

Advanced Modern Languages

Implementation Guide



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General Current Events Resources

Al Jazeera Arabic - <https://www.aljazeera.net/>

Lianhe Zaobao – By Strait Times, Singapore- [Chinese Language Edition](#)

Xinhua News Agency- <https://www.news.cn/>

Le Monde- <https://www.lemonde.fr/en/>

France 24- <https://www.france24.com/fr/>

Radio Canada Francais- <https://ici.radio-canada.ca/>

Sene News, Sengal - <https://www.senenews.com/>

Taihitian News - <https://www.tahiti-infos.com/>

DW News- <https://www.dw.com/de/themen/s-9077>

ZDF- German TV- <https://www.zdf.de/>

De ORF- Austrian Broadcasting Corporation- <https://orf.at/>

NZZ- Zurich, Switzerland online newspaper- <https://www.nzz.ch/>

Swiss Radio (German)- <https://www.srf.ch/audio/radio-srf-4-news-live-hoeren>

SBS Hindi News- <https://www.sbs.com.au/language/hindi/hi>

BBC Hindi News- <https://www.bbc.com/hindi>

Hindustan Times Hindi Edition- <https://www.livehindustan.com/>

Navbharat Times- <https://navbharattimes.indiatimes.com/>

Radio 24, Italy- https://www.radio24.ilsole24ore.com/?refresh_ce=1

La Stampa- <https://www.lastampa.it/>

La Gazzetta dello Sport- <https://www.gazzetta.it/>

Giornale di Sicilia- <https://gds.it/>

CTGN- Indonesian Language Edition- <https://indonesian.cgtn.com/>

Kompas- Jakarta, Indonesia, <https://www.kompas.id/>

SBS Indonesian- <https://www.sbs.com.au/language/indonesian/en/indonesian-radio-and-podcasts>

NHK - Japan- <https://www3.nhk.or.jp/nhkworld/ja/>

Daily Yomiuri- <https://www.yomiuri.co.jp/>

Asahi Shimbun- <https://www.asahi.com/>

BBC Korean- <https://www.bbc.com/korean>

Chosun Daily - <https://www.chosun.com/>

KBS World Korean News- <https://world.kbs.co.kr/service/index.htm?lang=k>

Telemundo- Spanish News Channel- <https://www.telemundo.com/noticias>

El Pais Chile - <https://elpais.com/chile/?ed=chl>

BBC Spanish Service- <https://www.bbc.com/mundo>

El Observador- Uruguay, <https://www.elobservador.com.uy/>

CTGN- Tamil Language Edition- <https://tamil.cgtn.com/>

Tamil Mlrasu- By Strait Stimes, Singapore, [Tamil Language Edition](#)

BBC Tamil- <https://www.bbc.com/tamil>

Open-Source Resources

Arabic Literature

Listening texts in Arabic- https://www.laits.utexas.edu/aswaat/video_s.php#/5/

Arabic Poetry <https://thearabicpoetry.com/>

Arabic Poetry <https://ibnarabisociety.org/poetry-poems/>

Arabic Poetry <https://www.arabic-poems.com/2025/08/Mahmoud-Darwishs-poem-I-am-my-language.html>

Chinese Literature

Chinese Poetry <https://www.wukongsch.com/blog/li-bai-poems-post-49957/#>

Chinese Poetry <https://www.wukongsch.com/blog/li-bai-poems-post-49957/#>

Chinese Poetry <https://pages.ucsd.edu/~dkjordan/chin/chtxts/poems/PoemCl.html>

Chinese Poetry [Chen Li Roma 1.pdf](#)

Chinese Linguistics and Characters- [通过表达动物的汉字学习中文书写系统：起源、演变和文化,](#)

French Literature

Poésies de Marie de France - [https://fr.wikisource.org/wiki/Po%C3%A9sies_de_Marie_de_France_\(Roquefort\)/Tome_1/Texte_entier](https://fr.wikisource.org/wiki/Po%C3%A9sies_de_Marie_de_France_(Roquefort)/Tome_1/Texte_entier)

Émile Gaboriau- Le Coq Novels- https://fr.wikisource.org/wiki/Auteur:%C3%89mile_Gaboriau

Molière- Œuvres complètes de Molière- [https://fr.wikisource.org/wiki/%C5%92uvres_compl%C3%A8tes_de_Moli%C3%A8re_\(Louandre\)](https://fr.wikisource.org/wiki/%C5%92uvres_compl%C3%A8tes_de_Moli%C3%A8re_(Louandre))

Œuvres complètes de Guy de Maupassant- [Guy de Maupassant https://fr.wikisource.org/wiki/%C5%92uvres_compl%C3%A8tes_de_Guy_de_Maupassant](https://fr.wikisource.org/wiki/%C5%92uvres_compl%C3%A8tes_de_Guy_de_Maupassant)

Avant-Première: Advanced French Through Films- <https://open.umn.edu/opentextbooks/textbooks/avant-premiere-advanced-french-through-films>

Grammaire Ouverte- <https://open.umn.edu/opentextbooks/textbooks/grammaire-ouverte>

Three Poems From selected Poems from *Les Fleurs du mal* A Bilingual Edition Charles Baudelaire- <https://press.uchicago.edu/Misc/Chicago/039250.html>

Normal Séries- Littérature Française Première Année Moyen-Âge, Renaissance, Dix-Septième Siècle Par E. Aubert- <https://www.gutenberg.org/cache/epub/22751/pg22751-images.html#page234>

Athena Database pour Litterature Francais - <https://athena.unige.ch/athena/admin/athena-textes.html>

French Texts Database- <https://artfl-project.uchicago.edu/artfl-frantext>

German Literature

Grimms Tales - https://www.grimmstories.com/de/grimm_maerchen/index

Grimms Marchen- https://www.zebis.ch/sites/default/files/teaching_material/grimm-maerchen.pdf

Talking Books- <https://www.vorleser.net/>

Austrian Literature Database- <http://www.literature.at/default.alo>

German Literature Database- <http://www.zeno.org/lesesaal>

Heidi-Spyri- <https://www.gutenberg.org/ebooks/7500>

Project Gutenbery Database- German Literature- <https://www.gutenberg.org/ebooks/bookshelf/651>

