- Le Monde https://www.lemonde.fr/en/economy/article/2023/06/19/french-government-presents-plan-to-take-on-over-tourism_6034107_19.html • Radio France https://www.radiofrance.fr/franceinter/podcasts/tanguy-pastureau-maltraite-l-info/tanguy-pastureau-maltraite-l-info-du-jeudi-18-juin-2026-9696810 • Overtourism- France 24 https://www.france24.com/fr/europe/20250718-pourquoi-la-france-echappe-encore-%C3%A0-la-colere-contre-le-surtourisme-musee-louvre • Vie Publique: Au Coeur du Debate Public https://www.vie-publique.fr/eclairage/24088-le-surtourisme-quel-impact-sur-les-villes-et-sur-lenvironnement Tiger Conservation and Clashes with Communities in India • UN News https://news.un.org/hi/story/2025/08/1086663 • Tiger Conservation, Mongbay https://hindi.mongabay.com/2023/04/21/experts-call-for-coexistence-sustainable-development-as-tiger-population-is-close-to-saturation/ ; • Tiger Conservation, News 18- https://hindi.news18.com/blogs/shirish-khare/tiger-hunt-in-india-the-conflict-between-tiger-and-human-has-been-increasing-why-4272713.html ; • Tiger Conservation, WWF-India,- https://www.youtube.com/watch?v=1P76-tDvG6o
apply emerging intercultural understanding for discussions about the changing world to evaluate the appropriateness of register and reasons for perspectives and/or behaviours with supporting evidence	Students read, listen and view a range of texts modified for language learners, or simple authentic texts, such as from textbooks. Teachers and students select texts that engage with the theme of change in the world for individuals, communities and globally. Students respond by evaluating texts register, politeness, formality/informality to consider places and experiences if this is the first unit or opinions and views in later studies, such as popular science texts, interpreting statistics. Students comprehend and produce how to state personal opinions for formal and informal registers with a sense of the difference between strong and mild views and opinions. They look at ways different languages have for softening expressions of opinion. The develop language for connecting evidence to opinions to support their point of view- for example, such as, therefore etc. They learn about presenting differing ideas and agreeing or disagreeing with different points of view and acknowledge multiple viewpoints. Responding to protest rally placards, interpreting statistics, agreeing and disagreeing with simplified argumentative texts, listing reasons for an action. Evaluating the validity of evidence presented in support of opinions. Possible Resources • Day 26: Expressing Opinions and Engaging in Discussions - FrancoHub • BBC Languages, BBC Languages – Free online lessons to learn and study with Italian- Language of Public Debate- Advertising and Protest • 25 anni di spot: le pubblicità italiane più iconiche dal 1997 al 2022- https://www.youtube.com/watch?v=lnNh97KNn_A

	• Manifestazioni politiche Lombardi Beni Culturali - https://www.lombardiabeniculturali.it/fotografie/soggetti/929/ • Protest Placard and Language of Protest- https://newsprima.it/glocal-news/la-protesta-dei-cartelli-arriva-in-strada-a-torino-attivisti-anti-estinzione-di-massa/ Spanish- Advertising, Persuasive Essays- Language of Public Debate- Advertising and Protest • The Conversation: Noticias, investigaciones, ideas y análisis en profundidad firmados por académicos e investigadores de primera línea. ; • Opinions Bad Bunny Answers Your Questions on Movies, Tattoos, Breakfast, and More i-D en Espanol • “Los Mejores Carteles Feministas en la marche con Feminicidios” en Mexico ; https://www.youtube.com/shorts/7xUkop8noY0 ; Japanese- Language of Public Debate- Advertising and Protest • Best Japanese TV Ads 2025 - https://www.youtube.com/watch?v=iYa7zCARahk&list=PLtXr1LCwhhyDLmCoIDINfogbMlrnVnXpG • VOX POPULI: Renewing my pledge as ‘Tensei Jingo’ turns 120 years old The Asahi Shimbun: Breaking News, Japan News and Analysis; • 天声人語 '87 冬の号 Vox Populi, Vox Dei : Asahi Shinbunsha : Free Download, Borrow, and Streaming : Internet Archive ; JAPAN – Asian Music Review ; Interviews and News https://www.musicvoice.jp/ ; • Tower Records Reviews and Ranking https://mikiki.tokyo.jp/list/ranking/reviews Hindi Movie and Music Reviews_ • Movie Reviews in Hindi: फिल्म समीक्षा, हिंदी मूवी रिव्यू, बॉलीवुड, हॉलीवुड, रीजनल सिनेमा की रिव्यू - नवभारत टाइम्स ; • Filmibeat https://hindi.filmibeat.com/reviews/ • Music in Hindi, DW, https://www.dw.com/hi/mahi-g-a-woman-rapping-for-the-environment/video-71403304 • Five Indian Rappers- https://www.youtube.com/watch?v=By_qhtiOroE Arabic Music News and Reviews • Al Jazeera News, على وفاته لجذوره؟ "فن الشارع" العربية.. هل يحافظ "راب" موسيقى ال • The Guardian, bil inglesi, Saint Levant review – Palestinian pop star makes Australian debut to an ecstatic, sold-out crowd • Billboard Arabia Interview with Saint Levant bil Arabi, https://www.youtube.com/watch?v=Pj-HX4oLRJw • Review of Saint Levant Album, The Nation Press, bil Arabi https://thenationpress.net/news-238876.html
evaluate concepts about the changing world in texts with evidence for ideas	Students comment on the ideas presented in texts and evaluate the validity of ideas and evidence using suitable authentic texts in non-character languages, and a range of texts in character-based languages, such as found in textbooks. Students will learn about the nature of societies and recent changes and debates. Students consider the validity of source material, for example, identifying bias, identifying fake news, protests signs/placards/ practices. Students with literacy needs in the studied language will need scaffolding and support to access written texts, such as • For example, students can research a changing aspect of the target culture in comparison to life in Canberra. They can develop a suitable vocabulary/character, usage and idiom repertoire to support in-class assessment. They can produce promotional material verbally or visually to support one side of an issue and then be expected to write against an unseen prompt in in-class writing.

	- For example, students can assess ideas and source material on a chosen topic for mis/dis/malinformation to draw conclusions about the reliability of sources in target language. Possible Resources - In several languages, The Conversation: Noticias, investigaciones, ideas y análisis en profundidad firmados por académicos e investigadores de primera línea
create insightful, accurate texts about the changing world with depth and breadth for intended purpose, audience and context	Student apply the languages skills derived from engaging with texts in the studied language to create their own texts using those models, rules, conventions, vocabulary and grammar derived from those previous studies. Students create fiction or non-fiction pieces accompanied by rationales in which they justify their language choices for intercultural understanding, purpose, audience, and context expressing their understanding about the particular aspect, and grasp of relevant vocabulary/ character, usage and idiom. For example: speech, news article, social media post, popular science/ social science articles - Students can compose a personal piece in the target language about their experience of the changing world in comparison/contrast to people in the target language community, with annotations justifying choices in English or target language depending on their stage of the course and own ability. This also addresses the requirements for reflexivity. - Students can create a series of diary entries for themselves or as a piece of fiction to illustrate the experience of change, with annotations justifying choices in English or target language depending on their stage of the course and own ability. This also addresses the requirements for reflexivity. - Students can speak to an artefact that illustrates the nature of change in society. They can take questions in target language to justify their approach.
apply familiar and unfamiliar conventions of texts and culture to enhance understanding and mediate meaning about the changing world, and how to discuss challenges respectfully	Students engage with explicitly taught or familiar material/text types but also previously unseen texts to develop skills in dealing with the unknown. Students may also demonstrate with their use of language/conventions/text types not previously taught in school that they have learned more material independently, which is to be lauded. For example: songs or poems, slogans, respond to a campaign, write a letter to a politician Students produce a few different text types to show awareness of the different conventions. They consider visual literacy techniques in hybrid texts such as balance in composition, labelling images, colours etc. This explore and practice a range of text types.
apply complex grammar, familiar and unfamiliar	Students engage with explicitly taught or familiar language but also previously unseen variations and language to develop skills in dealing with the unknown. Students may also demonstrate with their use of language not previously taught in school that they have learned more material independently, which is to be lauded.

vocabulary and idiomatic expressions to exchange evaluations of ideas clearly, coherently and with impact for respectful discussion on issues in the changing world	This will depend on target text types, point in the course, and chosen topics. Refer to the sample grammar sequences. For example: language of persuasion; simple literary devices- simile; language of marketing Arabic - Language Techniques • Advertising, • Poetry French- Language Techniques • Advertising https://www.les-mots-magiques.com/redaction-web/10-figures-de-style-copywriting; • Poetry - Les Figures de Style, Project Voltaire- https://www.projet-voltaire.fr/ressources/les-figures-de-style/ ; • Les Figures de Rhetorique- https://www.unige.ch/lettres/framo/enseignements/methodes/frhetorique/frglossa.html German- Language Techniques • Poetry 40 wichtige rhetorische - ; • Advertising- Stilmittel in der Werbung ; • Ten Advertising Tricks in German Video Korean- Exhibition on Advertising and Language https://www.hangeul.go.kr/exhibition/574?page=3&curr_menu_cd=0102020000 Japanese Poetry Techniques_ • Note- https://note.com/kind_swift9270/n/n3ccb161eaa29 _ • Yatoke- https://yattoke.com/2019/06/27/poetry-type/ • Rhetoric https://xn--3kq3hlhz13dlw7bzic.jp/rhetoric/#i-14 Italian- Language Techniques_ • Figure Rhetoriche https://it.wikipedia.org/wiki/Categoria:Figure_retoriche • Figure Rhetoriche https://www.lanzone.it/Materiali/FIGURE%20RETORICHE.pdf _ • Figure Rhetoriche https://www.marconiprato.edu.it/wp-content/uploads/2015/04/le_figure_retoriche.pdf Italian Advertising Techniques-_ • Esempi di figure retoriche nelle pubblicità ; • “Sangemini, Vespa, Coca Cola e le figure retoriche in pubblicità” _ Spanish – Literary Devices and Rhetoric_ • Universitat de Illes Balears- Figures Retoricas _ • Figures Retoricas- FIGURAS RETÓRICAS LITERATURA CASTELLANA (modalidad) ;
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apply the principles of academic integrity consistently and clearly to enhance audience confidence in ideas about the changing world	• Vamos Academy Spanish- La Poesia en Espanol Students learn to about the principles of academic integrity such as honest purpose in discovering and sharing knowledge, acknowledging the work of others, providing transparency of process, fairness and openness in methodology, and using reliable information sources in target language. This also includes looking for sources that show balance, transparency of sources, deep research and honesty of purpose and language. They discuss the significance of these principles to ensuring and supporting their own learning. They then apply that understanding find reliable sources of information in English/preferred language and the target language using sources with both English and Language versions, e.g., DW International, Le Monde International, Daily Yomiuri, ANSA.it/English, Al Jazeera, BBC in various languages, Dainik Jagran/Daily Jagran Students look at models of referencing in the language studied and follow guides to replicate those conventions. They apply skills in referencing conventions in target language, e.g., Sorbonne university Press- Normes Editoriales: References Bibliographiques; MLA; Harvard; SWET Japan Style Sheet; Brill Chinese Citation Style Guide; Yale Library Citation Style for Chinese, Japanese and Korean Sources. If permitted by school policies and the goals of the learning and assessment, students learn about how to use AI/translation software appropriately and to enhance their interaction with language and interlocutors, e.g. annotating AI texts, providing a restricted list of allowable prompts; using AI as a target language conversation partner
reflect on own language learning practices and applies feedback to propose appropriate, specific, personal improvements including linguistic knowledge and practices for discussions on the changing world	Students learn about effective language learning practices for young adults in schools, in the studied language and in English. They consider different techniques for autonomous learning and in conjunction with others. They consider how to take advantage of direct instruction to maximise learning from time with the teacher. They consider expectations on them in terms of autonomous learning in the context of their classroom, including multilevel classes. They reflect on the specific feedback provided by their teacher and their own insights. They discuss in the studied language, and in English where suitable, how they used the feedback to improve their work across the semester. Students can reflect in the studied language, and in English where suitable, on their own self-regulation of use of time and use of evidence-based techniques for learning. They could comment in the studied language, and in English where suitable, on techniques for managing procrastination and reformulating goals. They could respond to specific instances of feedback received and resubmit work explaining how they have used the feedback to improve.
reflect analytically on and others own cultural assumptions and perspectives about discussions on the changing world	Writing in English and in the Language studied where possible, on the language and cultural practices learned about in the unit and how that has surprised, pleased or frustrated them and why. Writing about any realisations about English/ own language/s and their own life in contrast to the language and cultures studied. They consider the human and personal aspects of working, being and interrelating with people in the language and culture/s being studied. • For example, students create Annotated texts that justify language choices made in creating a text. Annotations predominantly in studied language but may be in English or studied language. • For example, students write in English on the language and cultural practices around change and innovation learned about in the unit and how that has surprised, pleased or frustrated them and why. Writing about any realisations about English and their own life in contrast to the language and cultures studied. • For example, express preferences and opinions on aspects of change, • For example, describe statistics comparing own and other countries experiences of change, consider own parallel experiences of change

