



# Beginning Modern Languages

Including Language Specific Features

A / T / M

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## The ACT Senior Secondary System

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

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

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

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

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

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

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

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

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

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

## **ACT Senior Secondary Certificate**

Courses of study for the ACT Senior Secondary Certificate:

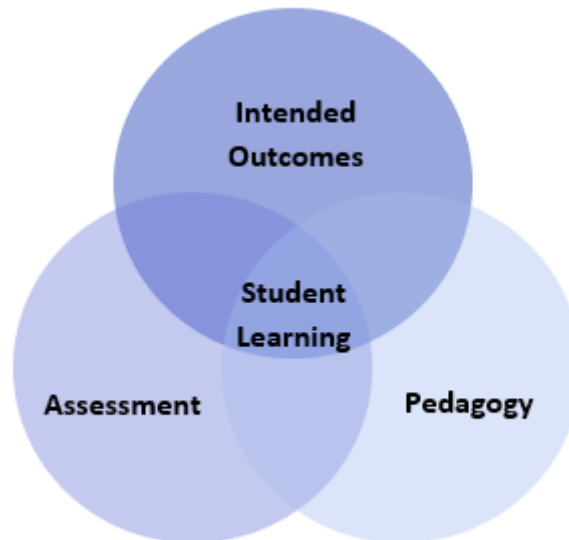
- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in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

Each course of study:

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

## Underpinning beliefs

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



## Learning Principles

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

## General Capabilities

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

The capabilities include:

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

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

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

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

### Literacy

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

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

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

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

## **Numeracy**

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

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

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

## **Critical and Creative Thinking**

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

## **Personal and Social**

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

## **Ethical Understanding**

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

## **Intercultural Understanding**

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

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

## **Cross-Curriculum Priorities**

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

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

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

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

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

### **Sustainability**

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

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

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

# Beginning Modern Languages

## A/T/M

### Rationale

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

Learning languages strengthens intellectual and analytical capability and enhances creative and critical thinking. Students develop an understanding of the nature of language (including linguistic and stylistic features), of culture, and of the process of communication. They develop understanding of how values and culture shape a learner's world view.

Learning languages extends the learner's understanding of themselves, their heritage, values, culture, and identity. Students develop intracultural and intercultural capability; they develop understanding of, and respect for, diversity and difference, and openness to different perspectives and experiences.

Learning languages contributes to strengthening the community's social, economic, and international development capabilities.

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

### Goals

This course should enable students to:

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

### Unit Titles

- The Individual
- Society and Community
- The Changing World
- Diverse Perspectives
- Independent Study

## **Organisation of Content**

### **The Individual**

In this unit students learn about how relationships and personal experiences shape identity. Students explore ways of belonging and reflect upon their own expression of identity through the target language.

### **Society and Community**

In this unit students learn how different language communities are organized. They learn through the target language how to engage in diverse cultural practices and consider these in relation to their own. Students explore how to participate in society and the community

### **The Changing World**

In this unit students learn how values and culture/s shape an understanding of, and interaction with issues that impact our world. Students explore, through the target language, challenges and opportunities to share responsibilities.

### **Diverse Perspectives**

Students learn how culture and language are expressed and appreciated in diverse mediums to communicate, sustain and challenge thinking, behaviour and systems. Students examine and demonstrate an awareness of perspectives. They explore, through the target language, a diversity of cultural expressions such as the arts and sciences.

### **Independent Study**

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

Independent Study units are only available to individual students in Year 12. A student can only study a maximum of one Independent Study unit in each course. Students must have studied at least three standard 1.0 units from this course. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third .0 unit in this course of study.

## Assessment

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

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

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

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

### Assessment Criteria

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

- communicating
- understanding.