Hindi Literature

Senior NCERT Hindi Textbook- <https://ncert.nic.in/textbook.php?ghvs1=1-20>

NCF Languages and Performing Arts Textbooks - <https://www.mgirti.ac.mu/index.php/ncf-language-textbooks>

Various Hindi School Books- <https://bloomlibrary.org/language:hi>

Indonesian Literature and Other Resources

Indonesian Short Films Library - <https://library.reelozind.com/>

Italian Literature and Other Resources

Dante Inferno Mirror Text- <https://worldofdante.iath.virginia.edu/>

Italian Women Writers Database- <https://www.lib.uchicago.edu/efts/IWW/>

Italian Literature and Audio Database- <https://liberliber.it/>

Biblioteca Digitale Intratext- Catalogo per lingua Italiano- <https://www.intratext.com/ITA/>

Japanese Literature and Other Resources

Waseda University Digital Library- <https://www.wul.waseda.ac.jp/TENJI/virtual/bakumei/>

Hiroshima University Digital Collection- https://www.lib.hiroshima-u.ac.jp/?page_id=11470

University of Hawaii Digital Japanese Collection- <https://guides.library.manoa.hawaii.edu/japanese-databases>

University of Virginia Japanese Text Database- <https://jti.lib.virginia.edu/japanese/texts/index.html>

Japanese Documentary Film Archive- <https://www.yidff311docs.jp/>

Japanese Literature Database- <https://www.aozora.gr.jp/>

Korean Literature and other Resources

Digital Library of Korean Literature:

Translation Symposium- <https://library.itikorea.or.kr/discover/collection/306>

Translation Competition- <https://library.itikorea.or.kr/discover/collection/17>

Bilingual Poetry Readings- <https://library.itikorea.or.kr/discover/collection/4>

Spanish Literature and Other Texts

Science Texts in Spanish- <https://openstax.org/subjects/ciencia>

Culturas y Civilizaciones de los Países Hispanos (Cultures and Civilizations of the Hispanic Countries) - <https://open.umn.edu/opentextbooks/textbooks/culturas-y-civilizaciones-de-los-paises-hispanos-cultures-and-civilizations-of-the-hispanic-countries>

Creative Translation for Real World Contexts- <https://scholarworks.bgsu.edu/oer/2/>

Biblioteca Virtual Miguel de Cervantes- <https://www.cervantesvirtual.com/areas/literatura/>

Lengua y Literatura, un libro de texto de El Salvador, <https://www.mined.gob.sv/materiales/2026/LENGUAJE/Libro%20de%20texto%209.%C2%B0%20grado.pdf>

Lectures en Castellano- <https://www.oup.es/es/readers/lij/>

Core Economics in Spanish [La economía 2.0](#)

Tamil Literature and other Texts

NCF Languages and Performing Arts Textbooks - <https://www.mgirti.ac.mu/index.php/ncf-language-textbooks>

Text Selection Guide

Advanced Languages in the ACT will not prescribe texts and instead students, teachers and school communities will select texts. Texts appropriate for senior secondary studies in the particular courses will be selected as a part of a Program of Learning designed to fulfill the requirements of the courses. This may be developed entirely by the school and teacher or in negotiation with students.

‘Text’ in this course refers to a wide range of possibilities from fiction and non-fiction, as complete texts or extracts, in a range of forms, media, and from a variety of cultural and historical contexts. Teachers should consider the value of texts for developing and furthering student understanding and capacity in Understanding Language and Culture, Communicating Meaning, Reflection and Reflexivity. This will include canonical, contemporary and innovative texts of appropriate complexity, aesthetic excellence, and rich meaning.

Texts studied for Advanced Languages in Years Eleven and Twelve should be substantial enough to sustain analysis, research and a range of interpretations and perspectives. Criteria for Selection include:

- Fiction and non-fiction texts
- Texts that present significant and/or contestable issues on which there are multiple perspectives
- Texts that build empathetic understanding of the human experience
- Texts that enhance understanding of the diversity of cultural and personal experiences in the various communities of the target language
- Texts from a range of historical and cultural contexts to illustrate diversity of expression and cultural experiences, ensuring the student has some insight into the history of the vernacular literature being studied
- Visual and multimodal texts that sustain layered visual analyses, symbolic analyses, and contestable argumentation
- Texts with complex structures, e.g. non-chronological narrative structures, switching between multiple perspective, unreliable narrators, open endings
- Texts with difficult characters, e.g., anti-heroes, that are transformed by the narrative arc
- Texts which are constructed using a variety of rhetorical and creative devices to communicate meaning and contestable argumentation
- Texts that allow the sensitive exploration of mis/dis/mal information and its practices
- Spoken texts that make use of aural devices, rhetorical devices, and thematic complexity.

Suggested Task Parameters

Suggested word/character guidelines for a 1-hour writing task with an unseen prompt. 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 guidance 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, Achievement Standards will set the standards 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	100-120	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

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.

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

	Length of interview (minutes)		Length of Oral Presentation	
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

For Advanced examinations, students would be expected to read and respond to one longer text or two shorter texts in the language in one hour.
For Advanced students, this would be an authentic text appropriate for 15 to 17 year-old students.
To help set lengths for tasks, consider the reading rates for different languages. Students in Advanced will read at a rate a little less than the average native speaker of their age. These rates also presuppose general non-fiction or light fiction texts.

Language	Average Native Speaker
Spanish	218 wpm
French	214 wpm
Italian	188 wpm
German	179 wpm
Japanese	357 characters/min
Korean	226 efficient alphabet blocks per minute
Hindi	190 wpm
Arabic	138 wpm
Indonesian	215 wpm
Mandarin	255 characters/word units per minute

Listening- Guidance on Parameters

These suggestions are suggested for an assessment of one hour.

Listening texts played, or URL used, for assessment must be provided with the task submitted for Moderation Day.

Authentic Multimodal texts should be encouraged, for example, 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. The recommended Length for a listening stimulus for a test should be 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 evaluate how people represent individual lives and experiences in the cultures of the target language. They investigate the literary and rhetorical techniques used to express ideas about individuality and shape audience experiences. Students create representations of their own and others' lives and communicate arguments about the rights and duties of individuals in the cultures of the target language. They reflect upon their own and others' expression of identity and diverse ideas about individuality.