Diverse Perspectives

Students learn about how diverse perspectives are expressed. They appreciate how cultural expression, perspectives and behaviours are sustained and transformed. Students apply a developing repertoire of target language, and cultural and intercultural capabilities to express views and perspectives. They reflect on their own perspectives, beliefs and cultural practices.

Topics for the thematic exploration of the unit:

- How different artists see the world in Visual Arts, Music, or cinema.
- Regional identity
- Gender equality, the world of work, media and popular culture
- Street art and attitudes to street art
- Diversity of Experiences in communities.
- Traditions about birth and death. Diverse perspectives about agriculture. Diverse perspectives about music.

critically analyse familiar and unfamiliar target language and/or script to decode and infer meaning and draw logical conclusions about how diverse perspectives are expressed	Students read, listen and view a range of texts modified for language learners, or suitable authentic texts, such as compiled in textbooks. They rehearse and learn with explicitly taught texts and topics. They develop skills in inferring meaning and making good guesses with unfamiliar language encountered in unseen texts. In assessment they will engage with texts that approximate previously taught texts, and more novel and unfamiliar texts. Students must demonstrate the ability to use language from coursework and are encouraged to use language they have learned independently. Texts may engage with the themes of diverse perspectives and how they are expressed. Teachers can select a more specific context for perspectives to develop understanding about the particular aspect, and focus vocabulary/ character, usage and idiom. This could include: • visual art • music • dance • film Possible Resources • Louvre Online Tours- https://www.louvre.fr/en/online-tours • The Belvedere, Vienna, Online Tour - https://www.belvedere.at/en/virtual-middle-ages-new-look-old-art • Virtual Tour Sistine Chapel Musei Vaticani, https://www.museivaticani.va/content/museivaticani/en/collezioni/musei/cappella-sistina/tour-virtuale.html • E-museum, National Museum of Tokyo https://emuseum.nich.go.jp/ • Virtual Tour of the Uffizi Galleries, https://www.uffizi.it/en/online-exhibitions/uffizi-virtual-tour • Visita virtual a la Colección Museo de Prado- https://www.museodelprado.es/visita-virtual-coleccion-2023 • Virtual Tour of the Peruvian Museums and Archaeological Sites- https://visitavirtual.cultura.pe/ e.g. https://visitavirtual.cultura.pe/recorridos/MNAAHP/peru-milenario/index.html • Virtual Tour of the Palace Museum Beijing - https://webapp.vizen.cn/gugong_pano/index.html • Galeri Nasional Indonesia - https://gni.kemenbud.go.id/en/koleksi/lukisan • Virtual Tour National Museum of India, https://artsandculture.google.com/partner/national-museum-delhi • Thanjavur Virtual Tours- https://thanjavurtourism.org/virtual-tour/
apply developing intercultural understanding of diverse perspectives to evaluate the appropriateness of register and reasons	Students read, listen and view a range of texts modified for language learners, or intermediate authentic texts. Teachers and students select texts that engage with different perspectives on the same topic/theme. Students can see how diction itself can reveal perspective. For example: • Study texts that use gender non-specific pronouns/ inclusive language and evaluate the context and register. • Study texts that have several versions of the same text and evaluate for formality and context.

for perspectives and/or behaviours with supporting evidence	• Student study texts with cultural expressions/idiom/proverbs to evaluate meaning and impact. Possible Resources • General Article in English- Gender neutrality in languages with gendered third-person pronouns - Wikipedia • UN Guidelines in French - NATIONS UNIES Le langage inclusif • Le Language Inclusif- The Conversation, Françaises, Français : le langage inclusif n'est pas une nouveauté ! ; • Le Language Inclusif- Canada, Qui a dit que l'écriture inclusive n'était pas compatible avec l'écriture claire et simple? – Blogue Nos langues • UN Guidelines in Spanish - NACIONES UNIDAS Lenguaje inclusivo en cuanto al género; • ¿El lenguaje expresa qué tan machista es una cultura? Opiniones sobre lenguaje inclusivo - Gaceta UNAM • El Lenguaje en Español, The Conversation in Spanish - Ellas, ellos y ellos: ¿por qué genera rechazo el lenguaje inclusivo? • UN Guideline for Inclusive Language in Chinese 联合国性别包容性语言 • UN Guideline for Inclusive Language in Arabic مبادئ توجيهية في سبيل صياغة شاملة جنسانيا باللغة العربية • Universitat de Illes Balears Guidelines- Vademecum Linguaggio Inclusivo DEF.pdf ; • Italian- Il Linguaggio Inclusivo Spiegato Bene: SCHWA, Critiche e Posizione della Crusca – LearnAmo • Una lingua più inclusiva: di che “genere” di lingua parliamo? • Warwick University German Department Guidelines on Inclusive Language- German - inclusive language guide.pdf; • University of Koeln Gendergerechte Sprache ; • University of the Ruhr Handreichung für eine genderinklusive Sprache • Pronouns in Japanese - Wikipedia • Pronouns in Korean - Wikipedia • Inclusive Language in Hindi, University of Texas, inclusivehindi.la.utexas.edu/inclusive-hindi-grammar/
evaluate concepts about sustaining and transforming cultural expression, perspectives, and behaviours in texts with evidence for ideas	Students comment on the ideas presented in texts predominantly in the studied languages, such as found compiled in textbooks, and evaluate the validity of ideas and evidence, at the Continuing level and especially in the earlier units, this will be undertaken in the target language and English/ preferred language. Students will learn about the nature of societies and perspective on chosen topics in a mix of target language and English/preferred language texts. Students consider the validity of source material. For example: • proverbs • stereotypes • contemporary and traditional celebrations • creation stories • data sets Possible Resources Idioms • Idiomatically - Idioms translated across languages and countries

	• Around the World in 52 Proverbs The Cultureur For the Modern Global Citizen Proverbs • Proverbs by language - Wikiquote Various Languages- Stereotypes in Europe_ • Are Restaurants Legally Required To Offer Free Tap Water? - Brilliant Maps • Visualizing The Population of Various Countries - Brilliant Maps • MAPS: a Complete Guide to National Stereotypes All Around the World - Business Insider • Full article: National stereotypes in the context of the European crisis • 20 Ways To Divide Europe By Stereotype - Brilliant Maps; Various Languages- Asia, Racism and Stereotypes_ • Breaking Down Asian Stereotypes in Media; Asian Americans and ‘model minority’ stereotype Pew Research Center • Asian Americans and the ‘forever foreigner’ stereotype Pew Research Center • Anti-Japan: The Politics of Sentiment in Postcolonial East Asia Books Gateway Duke University Press • Racism in China; • Most Racist Countries 2026 • White Australia policy National Museum of Australia
create insightful, accurate texts about diverse perspectives on cultural expression and behaviours with depth and breadth for intended purpose, audience and context	Students engage with a range of texts to develop capacity with a range of vocabulary, grammar and usages. They consider the cultural practices revealed in texts and how to use textual conventions appropriate for a range of purposes. Then using that knowledge and those skills, they create fiction or non-fiction pieces accompanied by rationales in which they justify their language choices for intercultural understanding, purpose, audience, and context expressing their understanding about the particular aspect, and grasp of relevant vocabulary/ character, usage and idiom. For example: • Develop the language and generic features of review texts to comment on travel, art, music etc. • Write/present a travelogue that asserts a strong perspective on an experience.
apply familiar and unfamiliar conventions of texts and culture to enhance understanding and mediate meaning	Students engage with explicitly taught or familiar material/text types but also previously unseen texts to develop skills in dealing with the unknown. Students may also demonstrate with their use of language/conventions/text types not previously taught in school that they have learned more material independently, which is to be lauded. Students produce a few different text types to show awareness of the different conventions. This includes things such as salutations, relevant abbreviations, formality/informality. They consider visual literacy techniques in hybrid texts such as balance in composition, labelling images, colours etc.

about contemporary perspectives on traditions, practices and discussions	This could include text types, such as, shopping/bargaining role play, simulated interviews, describing latest trends
apply the principles of academic integrity consistently and clearly to enhance audience confidence in ideas about cultural expression, perspectives, and behaviours	Students learn to about the principles of academic integrity such as honest purpose in discovering and sharing knowledge, acknowledging the work of others, providing transparency of process, fairness and openness in methodology, and using reliable information sources in target language. This also includes looking for sources that show balance, transparency of sources, deep research and honesty of purpose and language. They discuss the significance of these principles to ensuring and supporting their own learning. They then apply that understanding find reliable sources of information in English/preferred language and the target language using sources with both English and Language versions, e.g., DW International, Le Monde International, Daily Yomiuri, ANSA.it/ English, Al Jazeera, BBC in various languages, Dainik Jagran/Daily Jagran Students look at models of referencing in the language studied and follow guides to replicate those conventions. They apply skills in referencing conventions in target language, e.g., Sorbonne university Press- Normes Editoriales: References Bibliographiques; MLA; Harvard; SWET Japan Style Sheet; Brill Chinese Citation Style Guide; Yale Library Citation Style for Chinese, Japanese and Korean Sources. If permitted by school policies and the goals of the learning and assessment, students learn about how to use AI/translation software appropriately and to enhance their interaction with language and interlocutors, e.g. annotating AI texts, providing a restricted list of allowable prompts; using AI as a target language conversation partner.
reflect on own language learning practices and applies feedback to propose appropriate, specific, personal improvements, including about diverse perspectives on traditions, practices and discussions	Students learn about effective language learning practices for young adults in schools. They consider different techniques for autonomous learning and in conjunction with others. They consider how to take advantage of direct instruction to maximise learning from time with the teacher. They consider expectations on them in terms of autonomous learning in the context of their classroom, including multilevel classes. They reflect on the specific feedback provided by their teacher and their own insights. They discuss how they used the feedback to improve their work across the semester. Students reflect on their own self-regulation of use of time and use of evidence-based techniques for learning. They could comment on techniques for managing procrastination and reformulating goals. They could respond to specific instances of feedback received and resubmit work explaining how they have used the feedback to improve.
reflect analytically on and others own cultural assumptions and perspectives about contemporary perspectives on traditions, practices and discussions	Writing in English, and where possible in the language studied, on the language and cultural practices learned about in the unit and how that has surprised, pleased or frustrated them and why. Writing about any realisations about English and their own life in contrast to the language and cultures studied. They consider the human and personal aspects of working, being and interrelating with people in the language and culture/s being studied. For example: • Annotated texts that justify language choices made in creating a text. Annotations are in English. • personal insights into cultural experiences, • diverse perspectives and multiculturalism • not perpetuating stereotypes and prejudices in own work

Language Development Sequences

These are suggestions from experienced teachers. The following guides to volume and complexity of language specific content taught to students, including suggested word and time limits for assessment, is provided below. The types of grammar and language elements suggested will also guide teachers in understanding what weak and strong achievement may be in terms of students comprehending and producing language over the course of the two years.