## Assessment Task Types

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

### Additional Assessment Information

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

## **Achievement Standards**

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

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

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

**Achievement Standards for Languages Beginning A Courses – Year 11**

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Understanding</b>	<ul style="list-style-type: none"> <li>explains language and culture in familiar contexts</li> <li>explains some interconnections and reflect on own values, beliefs and practices, and ideas represented or expressed in texts</li> </ul>	<ul style="list-style-type: none"> <li>describes language and culture in familiar contexts</li> <li>describes interconnections and reflect on own values, beliefs and practices represented or expressed in texts</li> </ul>	<ul style="list-style-type: none"> <li>identifies language and culture in familiar contexts</li> <li>identifies interconnections with some reflection on own values, beliefs and practices represented or expressed in texts</li> </ul>	<ul style="list-style-type: none"> <li>identifies some language and culture in familiar contexts</li> <li>identifies some interconnections between own beliefs and practices represented or expressed in texts with little or no reflection</li> </ul>	<ul style="list-style-type: none"> <li>identifies minimal features of language and culture in familiar contexts</li> <li>identifies little or no interconnections between own beliefs and practices represented or expressed in texts</li> </ul>
<b>Communicating</b>	<ul style="list-style-type: none"> <li>produces texts displaying breadth in the treatment of familiar topics</li> <li>applies conventions of rehearsed texts to represent ideas appropriate to audience and purpose</li> <li>uses accurate and diverse language and a variety of vocabulary and grammar both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying some breadth in the treatment of familiar topics</li> <li>applies conventions of rehearsed texts to represent experiences appropriate to audience or purpose</li> <li>uses a range of vocabulary and grammar with accuracy both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying knowledge of the topic</li> <li>applies some conventions of rehearsed texts to represent experiences appropriate to audience or purpose</li> <li>uses familiar grammar and vocabulary with some accuracy both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying some knowledge of the topic</li> <li>applies few conventions of rehearsed texts to represent experiences appropriate to audience or purpose</li> <li>uses some grammar and vocabulary both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying minimal knowledge of the topic</li> <li>applies limited or no conventions of texts</li> <li>displays limited or no grammar and vocabulary both orally and in writing</li> </ul>

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

	A student who achieves an <b>A</b> grade typically	A student who achieves a <b>B</b> grade typically	A student who achieves a <b>C</b> grade typically	A student who achieves a <b>D</b> grade typically	A student who achieves an <b>E</b> grade typically
Understanding	<ul style="list-style-type: none"> <li>• analyses language and culture in a variety of familiar contexts</li> <li>• explains interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in texts</li> <li>• analyses perspectives represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>• analyses language and culture in most familiar contexts</li> <li>• explains some interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in texts</li> <li>• explains perspectives represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>• describes language and culture in most familiar contexts</li> <li>• describes interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in texts</li> <li>• explains some perspectives represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>• identifies language and culture in some familiar contexts</li> <li>• identifies some interconnections with some reflection on own beliefs, practices, and ideas represented or expressed in texts</li> <li>• identifies perspectives represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>• identifies minimal language and culture in rehearsed contexts</li> <li>• identifies few interconnections with little or no reflection on own beliefs, practices, and ideas represented or expressed in texts</li> <li>• identifies aspects of the perspectives represented in texts</li> </ul>
Communicating	<ul style="list-style-type: none"> <li>• produces texts displaying breadth and some depth in the treatment of the topic and constructs logical and structured responses</li> <li>• applies appropriate conventions of texts and takes some risks to represent ideas and experiences appropriate to audience and purpose</li> <li>• displays accurate and diverse language use, clarity of expression and a variety of vocabulary and grammar both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>• produces texts displaying breadth in the treatment of the topic and constructs well-structured responses</li> <li>• applies conventions of texts to represent ideas and experiences appropriate to audience and purpose</li> <li>• displays accurate and diverse language use and a variety of vocabulary and grammar both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>• produces texts displaying some breath in the treatment of the topic and constructs conclusions</li> <li>• applies some conventions of texts to represent experiences appropriate to audience and/or purpose</li> <li>• uses familiar vocabulary and grammar with some accuracy both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>• produces texts displaying some knowledge of the topic</li> <li>• applies few conventions of texts to represent experiences appropriate to audience or purpose</li> <li>• displays some vocabulary of the language both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>• produces texts displaying little or no understanding of the topic</li> <li>• applies limited or no conventions of texts</li> <li>• displays limited or no vocabulary of the language both orally and in writing</li> </ul>