Possible Topics for exploring the unit thematically:

- Literature that allows a focus on the individual,
- Non-fiction studies of Language, relationships, travel, bilingualism and bi-culturalism, life choices
- Film and novel study around deep analysis of character and identity
- Reflection and explanation of students' own identity across cultures

critically analyse structure, style and purpose of familiar and unfamiliar texts about individuals, individual experiences and individuality, using evidence,

e.g., biopic film analysis, sociological text on identity, political speeches, personal biography

Students read texts about individuals and criticism of those texts to come to their own conclusions using both evidence from texts and critical commentary on the given text, the genre or school of the given text. This might include considering:

- Structure– success and failure of choices in narrative form, e.g. first/third person, unreliable or omniscient narrator, chronology, moral economy, traditional/disruptive form; interaction between image and text; poetic form; relationship between music and lyric; etc.
- Style– success and failure of choices in diction, use of grammar, use of rhetorical devices, etc.
- Purpose- validity and clarity of argument, ideas, ethics in texts; success or failure in appealing to the target audience; success of aesthetic intentions; effect of tone or mood

Students learn to integrate textual and research/critical evidence in compelling arguments and stylistically pleasing expression to ensure clarity, precision and accuracy of intended meaning.

Students learn to adopt the style, discursive techniques and academic norms of the target language in putting forward formal, academic arguments.

<p>apply intercultural understanding about individual experiences to evaluate the appropriateness of chosen register and reasons for perspectives and behaviours with reference to evidence,</p>	<p>e.g., commentary on social/economic/scientific problems, responding to poetry/art, film and literature appreciation</p> <p>Students interpret the dialogue, exposition, and stylistic and rhetorical choices of creators in chosen texts through the lens of the cultural assumptions, norms and practices that underpin the creator's and/or characters' perspectives on a range of issues.</p> <p>Students interpret literary techniques such as narrative form, turning points, and characterisation through the lens of the cultural assumptions, norms and practices that underpin perspectives on a range of issues.</p> <p>Students learn to integrate textual and research/critical evidence in compelling arguments and stylistically pleasing expression to ensure clarity, precision and accuracy of intended meaning.</p>
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<p>evaluate own and others' ideas, values, beliefs, practices about individuals, individual experiences and individuality represented in texts with reference to evidence,</p>	<p>e.g., formal debate on social issues, ethical arguments, biographical documentary analysis</p> <p>Students read texts about individuals and criticism of those texts to come to their own conclusions using both evidence from texts and critical commentary on the given text, the genre or school of the given text. This might include considering:</p> <ul style="list-style-type: none"> - validity and clarity of argument, ideas, ethics in texts; - quality and significance of characters choices, arguments and conduct - moral economy of the text - traditional and versus modern reading of the moral/ethical point of text - authorial intention versus interpretations of modern audience
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<p>create insightful texts about individuals, individual experiences and individuality with independence, depth and breadth in the interpretation of the topic, with insightful evidence,</p>	<p>e.g., autobiography biography, fan media, analysis of influential figures</p> <p>Develop and extend skills in creativity by supporting students to develop and effective creative process for the creation of texts.</p> <p>Draw links between texts studied and texts to be created by using established creatives as models for practice, form and style. Students can reflect on structures, techniques and generic features to support the writing of their own texts.</p> <p>For example,</p> <ul style="list-style-type: none"> - adapting an existing poem through altering the vocabulary, topic and purpose of a poem while retaining scansion/ rhyme scheme etc. - retelling a story from another character's perspective - retelling with an alternate ending or from another turning point - reworking a piece into another form- painting to poem, story to poem, photograph to story
<p>synthesise knowledge and understanding of the language and/or script as a system relating to individuals, individual experiences and individuality and creates/or interacts with a high degree of confidence and fluency,</p>	<p>e.g., rhetoric, appreciation of language, psychological insight</p> <p>Draw links between texts studied and texts to be created by using established creatives as models for vocabulary/ characters, practice, form and style.</p> <p>Students can use the structures, techniques and generic features in texts studied to support the creating their own texts.</p>

<p>apply fluently or manipulate conventions of texts and take risks to mediate ideas about individuals, individual experiences and individuality,</p>	<p>e.g., job interview, simultaneous translation simulation, creative writing about individual experiences</p> <p>Students consider the linguistic, cultural, textual and literary norms for the target culture for matters relating to individuality and individual experiences, such as reference to or use of conventions, idiom, usage, understatement, implications, connotation and symbolism.</p>
<p>communicate effectively, accurately and precisely, selecting precise context-specific vocabulary and grammar for enhancing intended purpose and reception by audience and context related to individuals, individual experiences and individuality,</p>	<p>e.g., analytical essay, promotional media</p> <p>Draw links between texts studied and texts to be created by using established creatives as models for vocabulary and grammar. They carefully consider the audience and intended purpose to make the most appropriate choices for the text.</p> <p>Students can use the tone and generic features in text types studied to support creating their own texts and in selecting grammar and vocabulary.</p> <p>Students learn and apply effective editing techniques to refine and improve their work.</p> <p>Students consider the linguistic, cultural, textual and literary norms for the target culture for matters relating to individuality and individual experiences, such as reference to or use of vocabulary and grammar, considering tone, genre, idiom/usage.</p>

apply the principles of academic integrity consistently and clearly to enhance audience confidence in communicating ideas about individuals, individual experiences and individuality,

e.g., using reliable information sources in target language, referencing conventions in studied language community/ies, using technology appropriately, integrating the most appropriate evidence persuasively

Students learn the features of reliable sources of information and the reliable information sources in the media and information ecosystems of the language community/ies studied.

They demonstrate the capacity to select reliable information in supporting their claims and arguments in their work. They apply the academic or generic conventions in building audience confidence in their use of information through bibliographies, referencing, and the honest and fair use of ideas and information in argumentation.

They demonstrate the capacity to justify choices using metalanguage for discussing information and knowledge, e.g. annotations, viva voce, validation discussions.

They learn about the practical and ethical limits of technology in language learning, learning in general, and for communication. They demonstrate the capacity to work within appropriate ethical constraints and use technology when appropriate and productive to enhance own learning and well-being.