As units in our courses can be delivered in any order, this guide is based on general language elements.

However, the choice and order of elements may vary depending on your topic choices and available textbooks. Nevertheless, the suggested volume and complexity of language specific content suggested in the guide will still be helpful in planning how quickly the average class should move through the learning process.

Continuing Chinese

Teachers should take “authentic texts” to mean texts, audio or media that are created by a Chinese or near-native Chinese speaker, or that use the recorded voice of a Chinese speaker. These resources may be adapted or simplified to make them accessible to Year 11–12 learners; however, they should retain the characteristics and purpose of a real-world text, such as a message, advertisement, article, interview, announcement, social media post or other media. The intention is to expose students to Chinese as it is used in real-world contexts, while recognising that materials may need to be appropriately scaffolded for learners. However, suitable texts may well be found in good textbooks alongside modified texts for learners.

For some students in Continuing Chinese, their primary challenge will be literacy. They may have colloquial and informal conversational Chinese from the home environment but will need texts that will build their capacity to read characters and use more formal modes and forms. Simpler texts for early reading development may be used in classwork, but care taken to find texts more suitable for adult learners. Pedagogy for literacy should be used, but uneven achievement will be expected from such students, as the Continuing level texts suitable for more literate learners must be the basis for assessment.

First Semester of Study	
Component	Description
Key grammar structures	- Nouns: - Word order and sentence patterns SVO structure; time + subject + place + verb; - Aspect markers: -了 (completed actions), 过 (past experience), -在/正在 (ongoing actions) -Talk about past, present and future experiences - Modal verbs: - 会, 能, 可以, 要, 想, 应该, 必须 Express ability, possibility, wishes, obligations - Measure words :个, 本, 张, 件, 位, 次, 门, 种 - Comparison: 比, 没有, 跟.....一样, 最 - Question structures 什么、怎么、为什么、哪一个、多久、多长时间 Ask for and exchange information - Negation: 不, 没(有), 别 describe choices and experiences - Conjunctions: -Developing ideas 不但.....而且..... -Adding personal experiences 除了.....以外, 还..... -Showing complexity 既.....又..... -Describing change 越来越..... -Comparing choices 与其.....不如.....

	-Developing deeper analysis 不仅仅是.....而是.....
Engage with socio-linguistic concepts	Appropriate use of titles; neutral register in description; avoiding over-direct expression
Expand phonemes and scripts	Tone accuracy in extended noun phrases; sentence-level intonation
Introduction to target text types	Extended descriptions; short factual paragraphs
Expected lengths	Reading/Listening: characters Writing: characters Oral: minutes

Second Semester of Study	
Component	Description
Key grammar structures	Purpose expressions: 为了....., 是为了..... Explain motivations Passive constructions: 被 + verb Describe social issues and experiences 把 construction (introductory) 把 + object + verb + result/location Describe handling situations Result complement: 看懂, 听见, 做完, 学会, 找到 Describe achievement and outcomes Potential complements: 看得懂/看不懂, 做得到/做不到 Express ability and difficulty Directional complements: 走进去, 拿出来, 送回来 Describe movement and actions Reduplication: 看看, 试试看, 慢慢地 Express casual tone and politeness Adverbs for emphasis: 特别, 尤其, 甚至, 其实, 当然 Develop personal voice Conjunction -Linking social change 随着..... -Cause and effect 由于.....因此..... -Explaining methods 通过..... - Passive voice 被.....所..... -Conditions 只要.....就...../ 一.....就..... -Generalisation 无论.....都..... -Contrast 不是.....而是.....
Engage with socio-linguistic concepts	Expressing necessity vs lack of obligation; polite questioning
Expand phonemes and scripts	Rhythm and stress in time and number expressions
Introduction to target text types	Explanatory paragraphs; messages with time and quantity detail

Third Semester of Study	
Component	Description
Key grammar structures	Relative clauses: 的 structures (我喜欢的电影、对年轻人有帮助的活动) Describe people, things and concepts Change of state: 了 (sentence-final), 变得, 成为 Discuss social changes Passive and formal expressions: 被, 受到, 得到, 进行 Discuss social issues formally Formal connectors: 此外, 然而, 另一方面, 总而言之 Structure arguments Emphasis structures: 是.....的, 连.....都..... Highlight important information Reported information: 听说, 据说, 有人认为, 根据..... Refer to sources and perspectives Opinion structures: 我认为....., 我相信....., 在我看来..... Express viewpoints Describing trend 随着.....的发展 -Gradual change 逐渐/逐步 -Transformation 由.....变成..... -Development/change 从.....到..... -Trends/Advanced comparisons 越来越..... -Explaining reasons 之所以.....是因为..... -Concession 即使.....也.....
Engage with socio-linguistic concepts	Nuanced description of people and settings; cohesion in narration
Expand phonemes and scripts	Sustained fluency; intonation for recount
Introduction to target text types	Recounts; relational descriptions; informal emails

Fourth Semester of Study	
Component	Description
Key grammar structures	- Complex argument structures:一方面.....另一方面....., 虽然.....但是.....因此..... Present balanced arguments - Hypothetical situations:如果.....的话, 假如....., 要是.....就..... Discuss imagined situations - Formal written structures:对于.....来说, 从.....角度来看, 随着..... Analyse issues academically - Passive/formal voice: 被, 受到, 遭到 Discuss social consequences - Abstract noun phrases:.....的问题,的影响,的重要性 Discuss concepts - Advanced linking expressions: 不仅如此, 与此同时, 由此可见 Create coherent arguments - Evaluation structures: 值得注意的是....., 不可否认....., 毫无疑问..... Evaluate perspectives - Contrast and cultural comparison: 与.....相比, 相比之下, 不同的是 Compare Chinese and Australian perspectives - Idiomatic structures 俗话说....., 正所谓....., 例如..... Integrate cultural references - Rhetorical structures: 难道.....吗?, 谁不.....呢? Express emotion and persuasion - Presenting contrasting views 有人认为.....然而..... - Balanced argument 一方面.....另一方面..... - Contrast 虽然.....但是..... - Comparison 与.....相比..... - Showing difference 不同于..... - Evaluating perspectives 这取决于..... - Sophisticated evaluation 不能简单地认为.....
Engage with socio-linguistic concepts	Register control; polite enquiry; formal vs informal expression
Expand phonemes and scripts	Natural intonation across discourse; rhetorical emphasis
Introduction to target text types	Opinion texts; analytical and informational writing; sustained oral interaction

Continuing French

First Semester of Study	
Component	Description
Key grammar structures	• Revision and consolidation of present tense (regular and common irregular verbs) • Person and number across tenses (<i>je crois / nous croyons</i>) • Imperfect tense (revision and extension) • Perfect tense with <i>avoir</i> and <i>être</i> (revision, accuracy focus) • Infinitives with verbs (<i>venir de, aller, après avoir</i>) • Modal verbs (<i>devoir, pouvoir, vouloir, savoir</i>) • Reflexive verbs (expanded use) • Impersonal verbs (<i>il faut, il pleut</i>) • Adjective position for stylistic meaning (<i>ma propre chambre / une chambre propre</i>) • Pronoun revision: subject, direct, indirect, disjunctive
Socio-linguistic development	• Consolidation of register (<i>tu</i> vs <i>vous</i>) • Appropriate formality in spoken interaction • Cultural expectations in expressing personal views
Phonological development	• Fluency and accuracy in connected speech • Intonation for opinion and explanation • Liaison and <i>enchaînement</i> accuracy
Target text types	• Extended dialogues • Personal recounts • Structured descriptions

Second Semester of Study	
Component	Description
Key grammar structures	• Future tense (regular and irregular verbs) • Conditional present (je ferais, j'aimerais) • Contrast of major narrative tenses (perfect vs imperfect vs future) • Passive voice (a été créé) • Use of on as an alternative subject • Comparative and superlative structures (regular and irregular) • Expanded object pronoun sequences (me le, lui en, y en) • Demonstrative and possessive pronouns (le mien, celui-ci) • Negative constructions (ne... rien, ne... personne) • Expanded conjunctions (malgré, pourtant)
Socio-linguistic development	• Nuance in expressing agreement and disagreement • Cultural conventions in giving explanations and reasons • Sensitivity to audience and purpose • Regional variation and accent
Phonological development	• Intonation patterns for contrast and justification • Improved pacing in longer spoken texts
Target text types	• Emails and messages with explanation • Short reflective texts • Structured oral presentations

Third Semester of Study	
Component	Description
Key grammar structures	• Subjunctive (most common uses): – present (<i>il faut que...</i>) – perfect (<i>je suis content que tu sois venu</i>) • Conditional perfect (<i>j'aurais fait</i>) • Pluperfect (<i>j'avais compris</i>) • Future perfect (<i>on aura terminé</i>) • Reported speech (tense shifts) • Relative pronouns (<i>qui, que, dont, lequel</i>) • Causative construction (<i>faire + infinitive</i>) • Si clauses (types 1 and 2) • Adverbs and participles for cohesion (<i>tout en..., ayant...</i>)
Socio-linguistic development	• Managing politeness while persuading or disagreeing • Cultural framing of argument and opinion • Register control in written French Regional variation in accent
Phonological development	• Expressive intonation for argumentation • Accuracy in complex sentence delivery
Target text types	• Opinion pieces • Evaluative responses • Extended oral discussions

Fourth Semester of Study	
Component	Description
Key grammar structures	• Consolidation of all major tenses and moods • Subjunctive (confident control of common triggers) • Conditional (present and past) in hypothetical argument • Passive voice for formal and informational texts • Past historic / <i>passé simple</i> (recognition and interpretation) • Advanced pronoun chains and reference cohesion • Complex negatives and stylistic variation • Extended si clauses (types 2 & 3) • Sophisticated conjunctions and discourse markers
Socio-linguistic development	• Nuanced register control across text types • Francophone variation in usage and expression • Evaluating perspectives within cultural context
Phonological development	• Natural fluency in extended formal speech • Effective emphasis and rhetorical intonation
Target text types	• Analytical texts • Discursive and persuasive writing • Sustained oral presentations or debates

Continuing German

Students studying a continuing German course are expected to use a range of grammatical items. Some of these need to be consolidated as they may have been taught in previous years. More complex grammatical structures will need to be taught.