**Achievement Standards for Languages Beginning A Course – Year 12**

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Understanding</b>	<ul style="list-style-type: none"> <li>analyses language and culture in familiar contexts</li> <li>explains some interconnections and reflect on own values, beliefs and practices, and ideas represented or expressed in texts</li> </ul>	<ul style="list-style-type: none"> <li>explains language and culture in familiar contexts</li> <li>describes interconnections and reflect on own values, beliefs and practices represented or expressed in texts</li> </ul>	<ul style="list-style-type: none"> <li>describes language and culture in familiar contexts</li> <li>identifies interconnections and reflect on own values, beliefs and practices represented or expressed in texts</li> </ul>	<ul style="list-style-type: none"> <li>identifies language and culture in familiar contexts</li> <li>identifies some interconnections between own beliefs and practices represented or expressed in texts with little or no reflection</li> </ul>	<ul style="list-style-type: none"> <li>identifies minimal features of language and culture in familiar contexts</li> <li>identifies little or no interconnections between own beliefs and practices represented or expressed in texts</li> </ul>
<b>Communicating</b>	<ul style="list-style-type: none"> <li>produces texts displaying breadth in the treatment of familiar topics</li> <li>applies conventions of texts to represent ideas appropriate to audience and purpose</li> <li>uses accurate and diverse language and a wide range of vocabulary and grammar both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying some breadth in the treatment of familiar topics</li> <li>applies conventions of texts to represent experiences appropriate to audience or purpose</li> <li>uses accurate and diverse language and a range of vocabulary and grammar both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying knowledge of the topic</li> <li>applies some conventions of texts to represent experiences appropriate to audience or purpose</li> <li>uses grammar and vocabulary with some accuracy both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying some knowledge of the topic</li> <li>applies few conventions of texts to represent experiences appropriate to audience or purpose</li> <li>uses some grammar and vocabulary both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying minimal knowledge of the topic</li> <li>applies limited or no conventions of texts</li> <li>displays limited or no grammar and vocabulary both orally and in writing</li> </ul>

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

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Understanding</b>	<ul style="list-style-type: none"> <li>evaluates language and culture in familiar and unfamiliar contexts</li> <li>analyses interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in texts</li> <li>evaluates concepts and perspectives represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>analyses language and culture in familiar and unfamiliar contexts</li> <li>explains interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in texts</li> <li>analyses perspectives represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>describes language and culture in familiar contexts</li> <li>explains some interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in texts</li> <li>explains perspectives represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>identifies language and culture in familiar contexts</li> <li>identifies interconnections between own beliefs, practices, and ideas represented or expressed in texts with little to no reflection</li> <li>identifies perspectives represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>identifies some features of language and culture in familiar contexts</li> <li>identifies some interconnections between own beliefs, practices, and ideas represented or expressed in texts</li> <li>identifies aspects of the perspectives represented in texts</li> </ul>
<b>Communicating</b>	<ul style="list-style-type: none"> <li>produces insightful texts displaying depth and breadth in the treatment of the topic and constructs logical and structured responses</li> <li>applies appropriate conventions of texts and takes risks to represent ideas and experiences appropriate to audience and purpose</li> <li>displays accurate and diverse language use, clarity of expression and a variety of vocabulary and grammar both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying breadth in the treatment of the topic and constructs well-structured responses</li> <li>applies conventions of texts and takes some risks to represent ideas and experiences appropriate to audience and purpose</li> <li>displays accurate and diverse language use and a variety of vocabulary and grammar both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying some breadth in the treatment of the topic and constructs conclusions</li> <li>applies some conventions of texts to represent experiences appropriate to audience and/or purpose</li> <li>uses familiar vocabulary and grammar with some accuracy both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying some knowledge of the topic</li> <li>applies few conventions of texts to represent experiences appropriate to audience or purpose</li> <li>displays some vocabulary of the language both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying little or no understanding of the topic</li> <li>applies very few conventions of texts</li> <li>displays limited vocabulary of the language both orally and in writing</li> </ul>