<p>reflect on own language learning practices and apply feedback to propose appropriate, specific, personal improvements,</p>	<p>e.g. scheduling work, meeting goals, using feedback</p> <p>They develop effective study skills and habits. Students reflect on their capacity to work independently and effectively, and use of their opportunities to self-direct their learning.</p> <p>They show evidence of responding to feedback provided during formative and summative assessment processes, such as, rewriting marked work using suggestions; delineating the use of particular advice in reflective exercises; citing advice provided in annotated translations.</p>
<p>reflect analytically and personally on self and relationships between interlocutors, culture and language in relation to ideas about individual experiences and individuality with critical and/or empathetic linguistic insight and evidence,</p>	<p>e.g., insights into nature of own family life, insights into own friendships, insights into nature of own individuality</p> <p>Students consider the content of texts about individuals and individuality and consider that in relation to their own experiences. They reflect on whether those experiences of others have changed their view of their own experiences and perceptions of conventional practices. They reflect on the differences between cultural norms and the idiosyncrasies of individuals or small groups. They attempt to discern what texts can tell them about behavioural and linguistic norms and variations, and what choices they would make when navigating the culture being studied.</p>

Society and Community

Students evaluate information and arguments about significant social and community issues. They synthesise the information and positions of commentators, including in literature, working in the target language to clarify their own view and communicate their own arguments. Students explore how to participate in discussions in the societies and the communities of the target language in chosen mediums. They reflect on their own views and changing ideas about the issues debated and how they are expressed.

Possible Topics for exploring the unit thematically:

- Literature that allows a focus on communal experiences- social movements, history, war, or oppression
- Non-fiction studies of education, health, employment systems, experiences, or problems
- Studies of Biculturalism
- Studies of Multiculturalism
- Studies of values and traditions
- Develop understanding of cultural influences on daily life across different geographical areas and/or class, country, region, etc.
- Non-government organisations.
- Community organisations.
- Community involvement.
- Protest and change.

critically analyse structure, style and purpose of familiar and unfamiliar texts about significant social and community issues using evidence,

e.g., sociological text on patriotism, dramatic monologue, political speeches

Students read texts about societies and communities and criticism of those texts to come to their own conclusions using both evidence from texts and critical commentary on the given text, the genre or school of the given text. This might include considering:

- Structure– success and failure of choices in narrative form, e.g. first/third person, unreliable or omniscient narrator, chronology, moral economy, traditional/disruptive form; interaction between image and text; poetic form; relationship between music and lyric; conventions of social commentary be it satire, exposition, journalism, editorialization, cartoons etc.
- Style– success and failure of choices in diction, use of grammar, use of rhetorical devices, etc.
- Purpose- validity and clarity of argument, ideas, ethics in texts; success or failure in appealing to the target audience; success of aesthetic intentions; effect of tone or mood
- Content- the substance of the authorial position, evidence, arguments proposed, validity and truthfulness of factual material or propositions made.

Students learn to integrate textual and research/critical evidence in compelling arguments and stylistically pleasing expression to ensure clarity, precision and accuracy of intended meaning.

Students learn to adopt the style, discursive techniques and academic norms of the target language in putting forward formal, academic arguments.

<p>apply intercultural understanding to evaluate the appropriateness of chosen register and reasons for perspectives and behaviours in society and community, with reference to evidence,</p>	<p>e.g., literature of social commentary, campaigns on social/economic/environmental issues, documentary on issues</p> <p>Students interpret the dialogue, exposition, and stylistic and rhetorical choices of creators in chosen texts through the lens of the cultural assumptions, norms and practices that underpin the creator's and/or characters' perspectives on a range of issues.</p> <p>Students consider the different types of social commentary and their conventions- satire, music, drama, cartoons, academic argument, interpersonal debate</p> <p>Students interpret literary techniques such as narrative form, turning points, and characterisation through the lens of the cultural assumptions, norms and practices that underpin perspectives on a range of issues.</p> <p>Students learn to integrate textual and research/critical evidence in compelling arguments and stylistically pleasing expression to ensure clarity, precision and accuracy of intended meaning.</p>
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<p>evaluate own and others' ideas, values, beliefs, practices regarding social and community issues, discussions and debates represented in texts with reference to evidence,</p>	<p>e.g., formal debate on social issues, ethical arguments, novel analysis</p> <p>Students engage with texts about societies and communities to come to their own conclusions, using both evidence from texts and critical commentary on the given text, the genre or school of the given text. This might include considering:</p> <ul style="list-style-type: none"> - validity and clarity of argument, ideas, ethics in texts; - quality and significance of characters choices, arguments and conduct - moral economy of the text - traditional and versus modern reading of the moral/ethical point of text - authorial intention versus interpretations of modern audience <p>Students engage with formal and informal debate/discussion practices in the culture/s of the language studied. They consider the rules, practices, linguistic particularities of discussion and debate and analyse with a view to applying it to their own linguistic and academic repertoire.</p>
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create insightful texts about social and community issues displaying independence, depth and breadth in the interpretation of the topic, with insightful evidence,

e.g., short stories, poetry, annotated social change campaign

Develop and extend skills in creativity by supporting students to develop and effective creative process for the creation of texts.

Draw links between texts studied and texts to be created by using established creatives as models for practice, form and style. Students can reflect on structures, techniques and generic features to support the writing of their own texts.

For example,

-adapting an existing poem through altering the vocabulary, topic and purpose of a poem while retaining scansion/ rhyme scheme etc. to make a different point about societies and communities or a particular issue facing them

- retelling a story from another character's perspective to bring out a different side or aspect of an issue

- retelling with an alternate ending or from another turning point to change the message of the piece

- reworking a piece into another form- painting to poem, story to poem, photograph to story

Apply an understanding of rhetoric and persuasion in the language studied to develop and annotate/justify persuasive texts such as a social change campaign, advertising campaign, or debate or roundtable speech.