Grammar Point			Unit (suggestion only)
Adjectives	Adjective agreement and endings (predicative and attributive position), comparative and superlative forms	consolidate	all
	Adjectives derived from place names	consolidate	Society and Community, The Changing world
	Possessives <i>mein, unser</i>	consolidate	all
Adverbs	Common adverbs of time, manner and place and word order with these	consolidate	The Individual, Society and Community, Diverse Perspectives
	Comparison	consolidate	all
	Expressions of time: <i>dann, später</i> etc	consolidate	The Individual, Society and Community, The Changing World
Articles	Usage, gender, declension <i>der, die, das; ein, einen, eine; kein</i>	consolidate	all
	Use of the cases: Nominative, Accusative, Dative	consolidate	all
Nouns	Gender, singular/plural declensions/cases	consolidate	all
	Infinitives used as nouns	new	The Changing World Society and Community
Particles/ prepositions	Conjunctions, prepositions and their cases	consolidate concept and add new	all
	Prepositions of place + accusative or dative cases	consolidate	all
	Prepositions of time	consolidate	The Individual

			Society and Community
	“Wo” and “da” compounds: <i>dazu</i> etc	new	Society and Community, The Changing World
Pronouns	Interrogative	new	The Individual, Society and Community
	Personal, demonstrative, possessive, indefinite, relative	consolidate and new	all
	Personal, indefinite	consolidate and new	The Individual
	Relative	new	The Individual, Society and Community, The Changing World
Verbs	Conditional clauses	new	The Changing World
	Future tense	consolidate	Society and Community
	Imperatives	new	The Changing World
	Imperfect tense	new	The Individual Society and Community Diverse Perspectives
	Modal verbs	consolidate	The Individual The Changing World
	Infinitives with and without <i>zu</i>	consolidate	The Changing World
	Passive voice	new	The Changing World Society and Community
	Perfect tense	consolidate	all

	Pluperfect	new	The Individual Society and Community
	Prepositional objects with verbs	new	Society and Community
	Present tense – weak and strong verbs	consolidate	all
	Reflexive	consolidate and expand verbs	The Changing World Society and Community
	Separable and inseparable	consolidate and expand	The Individual Society and Community The Changing World
	Subjunctive (<i>Konjunktiv II</i>) for <i>haben, sein</i> , modal verbs; <i>würde</i> + infinitive for others	new	Society and Community The Changing World
Word order and style	Position of elements and words in sentences and clauses	consolidate	all
	Conditional clauses	new	The Changing World
	Coordinate clauses with coordinating conjunctions <i>und, aber, denn, oder, sondern</i>	consolidate	all
	Indirect questions	new	Society and Community
	Passive voice	new	Diverse Perspective The Changing World
	Position of <i>nicht</i>	consolidate	The Individual The Changing World
	Subordinate clauses with subordinating conjunctions	consolidate	all

Continuing Hindi

First Semester of Study	
Component	Description
Simple self-introduction dialogues	Extended personal introductions including background, experiences, aspirations, and opinions rather than basic facts
Key grammar structures	• Revision and consolidation of core tense system (present - मैं स्कूल जाता हूँ, past मैंने कल अपना गृहकार्य पूरा किया।, future - मैं अगले वर्ष भारत जाऊँगा।) • Introduction to complex sentence formation (basic subordinate clauses using कि - मुझे पता है कि वह आज नहीं आएगा।) • Modal verbs for intention (चाहता था, करना चाहता हूँ) • Gender agreement refinement in extended discourse • Basic use of conjunctions (और, लेकिन, क्योंकि and progressing to more advanced connectives हालाँकि, इसलिए, फिर, या) • Introduction to descriptive narration (common past actions)
Initial introductions to socio-linguistic concepts	• Register awareness (formal vs informal forms) • Identity expression through language • Cultural expectations in extended introductions and storytelling
Phonemes and script development	• Consolidation of Devanagari fluency (speed and accuracy) • Refinement of pronunciation (retroflex vs dental sounds) • Stress, rhythm, and natural phrasing in connected speech • Increased accuracy in spelling and complex word formation
Introduction to basic text types	• Extended personal recounts • Short reflective paragraphs • Structured dialogues with opinions

Second Semester of Study	
Component	Description
Key grammar structures	- Expanded use of subordinating conjunctions – (जब, तब, क्योंकि, ताकि) E.g. जब वह आया, तब मैं खाना बना रही थी । - Introduction to correlative structures (न केवल... बल्कि...) वह न केवल गाता है बल्कि नाचता भी है। - Past continuous (जा रहा था, कर रही थी) E.g. मैं बाज़ार जा रहा था। - Cause and effect constructions (इसलिए, इस कारण) E.g. बारिश हो रही थी, इसलिए मैच रद्द हो गया। - Introduction to passive voice (किया गया, देखा गया) यह काम कल किया गया। - Indirect questions (पूछा कि...) उसने पूछा कि मैं कहाँ जा रहा हूँ।
Engage with socio-linguistic concepts	- Expressing and justifying viewpoints - Persuasion and argumentation in culturally appropriate ways - Awareness of audience in communication
Expand phonemes and script	- Increased fluency reading complex texts - Improved intonation for emphasis and contrast - Recognition of formal written Hindi vs spoken patterns - Exposure to varied registers and styles
Introduction to target text types	- Analytical paragraphs - Opinion-based responses - Informative and explanatory texts

Third Semester of Study	
Component	Description
Key grammar structures	- Advanced tense usage (contrast and control across past forms - appropriate tense to convey completed actions, ongoing actions, habitual actions, and events that occurred before another past event.) - Use of modal expressions in narration (common past action structures to express intentions, desires, obligations, possibilities, and unrealised plans within narratives. E.g. वे प्रतियोगिता में भाग लेना चाहते थे लेकिन अवसर नहीं मिला।) - Complex clause chaining (multiple embedded clauses to explain causes, consequences, conditions, and opinions in greater depth, e.g., मैंने सुना कि जो विद्यार्थी मेहनत करते हैं, वे परीक्षा में अच्छा प्रदर्शन करते हैं।) - Expanded use of relative structures and descriptive clauses to describe people, places, objects, and events using relative pronouns and descriptive clauses. E.g. जो छात्र नियमित अभ्यास करता है, वह सफल होता है। - Idiomatic expressions and proverbs to enrich communication (जहाँ चाह वहाँ राह, नाच न जाने आँगन टेढ़ा) - Use of numerals (ordinal forms in reasoning and sequencing) to sequence events, explain procedures, and organise arguments logically. E.g. पहला, दूसरा, तीसरा, प्रथम, द्वितीय, तृतीय) - Comparative and evaluative constructions to compare people, places, ideas, and experiences while expressing opinions and evaluations. E.g. दिल्ली कैनबरा से अधिक जनसंख्या वाला शहर है
Engage with socio-linguistic concepts	- Analysing perspectives and cultural viewpoints - Interpreting implicit meaning and symbolism - Use of idiomatic language to reflect cultural understanding
Expand phonemes and script	- Fluency in reading authentic-style texts - Greater control of pacing and rhetorical emphasis - Interpretation of figurative language in spoken and written forms
Introduction to target text types	- Reflective essays - Personal and cultural analyses - Narrative recounts with evaluation

Fourth Semester of Study	
Component	Description
Key grammar structures	• Full control of complex sentence structures to effectively combine ideas related to time, cause, condition, purpose, consequence, and opinion within a single sentence, creating coherent and nuanced communication. जब मैं विद्यालय पहुँचा, तब मुझे पता चला कि जिस प्रतियोगिता की तैयारी हम कई महीनों से कर रहे थे, वह अगले सप्ताह तक स्थगित कर दी गई है। (multiple subordinate clauses) • Advanced use of passive voice and impersonal constructions to shift focus from the doer of an action to the action itself - विद्यालय में वार्षिक उत्सव आयोजित किया गया। • Sophisticated cause, condition, and hypothetical structures for argumentation and analysis - चूँकि मौसम अत्यंत खराब था, इसलिए कार्यक्रम रद्द करना पड़ा। • Advanced indirect speech and questioning to move beyond simple reporting - शिक्षक ने कहा, "तुम्हें नियमित अभ्यास करना चाहिए।" to शिक्षक ने कहा कि हमें नियमित अभ्यास करना चाहिए। • Expanded use of modal expressions for evaluation and speculation to express certainty, probability, possibility, obligation, and evaluation. वह अब तक घर पहुँच गया होगा। • Integration of idiomatic and culturally embedded expressions to enhance sophistication. बूंद-बूंद से सागर भरता है • Discourse-level cohesion using advanced connectors - for addition -इसके अतिरिक्त, साथ ही, इसके अलावा, for contrast – हालाँकि, तथापि, जबकि, इसके विपरीत, cause and effect – इसलिए, परिणामस्वरूप, फलस्वरूप, इस कारण, concession - यद्यपि, भले ही, बावजूद इसके
Engage with socio-linguistic concepts	• Critical evaluation of ideas across topics (identity, society, sustainability, etc.) • Persuasive and analytical communication • Managing tone, nuance, and cultural appropriateness in extended discourse
Expand phonemes and script	• Near-fluent comprehension of extended spoken Hindi • Confident interpretation of authentic materials • Strong control of expressive intonation and rhetorical delivery • Accurate reading and writing across formal and informal registers

Introduction to target text types

- Analytical essays
- Discursive and argumentative writing
- Interpretive responses to complex texts

Continuing Indonesian

First Semester of Study	
Component	Description
Developing interactions	Sustaining conversations about familiar and contemporary topics; recounting experiences; describing people, places and events; comparing ideas; expressing and supporting opinions
Key grammar structures	- Consolidation of personal pronouns and terms of address: <i>Ibu, Bapak, Mas, Bang, Kak.</i> - Formal and informal pronouns: <i>saya, aku, Anda, kamu, beliau, dia</i> - Ownership and noun-description word order: <i>buku saya, rumah Rina, siswa baru, kota besar</i> - Adverbial expressions using <i>dengan</i>, such as <i>dengan baik</i> - Comparatives using <i>lebih/kurang ... daripada</i> and <i>dibandingkan dengan</i> - Time indicators: <i>sudah, telah, sedang, masih, belum, akan, baru, tadi, lalu</i> - Linking ideas using <i>dan, tetapi, karena, lalu, kemudian, ketika</i> and <i>sewaktu</i> - Simple conditions using <i>kalau</i> and <i>jika</i> - Descriptive clauses using <i>yang</i> - Consolidation of common base, <i>ber-</i>, <i>meN-</i> and <i>di-</i> verbs
Sociolinguistic concepts	- Selecting forms of address according to age, familiarity and status - Applying social conventions in greetings, meals, invitations, requests and refusals - Recognising differences between spoken and written Indonesian
Text types	Conversations, interviews, profiles, personal recounts, emails, descriptions, short articles and supported opinion texts
Expected development	Students communicate in connected language and adapt familiar structures with increasing independence.

Second Semester of Study	
Component	Description
Extended communication	Explaining processes and viewpoints; making recommendations; giving instructions; supporting arguments; initiating, maintaining and concluding interactions
Key grammar structures	• Commands, recommendations and polite requests: <i>sebaiknya, tolong, bolehkah</i> • Indefinite pronouns: <i>apa saja, siapa saja, siapa pun, di mana saja, kapan saja</i> • Question formation and <i>-kah</i>: <i>apakah, siapakah</i> • Wider use of active and object-focus <i>di-</i> constructions • Suffix <i>-nya</i> for possession, reference, emphasis and selected nominal forms • Common noun formation using <i>-an, ke-...-an, peN-/pe-, peN-...-an</i> and <i>per-...-an</i> • Common agent nouns using <i>-wan</i> and <i>-wati</i> • Classifiers such as <i>orang, buah</i> and <i>ekor</i> • Cause-and-effect and recommendation language: <i>oleh karena itu, sebaiknya</i>
Sociolinguistic concepts	• Applying appropriate conventions in formal and informal contexts • Accepting and declining invitations politely • Using interactional language, fillers and linking expressions to sustain communication
Text types	Instructions, reports, reviews, speeches, discussions, recommendations, narratives and informative presentations
Expected development	Students create connected texts, explain choices and respond to follow-up questions with reduced reliance on models.

Third Semester of Study	
Component	Description
Language variation	Interpreting and using language from formal, informal, colloquial and digital contexts; examining how language choices communicate age, relationships and identity
Key grammar structures	• Common colloquial forms such as nggak, ndak, kok, gue and lu • Recognition of colloquial patterns such as -in and ng- forms • Differentiation among base, ber-, meN-, di- and accidental ter- forms • Object-focus statements and questions using yang • More developed conditions using seandainya, kalau and jika • Expanded time, cause, contrast and consequence structures: setelah itu, karena, walaupun, sedangkan, sehingga, akibatnya • Word families formed through affixation: ajar, belajar, mengajar, pelajar, pelajaran, pengajaran • Common abbreviations used in education, technology and everyday communication: SD, SMP, SMA, PR, HP, KTP
Sociolinguistic concepts	• Comparing standard and colloquial Indonesian • Exploring variation according to region, generation, social group and medium • Recognising culturally specific and idiomatic expressions, including greetings and religious expressions, in appropriate contexts
Text types	Blogs, vlogs, social-media texts, news reports, interviews, advertisements, film or television extracts and contemporary youth texts
Expected development	Students interpret less familiar texts, recognise implied meaning and adjust their language according to audience and context.

Fourth Semester of Study	
Component	Description
Extended communication	Sustaining discussion; analysing and evaluating perspectives; presenting supported arguments; mediating information; adapting language for different audiences and purposes
Key grammar structures	- Consolidation of active, passive and object-focus constructions: Pemerintah membangun sekolah itu. Sekolah itu dibangun oleh pemerintah. Sekolah itulah yang pemerintah bangun. - Purposeful use of common derivational affixes and related word families: kembang, berkembang, mengembangkan, perkembangan, pengembangan - Flexible use of relative clauses with yang - Complex conditions, comparisons and cause-and-effect relationships: seandainya, apabila - Cohesive language for explanation, recommendation and argument: selain itu, namun, oleh karena itu, dengan demikian, sebaliknya - Idiomatic expressions, interjections and interactional language: wah, aduh, syukurlah, terus terang, menurut saya - Strategic use of formal, informal and selected colloquial forms
Sociolinguistic concepts	- Interpreting subtle differences in pronouns, terms of address and register - Applying cultural conventions across formal, informal and digital settings - Recognising how language variation, cultural expressions and behaviour influence meaning - Negotiating meaning where direct translation is not possible
Text types	Analytical and persuasive responses, extended interviews, formal correspondence, speeches, seminar presentations, inquiry projects and responses to authentic media
Expected development	Students produce sustained texts with increasing accuracy, flexibility and independence while demonstrating awareness of register, culture and audience.

Continuing Italian

First Semester of Study	
Component	Description
Simple self-introduction dialogues	Extended introductions including experiences and future intentions: <i>Studio l'italiano da tre anni e vorrei visitare l'Italia in futuro.</i>
Key grammar structures	• Noun gender & number: <i>il ragazzo / la ragazza, i ragazzi, le città</i> - Articles (use/omission): <i>Sono studente / Il coraggio è importante</i> • Present tense (regular + irregular): <i>studio, vado, ho, sono</i> • Adjective agreement/position: <i>una casa grande / un grande uomo</i> • Possessives: <i>la mia famiglia, mio padre (no article)</i> • Present perfect: <i>Ho visitato Roma / Sono andato a Milano</i> • Modal verbs: <i>Devo studiare, posso uscire</i> • Basic pronouns: <i>Lo vedo, gli parlo</i> • Conjunctions: <i>e, ma, perché: Voglio andare, ma non posso</i>
Engage with socio-linguistic concepts	• Formal vs informal: <i>Come stai? vs Come sta?</i> • Expressing opinion: <i>Penso che sia interessante</i> • Softening: <i>È un po' difficile</i> (less direct than strong statements)
Phonemes and script development	• Stress patterns: <i>università, città</i> • Double consonants: <i>pala vs palla</i> • Pronunciation features: <i>gli, gn (famiglia, bagno)</i>
Introduction to basic text types	Personal recount: <i>Il fine settimana sono uscito con gli amici e abbiamo mangiato insieme.</i>

Second Semester of Study	
Component	Description
Key grammar structures	• Imperfect tense: <i>Quando ero piccolo, giocavo a calcio</i> • Past contrast: <i>Ieri sono andato / da piccolo andavo sempre</i> • Direct/indirect pronouns: <i>Lo vedo / Gli parlo</i> • Combined pronouns: <i>Te lo mando domani</i> • Reflexive verbs: <i>Mi alzo presto</i> • Comparatives: <i>più interessante di, meno difficile</i> • Prepositions: <i>Vado a scuola, parto da Roma</i> • Adverbs: <i>studio molto, mangio bene</i> • Negation: <i>Non vedo niente / non vado mai</i>
Engage with socio-linguistic concepts	• Explaining reasons: <i>È importante perché aiuta a comunicare</i> • Balanced opinions: <i>È utile, però difficile</i> Polite requests/ workplace formality: <i>Potrebbe aiutarmi?</i>
Expand phonemes and script	• Improved fluency in longer sentences • Intonation for questions and statements • Accuracy with spelling and agreement
Introduction to target text types	Opinion paragraph: <i>Imparare le lingue è importante perché permette di conoscere nuove culture.</i>
Key grammar structures	• Imperfect tense: <i>Quando ero piccolo, giocavo a calcio</i> • Past contrast: <i>Ieri sono andato / da piccolo andavo sempre</i> • Direct/indirect pronouns: <i>Lo vedo / Gli parlo</i> • Combined pronouns: <i>Te lo mando domani</i> • Reflexive verbs: <i>Mi alzo presto</i> • Comparatives: <i>più interessante di, meno difficile</i>

	• Prepositions: <i>Vado a scuola, parto da Roma</i> • Adverbs: <i>studio molto, mangio bene</i> • Negation: <i>Non vedo niente / non vado mai</i>
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Third Semester of Study

Component	Description
Key grammar structures	• Subjunctive (present): <i>Penso che sia importante</i> • Subjunctive (imperfect): <i>Se avessi tempo, viaggierei di più</i> • Complex clauses: <i>L'esperienza che ho avuto è stata importante perché mi ha insegnato molto</i> • Passive voice: <i>La città è stata costruita nel Medioevo</i> • Advanced pronouns: <i>Glielo ho detto ieri</i> • Impersonal expressions: <i>Bisogna studiare per avere successo</i> • Negation (complex): <i>Non credo che nessuno capisca</i> • Discourse markers: <i>infatti, quindi, però</i>
Engage with socio-linguistic concepts	• Persuasion: <i>Dovremmo viaggiare di più perché apre la mente</i> • Nuanced views: <i>Anche se è difficile, ne vale la pena</i> • Formal register: <i>Si ritiene che sia importante...</i> • Evaluating ideas: <i>Non sempre è necessario, ma può essere utile</i>
Expand phonemes and script	• Natural fluency in extended speech • Strong control of intonation and emphasis • Confident comprehension of authentic language
Introduction to target text types	Analytical writing: <i>Confrontare la cultura italiana e australiana ed esprimere un'opinione.</i>

Fourth Semester of Study	
Component	Description
Key grammar structures	• Subjunctive (present): <i>Penso che sia importante</i> • Subjunctive (imperfect): <i>Se avessi tempo, viaggerei di più</i> • Complex clauses: <i>L'esperienza che ho avuto è stata importante perché mi ha insegnato molto</i> • Passive voice: <i>La città è stata costruita nel Medioevo</i> • Advanced pronouns: <i>Glielo ho detto ieri</i> • Impersonal expressions: <i>Bisogna studiare per avere successo</i> • Negation (complex): <i>Non credo che nessuno capisca</i> • Discourse markers: <i>infatti, quindi, però</i>
Engage with socio-linguistic concepts	• Persuasion: <i>Dovremmo viaggiare di più perché apre la mente</i> • Nuanced views: <i>Anche se è difficile, ne vale la pena</i> • Formal register: <i>Si ritiene che sia importante...</i> • Evaluating ideas: <i>Non sempre è necessario, ma può essere utile</i>
Expand phonemes and script	• Natural fluency in extended speech • Strong control of intonation and emphasis • Confident comprehension of authentic language
Introduction to target text types	• Analytical writing: <i>Confrontare la cultura italiana e australiana ed esprimere un'opinione.</i>

Continuing Japanese

“Authentic texts” means texts, audio or media that are created by a Japanese or near-native Japanese speaker, or that use the recorded voice of a Japanese speaker. These resources may be adapted or simplified to make them accessible to Year 11–12 learners; however, they should retain the characteristics and purpose of a real-world text, such as a message, advertisement, article, interview, announcement, social media post or other media. The intention is to expose students to Japanese as it is used in real-world contexts, while recognising that materials may need to be appropriately scaffolded for learners. Suitable compilations of texts are likely to be found in textbooks.

This is a guide only. As BSSS units can be delivered in any order, teachers may alter this to suit the topic they are teaching. It also suggests to teachers what is ‘complex’ or ‘simple’ in the context of this course for each semester.