<p>synthesise knowledge and understanding of the language and/or script as a system relating to communities and social issues and creates/or interacts with a high degree of confidence and fluency,</p>	<p>e.g., poetic and literary techniques, allusion, intertextuality</p> <p>Draw links between texts studied and texts to be created by using established creatives as models for vocabulary/ characters, practice, form and style. And demonstrate an expanded repertoire of language and or characters.</p> <p>Students can use the structures, techniques and generic features in texts studied to support the creation of their own texts.</p> <p>Annotate translations or own texts to justify and explain linguistic and cultural choices.</p>
<p>apply fluently or manipulate conventions of texts and take risks to mediate ideas and about society and community issues and experiences,</p>	<p>e.g., online forum posts, spontaneous interview on an issue, interactive oral on stimulus, round table discussion</p> <p>Students consider the linguistic, cultural, textual and literary norms for the target culture for matters relating to social commentary and social and community studies, such as reference to or use of conventions, idiom, usage, hyperbole, statistics, persuasion, connotation and symbolism.</p>

<p>communicate effectively, accurately and precisely, selecting precise context-specific vocabulary and grammar for enhancing intended purpose and reception by audience and context related to communities and social and community issues and discussions,</p>	<p>e.g., literary analysis, creating literature, academic argumentation and discourse</p> <p>Draw links between texts studied and texts to be created by using established creatives as models for vocabulary and grammar. They carefully consider the audience and intended purpose to make the most appropriate choices for the text.</p> <p>Students can use the techniques and generic features in text types studied to support creating their own texts and in selecting grammar and vocabulary.</p> <p>Students learn and apply effective editing techniques to refine and improve their work.</p> <p>Students consider the linguistic, cultural, textual and literary norms for the target culture for matters relating to social commentary and community and social debate experiences, such as reference to or use of vocabulary and grammar, considering tone, genre, idiom/usage.</p>
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<p>apply the principles of academic integrity consistently and clearly to enhance audience confidence in communicating ideas about communities and social and community issues and discussions,</p>	<p>e.g., using reliable information sources in target language, referencing conventions in target language, using technology appropriately, integrating most appropriate evidence</p> <p>Students learn the features of reliable sources of information and the reliable information sources in the media and information ecosystems of the language community/ies studied.</p> <p>They demonstrate the capacity to select reliable information in supporting their claims and arguments in their work. They apply the academic or generic conventions in building audience confidence in their use of information through bibliographies, referencing, and the honest and fair use of ideas and information in argumentation.</p> <p>They demonstrate the capacity to justify choices using metalanguage for discussing information and knowledge, e.g. annotations, viva voce, validation discussions.</p> <p>They learn about the practical and ethical limits of technology in language learning, learning in general, and for communication. They demonstrate the capacity to work within appropriate ethical constraints and use technology when appropriate and productive to enhance own learning and well-being.</p>
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<p>reflect on own language learning practices and applies feedback to propose appropriate, specific, personal improvements,</p>	<p>e.g. scheduling work, meeting goals, using feedback</p> <p>Students develop an evidence-based understanding of language acquisition at the advanced level. They use an evidence-based approach to determine an effective study schedule.</p> <p>They show evidence of responding to feedback provided during formative and summative assessment processes, such as, rewriting marked work using suggestions; delineating the use of particular advice in reflective exercises; citing advice provided in annotated translations.</p>
<p>reflect analytically and personally on self and relationships between interlocutors, culture and language in relation to society, communities and communal life with critical and/or empathetic linguistic insight and evidence,</p>	<p>e.g., insights into nature of own family life, insights into own friendships, insights into nature of own individuality</p> <p>Students consider the content of texts about individuals and individuality and consider that in relation to their own experiences. They reflect on whether those experiences of others have changed their view of their own experiences and perceptions of conventional practices. They reflect on the differences between cultural norms and the idiosyncrasies of individuals or small groups. They attempt to discern what texts can tell them about behavioural, linguistic and norms and variations and what choices that may mean making if in the culture being studied.</p>

The Changing World

Students explore how individuals and communities have and continue to change the world across the past, present and/or future. Through target language texts, they examine the nature of changes in the world. Students synthesise their research into change, rhetoric, and the techniques of text types used to persuade people to new points of view. They reflect on challenges and opportunities for positive change in the world today.

Possible Topics for exploring the unit thematically:

- Literature that allows a focus major change such as migration, the environment, gender roles, technological innovation, consumerism, Tourism or over-tourism
- Analysis of changes throughout a single lifetime of a long-lived person or community, literary or non-fiction
- Environment
- Poetry.
- Artwork.
- Climate change.

critically analyse structure, style and purpose of familiar and unfamiliar texts about global issues, solutions and change, using evidence,

e.g., community forums, language of protests, reflect on historical views

Students read texts about the changing world, global issues, solutions and change, and criticism of those texts to come to their own conclusions using both evidence from texts and critical commentary on the given text, the genre or school of the given text. This might include considering:

- Structure— success and failure of choices in narrative form, e.g. first/third person, unreliable or omniscient narrator, chronology, moral economy, traditional/disruptive form; interaction between image and text; poetic form; relationship between music and lyric; conventions of critical commentary be it satire, exposition, journalism, editorialization, cartoons etc.
- Style— success and failure of choices in diction, use of grammar, use of rhetorical devices, etc.
- Purpose- validity and clarity of argument, ideas, ethics in texts; success or failure in appealing to the target audience; success of aesthetic intentions; effect of tone or mood
- Content- the substance of the authorial position, evidence, arguments proposed, validity and truthfulness of factual material or propositions made.

Students learn to integrate textual and research/critical evidence in compelling arguments and stylistically pleasing expression to ensure clarity, precision and accuracy of intended meaning.