All structures are to be learnt in polite/plain, positive/negative, present/past and present continuous forms

First Semester of Study		
Component	Description	
First day/week getting to know you activities.	Extended self-introductions including experiences, interests and future intentions	
Key grammar structures	Linking ideas	Verb て・い-adjective くて・な-adjective / noun で
	Plain form of verbs	Plain form – present and past, affirmative and negative
	Opinions	～と思います
	Nominalising verbs	本を読むのが好きです
	Expressing before and after	～前に・～後で・～てから
	Expressing frequency	週に何回・毎日・三回食事をします
	Comparing	A と B とどちらの方が adjective ですか。 A は B より adjective です
	Superlatives	A と B とどれが一番 adjective ですか
	Inexhaustive lists	～たり～たりする
	Expressing experience	～たことがある

	Expressing how to do something Verb stem + 方 Expressing excess Verb stem + すぎる Expressing potential ～ことができる・Verb える／られる Expressing wants ～たい・ほしい Expressing possibility ～かもしれない Making requests V てください・V ないてください Expressing permission ～てもいい・～てはだめです・～てはいけない Expressing obligation ～なければならない Expressing reasons ～から・～ので Expressing opinions ～と思う Expressing what is good/bad for health 健康にいい・悪いです Giving advice V たほうがいいです Expressing purpose: in order to Verb plain form + ために Expressing purpose: so that Verb plain form + ように Expressing conditions ～たら・～と Using conjunctions そして・それから・でも・だから
	Additional Structures- Extension Function Structure / Example Expressing strong desires/feelings Verb stem + たくてたまりません・Adjective くてたまりません Expressing intention Verb plain form + つもり

	Expressing a decision ～ことにする Expressing intention: shall we / let's Volitional + と思う Expressing expectation / should ～はずです Expressing passive (limited) 車にぶつけられました Expressing desire for someone to do/not do something V てほしい・V てほしくない Reporting speech ～と言う Expressing preparation ～ておく Expressing regret or completion ～てしまう
Engage with socio-linguistic concepts	• Review expected usage concepts from Beginning learning • Plain vs polite register • Classroom etiquette • Softening opinions with ～と思います
Phonemes and script development	• Consolidate kana and core kanji • Reading longer connected sentences and paragraphs • Natural rhythm when using grammar structures such as て-form
Introduction to basic text types	Examples include: personal recount, personal narrative, interview, email message, social media posts, humor

Second Semester of Study		
Component	Description	
Key grammar structures	Linking ideas	～て・～くて・～で
	Reasons	～から・～ので
	Permission	～てもいいです（か）
	Denying permission	～てはいけません・～てはだめです
	Requests	～てください・～ないてください
	Obligation	～なければなりません・～なくてもいいです
	Advice	～たほうがいい・～ないほうがいい
	Advice: how to	どうしたら／どうすればいいですか・～ばいい・～たらいい
	Purpose	～ために・～ように
	Conditionals	～たら・～なら・～と
	Sequencing	～て・～てから・～前に・～後で・～ながら・～間に
	Comparisons	～より・～のほうが・一番～
	Similarities and differences	～と同じ・～と違う
	Restrictions / expressing 'only'	だけ・しか～ない
	Frequency expressions	週に何回・毎日など
	Conjunctions	しかし・そうすると・たとえば・もちろん
	Good/bad for	にいい・悪い

Advantages / disadvantages	～のいい／わるい点は何ですか
Desire for another person	～てほしい・～てほしくない
Possibility	～かもしれない
Excess	～すぎる
Intention / plan	つもり・予定・計画
Wants	ほしい・たい
Deciding to	～にする
Giving directions	右・左・まっすぐ・曲がる・わたる・とおる など
Restrictions / expressing 'only'	だけ・しか～ない
Frequency expressions	週に何回・毎日など
Conjunctions	しかし・そうすると・たとえば・もちろん
Good/bad for	にいい・悪い
Advantages / disadvantages	～のいい／わるい点は何ですか
Desire for another person	～てほしい・～てほしくない
Possibility	～かもしれない
Excess	～すぎる
Intention / plan	つもり・予定・計画
Wants	ほしい・たい
Deciding to	～にする
Giving directions	右・左・まっすぐ・曲がる・わたる・とおる など

Potential	～ことができる・V られる／える
Counters	目・泊
Easy / difficult to do	Verb stem + やすい／にくいです
Experience	～たことがあります／ありません
Good/bad for	にいい・悪い
Advantages / disadvantages	～のいい／わるい点は何ですか
Desire for another person	～てほしい・～てほしくない
Possibility	～かもしれない
Excess	～すぎる
Intention / plan	つもり・予定・計画
Wants	ほしい・たい
Deciding to	～にする
Giving directions	右・左・まっすぐ・曲がる・わたる・とおる など
Potential	～ことができる・V られる／える
Counters	目・泊
Easy / difficult to do	Verb stem + やすい／にくいです
Experience	～たことがあります／ありません
Directions / instructions	すると、.....
Rules and regulations	～なければなりません・～てはいけません・～なくてもいいです
Directions on how to use things	～すると、.....

	Experience	～たことがあります／ありません
	Directions / instructions	すると、.....
	Rules and regulations	～なければなりません・～てはいけません・～なくてもいいです
	Directions on how to use things	～すると、.....
	Experience	～たことがあります／ありません
	Additional Grammar- Extension	
	Expectation	～はず
	Purpose	～ため・～ように
	Modifying / defining	～という
	Limited passive verbs	たてられた・ふられた
	Only	だけ・しか～ない
	Reasons / giving an explanation	なぜなら
	Embedded questions	～かどうか
	Simple keigo (fixed expressions)	いかが・まいりました・いただく・ごらんになる・お～Verb stem + ください・おいでください・よろしい
	Asking assistance / favours	～てあげる・～てくれる・～てもらう・～てさしあげる・～てくださる
Engage with socio-linguistic concepts	• Giving reasons and balanced opinions • Appropriate requests	
Expand phonemes and script	• Improved fluency in longer sentences • Intonation for questions and statements • Accuracy with spelling and script	

	• Increased script use • Increased fluency in creating connected sentences and texts
Introduction to target text types	Examples include opinion paragraph; interview, news report, article, podcast, video/Vlog, rules/regulations poste

Third Semester of Study		
Component	Description	
Key grammar structures	Asking and giving information about a topic ～って何ですか。 ～と言う事です。 Enquiring about and expressing opinions ～についてどう思いますか。 Enquiring about and describing a situation ～について教えてほしいんです。 Enquiring about and describing a situation それは いつごろ問題になりましたか。 (...)たころ・時 問題になりました。 Reporting what was thought, heard, said or written と思う・～と聞く・～と言う ～によると～そうです。 Introducing a speech ～について話したいと思います。 Concluding a speech 以上で～についてのスピーチを終わります Responding to a speaker ～についても う一度説明してもらえませんか ～について反対です／さんせいします。 Asking and giving information about a topic ～って何ですか。 ～と言う事です。	

	Enquiring about and expressing opinions	～についてどう思いますか。
	Enquiring about and describing a situation	～について教えてほしいんです。
	Enquiring about and describing a situation	それは izzugoro問題になりましたか。 (...)たころ・時 問題になりました。
	Reporting what was thought, heard, said or written	と思う・～と聞く・～と言う ～によると～そうです。
	Introducing a speech	～について話したいと思います。
	Concluding a speech	以上で～についてのスピーチを終わります
	Responding to a speaker	～についてもう一度説明してもらえませんか ～について反対です／さんせいします。
	Asking and giving information about a topic	～って何ですか。 ～と言う事です。
	Enquiring about and expressing opinions	～についてどう思いますか。
	Enquiring about and describing a situation	～について教えてほしいんです。
	Enquiring about and describing a situation	それは izzugoro問題になりましたか。 (...)たころ・時 問題になりました。
	Reporting what was thought, heard, said or written	と思う・～と聞く・～と言う ～によると～そうです。
	Language for speeches	～について話したいと思います。 以上で～についてのスピーチを終わります

	Responding to a speaker	～についてもう一度説明してもらえませんか
		～について反対です／さんせいします。
	Expressing opinions	～にとって
		～としては
		～の意見では
		～と思う
	Reported speech	～と言う・～と思う・～そう・～らしい
	Suggesting a course of action	～たり～たりしたらどうですか。
		－たらどう思いますか
		～てみたらどうですか。
	Possibility	～かもしれない
	Intention	～つもり
	Deciding	～ことにする
	Comparing	AはBとくらべて・・・
		AとBをくらべると
	Excess	～すぎる
	Responding to a speaker	～についてもう一度説明してもらえませんか
		～について反対です／さんせいします。
	Expressing opinions	～にとって

		～としては ～の意見では ～と思う ～たり～たりしたらどうですか。 ～たらどう思いますか ～てみたらどうですか。
	Suggesting a course of action	
	Responding to a speaker	～についてもう一度説明してもらえませんか ～について反対です／さんせいします。
	Providing reasons	Because ～から・～ので So that ～ように In order to ～のために
	Expressing opinions	～にとって ～としては ～の意見では ～と思う
	Suggesting a course of action	～たり～たりしたらどうですか。 ～たらどう思いますか ～てみたらどうですか。
	Conditionals	～なら/～たら/～と
	Expectation・obligation	Verb Plain Form べき /はず
	Conjunctions	e.g. ところで、つまり、じつは、なるほど

	Comparing perspectives	A は B とくらべて... A と B をくらべると... ～と同じ ～と違う
	Discussing advantages and disadvantages	～のいい点／わるい点 ～にいい／悪い
	Giving reasons and justification	～ので ～から なぜなら
	Reporting information and sources	～によると～そうです ～と聞く ～と書いてある
	Conjecture and interpretation	～かもしれない ～らしい ～みたい ～でしょう
	Describing trends and changes	～がはやっている 人気がある
	Expressing possibility and capability	～ことができる Potential form
	Purpose and impact	～ために ～ように
	Responding and debating	～について反対です／賛成します 一方では...他方では...

	Suggesting solutions ～と思う ～たらどうですか ～てみたらどうですか ～ばいい ～たほうがいい ～べきだ ～はずだ Conditionals and consequences ～たら ～なら ～ば Sequencing arguments and processes ～てから 前に 後で ながら Restrictions and balance だけ しか～ない ～だけではなくて、～も
	Additional Grammar- Extension Nominalisation and abstraction ～というもの／こと ～のは～ことだ Balancing perspectives 一方では...他方では...

	Advanced evidence and reporting ～によると ～そうだ ～らしい Counterfactual reflection ～ばよかった ～たらよかった
Engage with socio-linguistic concepts	• Formal register • Persuasive language • Evaluating ideas
Expand phonemes and script	• Natural fluency in extended speech • Strong control of intonation and emphasis • Confident comprehension of authentic language
Introduction to target text types	Analytical / persuasive writing

Essential Kanji

By the end of year 12 students should have a knowledge of at least 160 kanji for active use and 60 kanji for recognition purposes. The kanji listed below are suggestions only.

Reading and Writing

Numbers: 一 二 三 四 五 六 七 八 九 十 百 千 万

Time: 春 夏 秋 冬 日 月 火 水 木 金 土 曜 年 時 分 夕 半 午 毎 週 間 今 先 朝 晩 昼 夜 去

Body Parts: 目 耳 口 手

Prepositions/directions: 上 中 下 右 左 前 後 東 西 北 南 外

People and Family: 私 父 母 子 家 族 人 友 女 男

Adjectives: 大 小 好 安 高 新 古 多 少 楽 長 近 広 有

Verbs:	行 来 休 出 入 生 見 立 思 書 言 話 読 売 買 食 飲 知 作 住 会 使 着 聞 帰 持 待
School life:	学 校 英 語 文 字 勉 強
Environment:	山 川 田 島 花 海 天 雨 雪
Places:	京 都 市 州 国 町 駅 店
Miscellaneous:	何 円 紙 元 気 活 番 社 電 車 自 道 物 名 方 内 本 最
Recognition Only	
Family Members	兄 弟 姉 妹
Verbs	止 教 乗 通 急 洗 動 歩
Miscellaneous	地 院 所 漢 神 銀 心 屋 肉 牛 魚 馬 犬 場 飯 旅 区 県 洋 和 様 寺
病 次 同 森 林 仕 事 早 体 発	
Colours	赤 青 白 黒 色
Repeat sign	々
Topic Compounds	健康 旅行 暮 若者 社会 問題 意見 世界
	将来 未来

Continuing Spanish

First Semester of Study	
Component	Description
First Lessons- Self-introduction dialogues	Extended introductions including experiences, preferences and future intentions: He estudiado español durante tres años y quiero viajar a España en el futuro.
Key grammar structures	- Articles (definite/indefinite + omission): Soy estudiante / El español es interesante - Noun agreement: los amigos, las clases - Present tense + key verbs: trabajo, estudio, tengo, voy - Use of ser vs estar: Soy australiano pero estoy cansado - Gustar-type verbs: Me gusta aprender idiomas - Present continuous: Estoy estudiando para el examen - Imperative Tense: Habla/ Hablen, Estudia/ Estudien, Trabaja/ Trabajen! - Basic pronouns: Yo hablo español / Lo necesito - Conjunctions: y, pero, porque: Quiero ir, pero no tengo tiempo, sin embargo, debido a
Engage with socio-linguistic concepts	- Formal vs informal: ¿Cómo estás? vs ¿Cómo está usted? - Expressing opinions politely: Creo que es interesante - Softening statements: Es un poco difícil (rather than very direct claims) diminutive: ito/ita , es gordito
Phonemes and script development	- Stress patterns: hablo, comí, viviré - Accent marks for meaning: sí vs si, tú vs tu - Pronunciation contrasts: pero vs perro - Reinforce spelling rules such as no double letter except “ll, ee” etc.
Introduction to basic text types	Personal narratives-: .Este fin de semana voy al cine. Quiero ver una película

Second Semester of Study	
Component	Description
Key grammar structures	• Preterite to imperfect: <i>Ayer fui al cine / Cuando era niño, iba al cine</i> • Direct & indirect object pronouns: <i>Le di el libro / Lo compré</i> • Double object pronouns: <i>Te lo explico</i> • Reflexive verbs: <i>Me levanto temprano</i> • Comparatives: <i>más interesante que, menos difícil</i> • Prepositions (por/para): <i>Trabajo para ganar dinero / Lo hice por ti</i> • Conjunctions: <i>sin embargo, por eso: Es difícil, sin embargo es útil</i>
Engage with socio-linguistic concepts	• Justifying opinions: <i>Es importante -para ayudar a la Sociedad</i> • Expressing balanced views: <i>Es útil, pero también complicado</i> • Polite requests: <i>¿Podrías ayudarme?</i> • Idiomatic language in authentic texts
Expand phonemes and script	• Fluency in longer sentences • Intonation for questions vs statements • Greater accuracy in spelling and accents
Introduction to target text types	• Opinion paragraph: <i>Aprender idiomas es importante porque permite comunicarse con más personas.</i>

Third Semester of Study	
Component	Description
Key grammar structures	• Full past system (preterite vs imperfect): Vivía en España cuando conocí a Marta • Present perfect: He visitado México varias veces • Future & intention: Viajaré el próximo año / Voy a estudiar en el extranjero • Relative clauses: La película que vi era interesante • Pronoun placement: Quiero verlo / Estoy haciéndolo / Dímelo • Impersonal structures: Aquí se habla español • Adverbs: rápidamente, bien, mal
Engage with socio-linguistic concepts	• Expressing personal experiences and reflection: Me di cuenta de que era importante • Showing modesty or uncertainty: Puede ser útil, pero depende • Interpreting indirect meaning: Bueno... no sé... (hesitation softening stance)
Expand phonemes and script	• Improved flow and rhythm in extended speech • Accurate stress in longer utterances • Reading authentic texts
Introduction to target text types	• Reflective writing: <i>Cuando viajé a España, aprendí mucho sobre la cultura.</i>

Fourth Semester of Study	
Component	Description
Key grammar structures	• Subjunctive (present): <i>Quiero que estudies más</i> • Intro to Subjunctive (imperfect): <i>Si tuviera tiempo, viajaría más</i> • Conditional: <i>Me gustaría vivir en el extranjero</i> • Abstract expressions with <i>lo</i>: <i>Lo más importante es aprender</i> • Advanced pronoun structures: <i>Se lo di ayer</i> • Complex negation: <i>No creo que nadie lo entienda</i> • Discourse connectors: <i>sin embargo, además, por lo tanto</i>
Engage with socio-linguistic concepts	• Persuasion: <i>Deberíamos estudiar idiomas porque es esencial en el mundo actual</i> • Expressing nuanced views: <i>Aunque es difícil, vale la pena</i> • Register control: <i>Se recomienda que...</i> (formal written tone) • Evaluating ideas: <i>A pesar de no ser obligatorio, podría ser provechoso.</i>
Expand phonemes and script	• Natural fluency in extended discourse • Accurate use of stress and intonation for emphasis • Strong comprehension of authentic spoken Spanish
Introduction to target text types	• Analytical writing: <i>Comparar la vida en Australia y en países hispanohablantes y expresar una opinión.</i>

Shell Tasks

Speaking/Listening and Journal Task- With Beginning of a rubric for further tailoring for the task and students

- All Assessment Categories
- Entries- 150-300 words each
- Reading Time- 10min
- Justification- 5-6 min
- Conversation- 3-4 min

During class work times, you have kept a journal of responses to class readings made up of eight entries. You submitted your eight entries to the teacher during class time.

Your journal entries may include writing on matters such as:

- reflecting on the experiences of the people in the texts studied and your own reactions
- evaluating impacts of ideas and practices on your own views,
- analysing of idiomatic language use and consequent insights into culture and history,
- analysing new linguistic concepts,
- evaluating the parallels you have drawn between new features of the language studied and languages you already speak.

You should try to express your views in the language studied as much as possible. As such, use of the studied language will be rewarded in the relevant sections of the rubric. Sometimes, you may find that you need to use English for more complex and nuanced concepts.

You will receive a print out of your journal and you will have twenty minutes to read over your entries. The teacher will choose one to discuss your deepened understanding of Language and Culture. Using the studied language, you will justify or critique your entry to the teacher and then participate in an interactive conversation with the teacher that stems from that justification.

A	B	C	D	E
· analyses familiar and unfamiliar target language and/or script to decode and infer meaning in journal entries and stimulus material and draw conclusions	· decodes familiar and unfamiliar target language and/or script and infer meaning in journal entries and stimulus material to express opinions	· decodes familiar target language and/or script and explains meaning in journal entries and stimulus material	· decodes some familiar target language and/or script and explains some surface meaning in journal entries and stimulus material	· identifies some meaning in familiar language texts and/ or script in journal entries and stimulus material
· reflects analytically on own and others cultural assumptions and perspectives	· reflects thoughtfully on own and others cultural assumptions and perspectives	· reflects on own and others cultural assumptions and perspectives	· describes own and others cultural assumptions and perspectives	· comments generally on self, culture or language
· creates insightful, accurate spoken responses to journal entries with depth and breadth for formal discussion with the teacher in an academic mode · applies complex grammar, familiar and unfamiliar vocabulary and idiomatic expressions to exchange evaluations of own reflection and ideas from journal entries and about texts clearly, coherently and with impact	· creates coherent, accurate spoken responses to journal entries with depth or breadth for formal discussion with the teacher in an academic mode - applies complex grammar, familiar and unfamiliar vocabulary and idiomatic expressions to exchange analyses of own reflection and ideas from journal entries and about texts clearly and coherently	· creates well-organised accurate descriptive spoken responses to journal entries for intended purpose, audience and context · applies grammar, familiar vocabulary and set expressions to exchange explanations of own reflection and ideas from journal entries and about texts clearly and coherently	· creates mostly accurate spoken responses to journal entries relevant to the topic for intended purpose and audience · applies familiar grammar, vocabulary and set expressions to describe some of own reflection and ideas from journal entries and about texts clearly	· creates spoken responses to journal entries relevant to the topic for a purpose · applies some familiar grammar, vocabulary and set expressions to describe some of own reflection and ideas from journal entries and about texts

Annotated Listening, Translation and Responding Task- All categories- With Beginning of a rubric for further tailoring for the task and students

In-class Task 1h 30min

You will bring a page of referenced quotations from news items in the studied language that illustrate company used grammar forms, common generic practices and phrasings, with your translations into English. You will use the work completed in classes to support preparing this single page of references.

You will listen/watch two previously unseen news items on a current event.in the language studied.

You will then translate/mediate the news items into a single news story for an English language news site.

You will annotate the entry explaining language choices and how you have chosen to:

- resolve difference in approaches, attitudes, or perspectives of the news items
- translate connotations in vocabulary and grammar
- translate idiom to appropriate English phrasing,
- expand on the text to explain culture matters such a tone and emotions in the source text
- You will refer to your notes with formal references in the annotations where relevant.

You will also respond to the issue of the news item with your own views about the significance of the issue and your reactions to those experiences.

A	B	C	D	E
· decodes familiar and unfamiliar target language in the news item to infer meaning and express opinions	· decodes familiar and unfamiliar target language in the news item and infer meaning	· decodes familiar target language in the news item and explains meaning	· decodes some familiar target language in the news item and explains some surface meaning	· identifies some meaning in familiar language in the news item
· applies emerging intercultural understanding to explain clearly the appropriateness of register and reasons for perspectives and/or behaviours in the translation with supporting evidence	· applies emerging intercultural understanding to explain with some coherence the choice of register and reasons for perspectives and/or behaviours in the translation with supporting evidence	· applies emerging intercultural understanding to describe the register and reasons for perspectives and/or behaviours in the translation with supporting evidence	· applies emerging intercultural understanding to identify the register and/ or behaviours in the translation with some supporting evidence	· applies emerging intercultural understanding to identify some of the register and/ or behaviours in the translation with limited supporting evidence
· analyses concepts in texts with evidence for ideas in responses to the current issue	· explains concepts in texts with evidence for ideas in responses to the current issue	· describes concepts in texts with evidence for ideas in responses to the current issue	· identifies concepts in texts with some evidence for ideas in responses to the current issue	· identifies some concepts in texts with limited evidence for ideas in responses to the current issue
· creates accurate annotated translation with depth and breadth for intended purpose, audience and context	· creates accurate annotated translation with depth or breadth for intended purpose, audience and context	· creates accurate annotated translation for intended purpose, audience and context	· creates mostly accurate annotated translation relevant to the topic for intended purpose and audience	· creates annotated translation relevant to the topic for a purpose
· reflects genuinely on own and others cultural assumptions and perspectives to justify translation	· explains own and others cultural assumptions and perspectives to justify translation	· describes own and others cultural assumptions and perspectives to justify translation	· identifies own cultural assumptions and perspectives to justify translation	· comments generally on self, culture or language to justify translation
· applies the principles of academic integrity consistently and clearly and promotes audience confidence in the ideas communicated	· applies the principles of academic integrity consistently and clearly and promotes some audience confidence in the ideas communicated	· applies the principles of academic integrity clearly	· applies the principles of academic integrity inconsistently and reduces confidence in the ideas communicated	· applies the principles of academic integrity inconsistently and unclearly and provides minimal confidence in the ideas communicated

Creative Writing Task- - With Beginning of a rubric for further tailoring for the task and students

Communicating Meaning in Languages and Reflection on Self in the World

In-class Task- 2 hours

Word Limits-

Allowed materials- one page of referenced glossary of phrases and model sentences

You will receive an image and write a creative piece in the studied language from the perspective of the omniscient narrator.

You will write a rationale in English explaining your choices and what cultural insights you referred to in your text.