<p>apply intercultural understanding to evaluate the appropriateness of chosen register and reasons for perspectives and/or behaviours when discussing global issues, with reference to evidence,</p>	<p>e.g., interpreting statistics, science texts, understanding subject specific terminology</p> <p>Students interpret the dialogue, exposition, and stylistic and rhetorical choices of creators in chosen texts through the lens of the cultural assumptions, norms and practices that underpin the creator's and/or characters' perspectives on a range of issues.</p> <p>Students consider the different types of critical commentary and their conventions- satire, music, drama, cartoons, academic argument, interpersonal debate</p> <p>Students interpret literary techniques such as narrative form, turning points, and characterisation through the lens of the cultural assumptions, norms and practices that underpin perspectives on a range of issues.</p> <p>Students learn to integrate textual and research/critical evidence in compelling arguments and stylistically pleasing expression to ensure clarity, precision and accuracy of intended meaning.</p>
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<p>evaluate own and others' ideas, values, beliefs, practices about global issues and change represented in texts with reference to evidence,</p>	<p>e.g., critiquing information and analysing sources, interpreting data, expressing viewpoints</p> <p>Students engage with texts about the changing world to come to their own conclusions, using both evidence from texts and critical commentary on the given text, the genre or school of the given text. This might include considering:</p> <ul style="list-style-type: none"> - validity and clarity of argument, ideas, ethics in texts; - quality and significance of characters choices, arguments and conduct - moral economy of the text - traditional and versus modern reading of the moral/ethical point of text - authorial intention versus interpretations of modern audience <p>Students engage with formal and informal debate/discussion practices in the culture/s of the language studied. They consider the rules, practices, linguistic particularities of discussion and debate and analyse with a view to applying it to their own linguistic and academic repertoire</p>
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create insightful texts about global issues and change displaying independence, depth and breadth in the interpretation of the topic, with insightful evidence,

e.g., persuasive texts, analysing social media posts, evaluating data

Develop and extend skills in creativity by supporting students to develop and effective creative or scholarly process for the creation of texts.

Draw links between texts studied and texts to be created by using established creatives/ scholars as models for practice, form and style. Students can reflect on structures, techniques and generic features to support the writing of their own texts.

For example,

- adapting an existing poem through altering the vocabulary, topic and purpose of a poem while retaining scansion/ rhyme scheme etc. to make a different point about societies and communities or a particular issue facing them
- retelling a story from another character's perspective to bring out a different side or aspect of an issue
- retelling with an alternate ending or from another turning point to change the message of the piece
- reworking a piece into another form- painting to poem, story to poem, photograph to story
- representing qualitative or quantitative research in written/spoken and visual forms
- critiquing findings and conclusions from a study
- responding to another's arguments

Apply an understanding of rhetoric and persuasion in the language studied to develop and annotate/justify persuasive texts such as a social change campaign, advertising campaign, or debate or roundtable speech.

	<p>Apply an understanding of scholarly method and expression in the language studied to develop their own work in that learning area.</p>
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<p>synthesise knowledge and understanding of the language and/or script as a system relating to global issues and change and creates/or interacts with a high degree of confidence and fluency,</p>	<p>e.g., speech, vlog, persuasive environmental text</p> <p>Draw links between texts studied and texts to be created by using established creatives as models for vocabulary/ characters, practice, form and style. And demonstrate an expanded repertoire of language and or characters.</p> <p>Students can use the structures, techniques and generic features in texts studied to support the creation of their own texts.</p> <p>Annotate translations or own texts to justify and explain linguistic and cultural choices.</p>
<p>apply fluently or manipulate conventions of texts and take risks to mediate ideas about personal, local and global change and experiences,</p>	<p>e.g., Model United Nations, social change campaign, persuasive essay</p> <p>Students consider the linguistic, cultural, textual and literary norms for the target culture for matters relating to critical commentary and studies of the changing world, such as reference to or use of conventions, idiom, usage, hyperbole, statistics, persuasion, connotation and symbolism.</p>

<p>communicate effectively, accurately and precisely, selecting precise context-specific vocabulary and grammar for enhancing intended purpose and reception by audience and context related to personal, local and global change and experiences,</p>	<p>e.g., rhetoric of political speeches, dystopian fiction, family saga literature</p> <p>Draw links between texts studied and texts to be created by using established creatives as models for vocabulary and grammar. They carefully consider the audience and intended purpose to make the most appropriate choices for the text.</p> <p>Students can use the techniques and generic features in text types studied to support creating their own texts and in selecting grammar and vocabulary.</p>
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apply the principles of academic integrity consistently and clearly to enhance audience confidence in communicating ideas about personal, local and global change

Students learn the features of reliable sources of information and the reliable information sources in the media and information ecosystems of the language community/ies studied.

They demonstrate the capacity to select reliable information in supporting their claims and arguments in their work. They apply the academic or generic conventions in building audience confidence in their use of information through bibliographies, referencing, and the honest and fair use of ideas and information in argumentation.

They demonstrate the capacity to justify choices using metalanguage for discussing information and knowledge, e.g. annotations, viva voce, validation discussions.

They learn about the practical and ethical limits of technology in language learning, learning in general, and for communication. They demonstrate the capacity to work within appropriate ethical constraints and use technology when appropriate and productive to enhance own learning and well-being.

<p>reflect on own language learning practices and applies feedback to propose appropriate, specific, personal improvements</p>	<p>e.g. scheduling work, meeting goals, using feedback</p> <p>Students develop an evidence-based understanding of language acquisition at the advanced level. They use an evidence-based approach to determine an effective study schedule.</p> <p>They show evidence of responding to feedback provided during formative and summative assessment processes, such as, rewriting marked work using suggestions; delineating the use of particular advice in reflective exercises; citing advice provided in annotated translations.</p>
<p>reflect analytically and personally on self and relationships between interlocutors, culture and language in relation to global issues and global citizenship with critical and/or empathetic linguistic insight and evidence</p>	<p>e.g., insights into nature of own family life, insights into own friendships, insights into nature of own individuality</p> <p>Students consider the content of texts about individuals and individuality and consider that in relation to their own experiences. They reflect on whether those experiences of others have changed their view of their own experiences and perceptions of conventional practices. They reflect on the differences between cultural norms and the idiosyncrasies of individuals or small groups. They attempt to discern what texts can tell them about behavioural, linguistic and norms and variations and what choices that may mean making if in the culture being studied.</p>

Diverse Perspectives

Students explore diverse perspectives on issues and concepts. They analyse how cultural expression, perspectives and behaviours are sustained. Students engage with literature in the target language and consider how creators have used texts to sustain and challenge thinking. They synthesise research and develop their views of texts in response to works studied and create works. Students reflect on their own views and changing perspective about texts and the ideas evaluated.

Possible Topics for exploring the unit thematically:

- Literature that allows a focus on differing perspectives of artists, musicians, and writers.
- Non-fiction or literary studies of Beliefs and Traditions
- Analysis of analysis and issues emergent in the year of studies through news media, social media, fiction, etc.

critically analyse structure, style and purpose of familiar and unfamiliar literary and critical texts with diverse perspectives on issues and concepts

e.g., big questions on technology, science, arts; traditions and celebrations

Students read texts about different perspectives to come to their own conclusions using both evidence from texts and critical commentary on the given text, the genre or school of the given text. This might include considering:

- Structure— success and failure of choices in narrative form, e.g. first/third person, unreliable or omniscient narrator, chronology, moral economy, traditional/disruptive form; interaction between image and text; poetic form; relationship between music and lyric; conventions of critical commentary be it satire, exposition, journalism, editorialization, cartoons etc.
- Style— success and failure of choices in diction, use of grammar, use of rhetorical devices, etc.
- Purpose- validity and clarity of argument, ideas, ethics in texts; success or failure in appealing to the target audience; success of aesthetic intentions; effect of tone or mood
- Content- the substance of the authorial position, evidence, arguments proposed, validity and truthfulness of factual material or propositions made.

Students learn to integrate textual and research/critical evidence in compelling arguments and stylistically pleasing expression to ensure clarity, precision and accuracy of intended meaning.

<p>apply intercultural understanding to evaluate the appropriateness of chosen register and reasons for diverse perspectives and/or behaviours in literature and criticism that critique, sustain and/or challenge traditions, thinking, behaviour and systems with reference to evidence,</p>	<p>e.g., critique works of art, literary analysis, technological advancements</p> <p>Students interpret the dialogue, exposition, and stylistic and rhetorical choices of creators in chosen texts through the lens of the cultural assumptions, norms and practices that underpin the creator's and/or characters' perspectives on a range of issues.</p> <p>Students consider the different types of critical commentary and their conventions- satire, music, drama, cartoons, academic argument, interpersonal debate</p> <p>Students interpret literary techniques such as narrative form, turning points, and characterisation through the lens of the cultural assumptions, norms and practices that underpin perspectives on a range of issues.</p> <p>Students learn to integrate textual and research/critical evidence in compelling arguments and stylistically pleasing expression to ensure clarity, precision and accuracy of intended meaning.</p>
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<p>evaluate own and others' ideas, values, beliefs, practices in relation to those represented in literary and critical texts with reference to evidence,</p>	<p>e.g., argumentative essay, review on the arts, importance of maintaining culture through celebrations</p> <p>Students engage with texts about the changing world to come to their own conclusions, using both evidence from texts and critical commentary on the given text, the genre or school of the given text. This might include considering:</p> <ul style="list-style-type: none"> - validity and clarity of argument, ideas, ethics in texts; - quality and significance of characters choices, arguments and conduct - moral economy of the text - traditional and versus modern reading of the moral/ethical point of text - authorial intention versus interpretations of modern audience <p>Students engage with formal and informal debate/discussion practices in the culture/s of the language studied. They consider the rules, practices, linguistic particularities of discussion and debate and analyse with a view to applying it to their own linguistic and academic repertoire</p>
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create insightful literary and critical texts displaying independence, depth and breadth in the interpretation of diverse topics, with insightful evidence,

e.g., arts review, interview with a scientist, survey to understand viewpoints with a written report

Develop and extend skills in creativity by supporting students to develop and effective creative or scholarly process for the creation of texts.

Draw links between texts studied and texts to be created by using established creatives/ scholars as models for practice, form and style. Students can reflect on structures, techniques and generic features to support the writing of their own texts.

For example,

-adapting an existing poem through altering the vocabulary, topic and purpose of a poem while retaining scansion/ rhyme scheme etc. to make a different point about societies and communities or a particular issue facing them

- retelling a story from another character's perspective to bring out a different side or aspect of an issue

- retelling with an alternate ending or from another turning point to change the message of the piece

- reworking a piece into another form- painting to poem, story to poem, photograph to story

- representing qualitative or quantitative research in written/spoken and visual forms

- critiquing findings and conclusions from a study

- responding to another's arguments

Apply an understanding of rhetoric and persuasion in the language studied to develop and annotate/justify persuasive texts such as a social change campaign, advertising campaign, or debate or roundtable speech.

Apply an understanding of scholarly method and expression in the language studied to develop their own work in that learning area.

<p>synthesise knowledge and understanding of the language and/or script as a system for diverse literary and critical purposes and creates/or interacts with a high degree of confidence and fluency,</p>	<p>e.g., formal and informal register text, interview a peer ethically</p> <p>Draw links between texts studied and texts to be created by using established creatives as models for vocabulary/ characters, practice, form and style. And demonstrate an expanded repertoire of language and or characters.</p> <p>Students can use the structures, techniques and generic features in texts studied to support the creation of their own texts.</p> <p>Annotate translations or own texts to justify and explain linguistic and cultural choices.</p>
<p>apply fluently or manipulate conventions of texts and take risks to mediate ideas from diverse perspectives and experiences,</p>	<p>e.g., poetry, literary analysis, film critique, art appreciation</p> <p>Students consider the linguistic, cultural, textual and literary norms for the target culture for matters relating to critical commentary and studies of the changing world, such as reference to or use of conventions, idiom, usage, hyperbole, statistics, persuasion, connotation and symbolism.</p>

<p>communicate effectively, accurately and precisely, selecting precise context-specific vocabulary and grammar for enhancing literary and critical purpose and reception by audience and context related to diverse perspectives,</p>	<p>e.g., autobiographical/ biographical writing, literature of protest, exhibition reviews, scientific writing, editorials</p> <p>Draw links between texts studied and texts to be created by using established creatives as models for vocabulary and grammar. They carefully consider the audience and intended purpose to make the most appropriate choices for the text.</p> <p>Students can use the techniques and generic features in text types studied to support creating their own texts and in selecting grammar and vocabulary.</p>
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apply the principles of academic integrity consistently and clearly to enhance audience confidence in communicating ideas about literary and critical texts

Students learn the features of reliable sources of information and the reliable information sources in the media and information ecosystems of the language community/ies studied.

They demonstrate the capacity to select reliable information in supporting their claims and arguments in their work. They apply the academic or generic conventions in building audience confidence in their use of information through bibliographies, referencing, and the honest and fair use of ideas and information in argumentation.