Tourism website, Visit Kinosaki.com



Shanghai Street Scene, The Guardian



Street Scene in Pointe a Pitre Guadeloupe, Le Monde



Street Scene, Vintage Street Photography Hamburg,



Street Scene in Naples, The Guardian



Street Scene in Toledo, Spain, The Guardian



Yogyakarta Street Scene, Wikipedia Open source



Damascus Street Scene, CNN



Street Scene, Namakkal, Tamil Nadu, Wikipedia Open Source



Street Scene New Dehli, Wikipedia Open Source

A	B	C	D	E
· creates accurate fictional piece with depth and breadth for audience nominated in the rationale	· creates accurate texts with depth or breadth for or audience nominated in the rationale	· creates accurate descriptive texts for audience nominated in the rationale	· creates mostly accurate texts relevant to the topic for audience nominated in the rationale	· creates texts relevant to the topic for a purpose nominated in the rationale
· applies familiar and unfamiliar conventions of creative writing and cultural context suggested by the stimulus image to clarify understanding of the place and culture	· applies familiar and unfamiliar conventions of creative writing and cultural context suggested by the stimulus image to demonstrate understanding of the place and culture	· applies familiar conventions of creative writing and cultural context suggested by the stimulus image to express ideas about the place and culture	· applies familiar text conventions of creative writing and cultural context suggested by the stimulus image to describe ideas about the place and culture using first language conventions	· applies some familiar text conventions of creative writing and cultural context to identify ideas about the place and culture using first language conventions
· applies grammar, familiar and unfamiliar vocabulary and idiomatic expressions to exchange explanations of creative choices and cultural insight clearly and coherently	· applies grammar, familiar and unfamiliar vocabulary and idiomatic expressions to exchange explanations of creative choices and cultural insight clearly	· applies grammar, familiar vocabulary and set expressions to exchange explanations of creative choices and cultural insight ideas clearly	· applies simple grammar, familiar vocabulary and set expressions to describe creative choices and cultural insight clearly	· applies some grammar, familiar vocabulary and set expressions to identify some ideas about creative choices and cultural insight
· reflects genuinely on own and others cultural assumptions and perspectives in the rationale	· explains own and others cultural assumptions and perspectives in the rationale	· describes own and others cultural assumptions and perspectives in the rationale	· identifies own cultural assumptions and perspectives in the rationale	· comments generally on self, culture or language in the rationale

Exam- With Beginning of a rubric for further tailoring for the task and students

- All assessment categories
- Two Hours
- Answer all Questions.
- Use the rubric to guide your understanding of the expectations.

Section One

BBC- **About duty-based ethics** ((imagine this article in the target language))

Duty-based or Deontological ethics

Deontological (duty-based) ethics analyse what people do. They do not examine the consequences of actions. Deontological Ethics tell people to:

- Do the right thing.
- Do it because it's the right thing to do.
- Don't do wrong things.
- Avoid them because they are wrong.

With this form of ethics, you can't justify an action by showing that it produced good consequences. Duty-based ethics are usually what people are talking about when they talk about 'the principle of the thing'. Duty-based ethics teaches that some acts are right or wrong because of the sorts of things they are, and people have a duty to act accordingly, regardless of the good or bad consequences that may be produced. Some kinds of action are wrong or right in themselves, regardless of the consequences.

Deontologists live in a universe of moral rules, such as:

- It is wrong to kill innocent people
- It is wrong to steal
- It is wrong to tell lies
- It is right to keep promises

Someone who follows Duty-based ethics should do the right thing, even if that produces more harm (or less good) than doing the wrong thing: People have a duty to do the right thing, even if it produces a bad result. So, for example, the philosopher Kant thought that it would be wrong to tell a lie in order to save a friend from a murderer.

If we compare Deontologists with Consequentialists we can see that Consequentialists begin by considering what things are good, and identify 'right' actions as the ones that produce the maximum of those good things. Deontologists appear to do it the other way around; they first consider what actions are 'right' and proceed from there. (Actually this is what they do in practice, but it isn't really the starting point of deontological thinking.) So a person is doing something good if they are doing a morally right action

1. What is the main focus of deontological (duty-based) ethics?

- A. The consequences of actions
- B. What people do and whether it is right or wrong ☒
- C. The happiness produced by actions
- D. The popularity of actions

2. Why is duty-based ethics sometimes called "non-consequentialist"?

- A. It ignores moral rules
- B. It focuses only on emotions
- C. Actions cannot be justified solely by good consequences ☒
- D. It believes consequences are always bad

3. What does the Greek word *deon* mean?

- A. Consequence
- B. Justice
- C. Virtue
- D. Duty ☒

4. Which of the following is given as an example of a moral rule for deontologists?

- A. Always choose the action that creates happiness
- B. It is right to keep promises ☒
- C. Help others whenever possible
- D. Avoid situations with difficult choices

5. According to the text, what did Kant think about telling a lie to save a friend from a murderer?

- A. It would be morally required
- B. It would be acceptable if no one was harmed
- C. It would be wrong ☒
- D. It would depend on the outcome

6. A person following duty-based ethics would most likely:

- A. Choose the action with the best overall outcome
- B. Follow moral rules even when the result is negative ☒

- C. Ignore rules when facing a difficult situation
- D. Consider consequences more important than duties

7. Why might a consequentialist disagree with Kant's view about lying to save a friend?

- A. Consequentialists believe lying is always wrong
- B. Consequentialists focus on whether the action follows tradition
- C. Consequentialists judge actions mainly by the results they produce ☒
- D. Consequentialists do not believe in moral decisions

8. Which statement best reflects a deontological way of thinking?

- A. A good action is one that produces the most happiness
- B. Rules only matter when they lead to positive outcomes
- C. Some actions are right or wrong regardless of their results ☒
- D. People should decide right and wrong based on personal feelings

9. If keeping a promise causes inconvenience and hardship, a deontologist would most likely argue that:

- A. The promise should still be kept ☒
- B. The promise should be broken if it causes difficulty
- C. The person should calculate the benefits first
- D. The promise only matters if others approve

10. Based on the text, what can be inferred about how deontologists define a "good" person?

- A. A person who always achieves positive outcomes
- B. A person who follows morally right actions and duties ☒
- C. A person who avoids making difficult decisions
- D. A person who makes other people happy

Answer in a few words or one sentence.

11. Can you think of another example of behaviour that Kant would think is universally right? (Write two sentences)

12. Would Kant agree with the UN Declaration of Human Rights? (Write two sentences)

13. Match the accurate beginning of a sentence to the grammatically correct option. Draw a line linking the grammatically correct sentences. You cannot use all options.

How do some people make ethical decisions?

I deciding rightly	...by what my religion tells me.
I choose the right thing to do	...from my parents.
For some people, good actions are determined by	...always correction.
I learned the right thing to do	...in my heart felt fleeing.
Ethical actions are	... the consequences.

14. How do you make an ethical decision? (Write three sentences.)

Section One Rubric				
A	B	C	D	E
· decodes familiar and unfamiliar target language and/or script to infer meaning and express opinions	· decodes familiar and unfamiliar target language and/or script and infer meaning	· decodes familiar target language and/or script and explains meaning	· decodes some familiar target language and/or script and explains some surface meaning	· identifies some meaning in familiar language texts and/or script
reflects analytically on own and others ethical assumptions and perspectives ·	reflects analytically on own and others ethical assumptions and perspectives	reflects analytically on own and others ethical assumptions and perspectives	reflects analytically on own and others ethical assumptions and perspectives	reflects analytically on own and others ethical assumptions and perspectives

Section Two

The philosopher Emmanuel Kant thought that it would always be wrong to tell a lie, even in order to save a friend from a murderer. Evaluate whether you can use Kant's ethical position for day-to-day life. (Write 200 words in the target language)

Section Three

Language Learning Strategies

Choose one of the following language learning strategies. Evaluate if you think it will be effective in comparison to others study techniques that you have used or read about. Include reflections on your own experience. (Write three hundred words in the target language.)

1. Spaced Repetition: Learn Less, Remember More

Have you ever learned a word perfectly today and forgotten it next week? That's your brain following the forgetting curve, a pattern first discovered by psychologist Hermann Ebbinghaus. Unless we revisit information, our memory fades quickly.

Spaced repetition helps you beat this natural decline. Instead of reviewing material every day in a single burst, you revisit it at gradually increasing intervals. This way, you refresh your memory just before it fades, strengthening the neural connections each time.

For example, if you learn the word "*serendipity*" today, review it tomorrow, then three days later, then a week after that. Flashcard apps use this principle automatically, calculating the best time to review. A 2022 study at UC San Diego found that learners who used spaced repetition remembered **40% more vocabulary** after a month compared to those who relied on cramming.

2. Active Recall: Test Yourself Instead of Rereading

Rereading notes or vocabulary lists feels productive, but it's deceptive. What really strengthens memory is pulling information out of your mind without looking. This process is called active recall.

Instead of scanning your list of irregular verbs, close your book and try to write down as many as you can from memory. After reading a grammar explanation, challenge yourself to come up with original example sentences without checking the rules. Flashcards are perfect for this too—look at the English word, pause, and recall the translation or definition before flipping the card.

A study published in *Science* in 2013 showed that students who tested themselves scored **50% higher** than those who simply reread their notes. The effort of recalling information signals to your brain that it's important, locking it into long-term memory.

3. Interleaving: Mix It Up for Better Retention

It feels intuitive to spend an entire session on just one skill, like memorizing 50 new words or drilling one grammar rule for an hour. But research suggests that mixing different skills in a single session, known as interleaving, is far more effective.

Imagine a 45-minute study block: spend 15 minutes on grammar, 15 on vocabulary, and 15 on listening. Switching topics forces your brain to work harder, which creates stronger connections and improves flexibility.

A 2019 MIT study found that students who practiced interleaving performed significantly better on language tests because their brains were better trained to distinguish between similar concepts. It feels less smooth while studying, but that “struggle” is what makes the learning stick.

Sections Two and Three Rubric				
A	B	C	D	E
· analyses ethical concepts in the article extract with evidence for ideas	· explains ethical concepts in the article extract with evidence for ideas	· describes ethical concepts in the article extract with evidence for ideas	· identifies ethical concepts in the article extract with some evidence for ideas	· identifies some ethical concepts in the article extract with limited evidence for ideas
· creates accurate short essay on ethics with depth and breadth for an academic essay in a test	· creates accurate short essay on ethics with depth or breadth for an academic essay in a test	· creates accurate descriptive written piece on ethics for an academic purpose, audience in a test	· creates mostly accurate written piece on ethics in general for an academic purpose and audience	· creates a written piece generally about ethics
· applies familiar and unfamiliar conventions of texts and culture to clarify understanding and/or mediate meaning	· applies familiar and unfamiliar conventions of texts and culture to demonstrate understanding and/or mediate meaning	· applies familiar conventions of texts and culture to express ideas and/or mediate meaning	· applies familiar text conventions to describe ideas using first language conventions	· applies some familiar text conventions to identify ideas using first language conventions
· reflects on own language learning practices and applies feedback to propose appropriate, specific, personal improvements	· reflects on own language learning practices and applies feedback to propose some appropriate personal improvements	· reflects on own language learning practices and applies feedback to discuss improvement generally	· reflects on own language learning practices with reference to teacher feedback	· comments generally on language learning practices