They demonstrate the capacity to justify choices using metalanguage for discussing information and knowledge, e.g. annotations, viva voce, validation discussions.

They learn about the practical and ethical limits of technology in language learning, learning in general, and for communication. They demonstrate the capacity to work within appropriate ethical constraints and use technology when appropriate and productive to enhance own learning and well-being.

<p>reflect on own language learning practices and applies feedback to propose appropriate, specific, personal improvements</p>	<p>e.g. scheduling work, meeting goals, using feedback</p> <p>Students develop an evidence-based understanding of language acquisition at the advanced level. They use an evidence-based approach to determine an effective study schedule.</p> <p>They show evidence of responding to feedback provided during formative and summative assessment processes, such as, rewriting marked work using suggestions; delineating the use of particular advice in reflective exercises; citing advice provided in annotated translations.</p>
<p>reflect analytically and personally on self and relationships between interlocutors, culture and language in relation literary and critical works, critical and/or empathetic linguistic insight and evidence</p>	<p>e.g., insights into nature of own family life, insights into own friendships, insights into nature of own individuality</p> <p>Students consider the content of texts about individuals and individuality and consider that in relation to their own experiences. They reflect on whether those experiences of others have changed their view of their own experiences and perceptions of conventional practices. They reflect on the differences between cultural norms and the idiosyncrasies of individuals or small groups. They attempt to discern what texts can tell them about behavioural, linguistic and norms and variations and what choices that may mean making if in the culture being studied.</p>

Shell Tasks

Speaking/Listening and Journal Task

All Assessment Categories

Entries-250-300 words each

Unseen text- short text of less than 500 words

Reading Time- 15min

Justification of own text- 4min

Journal entry conversation- 2min

Conversation on unseen text- 4 min

During class work times, you have kept a journal of responses to texts studied in class, written/multimedia/audio/ audio-visual made up of eight entries. You submitted your eight entries to the teacher during class time at different times during the semester.

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 to the dilemmas and problems
- analysing literary techniques employed
- evaluating the success of the argument or aesthetic intent of the creator

You should take care to express yourself appropriately in formal academic mode in the language studied. You can draw on models of writing and speaking from literary criticism texts studied in class. The journal entries written in class will support the analysis of the unseen text with structure, language, and insights.

You will receive a printout of your journal and you will have twenty minutes to read over your entries. The teacher will choose one to discuss and then you will participate in an interactive conversation with the teacher that stems from that justification.

You will then extend your conversation to the unseen text and discuss the content, your views on the topic/arguments/characters etc, and language techniques used by the writer. The unseen text chosen will have a relationship to the works studied in class so there will be a basis to begin discussion of the material, e.g. other works by the same writer, works of a similar genre, works on the same theme, works in the same form

Speaking/Listening and Journal Task Rubric				
A	B	C	D	E
reflects analytically and personally on own interpretation of texts and responses to texts depiction of culture and language with critical and/or empathetic linguistic insight and evidence	reflects thoughtfully and personally on own interpretation of texts and responses to texts depiction of culture and language with evidence from own experience with linguistic insight and evidence	reflects generally on son own interpretation of texts and responses to texts depiction of culture and language with some generic evidence with clear, accurate linguistic concepts and evidence	reflects generally on own interpretation of texts and responses to texts depiction of culture and language with some linguistic concepts and some evidence	comments generally on own interpretation of texts and responses to texts depiction of culture and language and limited evidence
critically analyses structure, style and purpose of journal entry and unseen text and referring to evidence from the text in discussion	analyses structure, style and purpose of journal entry and unseen text and referring to evidence from the text in discussion	explains structure, style and purpose of journal entry and unseen text and referring to evidence from the text in discussion	explains structure, style and purpose of journal entry and unseen text and referring to evidence from the text in discussion	describes the structure, style or purpose of journal entry and unseen text and referring to evidence from the text in discussion
applies intercultural understanding to evaluate the appropriateness of register and reasons for perspectives and/or behaviours in the familiar and unfamiliar texts studied with reference to evidence	applies intercultural understanding to analyse the choice of register and reasons for perspectives and/or behaviours in the familiar and unfamiliar texts studied with reference to evidence	applies intercultural understanding to explain the register and reasons for perspectives and/or behaviours in the familiar and unfamiliar texts studied with reference to evidence	applies intercultural understanding to describe the register and behaviours in the familiar and unfamiliar texts studied with some reference to evidence	applies intercultural understanding to identify the register and behaviours in the family and unfamiliar texts studied with limited reference to evidence
evaluates own, values, beliefs, practices, ideas in the journal entry discussed with reference to evidence	analyses own and others' ideas, values, beliefs, practices, ideas in the journal entry discussed with reference to evidence	explains own and others' ideas, values, beliefs, practices, ideas in the journal entry discussed with reference to evidence	describes own and others' ideas, values, beliefs, practices, ideas in the journal entry discussed with some reference to evidence	identifies own and others' ideas, beliefs, practices, ideas in the journal entry discussed with limited reference to evidence
creates insightful presentation and conversation on texts displaying independence, depth and breadth in the interpretation of the journal entry and unseen text, with insightful evidence	creates comprehensive presentation and conversation on texts displaying breadth and some depth and independence in the interpretation of the journal entry and unseen text, with useful evidence	creates presentation and conversation on texts displaying breadth in the interpretation of the journal entry and unseen text, with accurate evidence	creates presentation and conversation on texts displaying some breadth in the interpretation of the journal entry and unseen text, with limited evidence	creates presentation and conversation on texts displaying some knowledge of the journal entry and unseen text, with limited evidence
synthesises knowledge and understanding of the language and/or script as a system and interacts in conversation on journal entry and unseen text with a high degree of confidence and fluency	applies knowledge and understanding of the language and/or script as a system and interacts in conversation on journal entry and unseen text with a degree of confidence and fluency	applies knowledge and understanding of the language and/or script as a system and interacts in conversation on journal entry and unseen text with some confidence and fluency	applies knowledge of the language and/or script and interacts in conversation on journal entry and unseen text with little confidence and fluency applies	applies limited knowledge of the language and/or script in conversation on journal entry and unseen text and shows little confidence and/or fluency