**Achievement Standards for Languages M Course – Years 11 and 12**

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Understanding</b>	<ul style="list-style-type: none"> <li>explains language in familiar contexts with independence</li> <li>explains culture in familiar contexts with independence</li> </ul>	<ul style="list-style-type: none"> <li>describes language in familiar contexts with some assistance</li> <li>describes culture in familiar contexts with some assistance</li> </ul>	<ul style="list-style-type: none"> <li>identifies language in familiar contexts with assistance</li> <li>identifies culture in familiar contexts with assistance</li> </ul>	<ul style="list-style-type: none"> <li>identifies some language in familiar contexts with continuous guidance</li> <li>identifies some culture in familiar contexts with continuous guidance</li> </ul>	<ul style="list-style-type: none"> <li>identifies minimal features of language in familiar contexts with direct instruction</li> <li>identifies minimal features of culture in familiar contexts with direct instruction</li> </ul>
<b>Communicating</b>	<ul style="list-style-type: none"> <li>produces texts in the treatment of familiar topics with independence</li> <li>applies conventions of rehearsed texts with independence</li> <li>uses accurate language and vocabulary and grammar both orally and/or in writing with independence</li> </ul>	<ul style="list-style-type: none"> <li>produces texts in the treatment of familiar topics with some assistance</li> <li>applies conventions of rehearsed texts with some assistance</li> <li>uses a range of vocabulary and grammar both orally and/or in writing with some assistance</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying knowledge of the topic with assistance</li> <li>applies some conventions of rehearsed texts with assistance</li> <li>uses familiar grammar and vocabulary with some accuracy both orally and/or in writing with assistance</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying some knowledge of the topic with continuous guidance</li> <li>applies few conventions of rehearsed texts with continuous guidance</li> <li>uses some grammar and vocabulary orally and/or in writing with continuous guidance</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying minimal knowledge of the topic with direct instruction</li> <li>applies limited or no conventions of texts with direct instruction</li> <li>displays limited or no grammar and vocabulary both orally and/or in writing with direct instruction</li> </ul>

## The Individual

**Value: 1.0**

**The Individual a**

**Value 0.5**

**The Individual b**

**Value 0.5**

## Unit Description

Students learn about how relationships and personal experiences shape identity. Students explore ways of belonging and reflect upon their own expression of identity through the target language.

## Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>acquire language learning processes and strategies in relation to identity</li> <li>engage with the target language and culture to explore identity</li> <li>understand the diversity, variability and fluidity of language use</li> </ul>	<ul style="list-style-type: none"> <li>evaluate and apply language learning processes and strategies in relation to identity</li> <li>engage with the target language and culture to express identity</li> <li>understand the diversity, variability and fluidity of language to express identity and belonging</li> </ul>	<ul style="list-style-type: none"> <li>apply language learning processes and strategies in relation to identity</li> <li>engage with the target language and culture</li> </ul>

## Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
<b>Engaging with texts</b>		
<ul style="list-style-type: none"> <li>analyse a variety of increasingly complex texts that explore expressions of identity and ways of belonging such as personal relationships, experiences and wellbeing</li> <li>create a variety texts for different purposes, including conveying ideas and expressing emotions about the individual/identity</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse a variety of increasingly complex texts that explore expressions of identity and ways of belonging such as personal relationships, experiences and wellbeing</li> <li>create a variety of increasingly sustained texts for different purposes, including conveying ideas and expressing emotions about the individual/identity</li> </ul>	<ul style="list-style-type: none"> <li>explore texts to develop ideas on identity and ways of belonging</li> </ul>

A Course	T Course	M Course
<b>Contexts of language and culture</b>		
<ul style="list-style-type: none"> <li>● examine how intercultural understanding enhances the ability to communicate, interact, and negotiate within and across languages and cultures, and to understand oneself and others, such as the expression of identity</li> <li>● understand the nature of intercultural communication such as register and body language</li> <li>● understand that customs and traditions, including language, may vary within a culture, as well as between cultures, and across time</li> <li>● reflect and monitor own language learning and intercultural experiences</li> </ul>	<ul style="list-style-type: none"> <li>● evaluate how intercultural understanding enhances the ability to communicate, interact, and negotiate within and across languages and cultures, and to understand oneself and others, such as the expression of identity</li> <li>● understand the nature of intercultural communication such as register and body language</li> <li>● evaluate how customs and traditions, including language, may vary within a culture, between cultures, and across time</li> <li>● analyse, reflect on and monitor own language learning and intercultural experiences</li> </ul>	<ul style="list-style-type: none"> <li>● understand how intercultural understandings enhances the ability to communicate</li> <li>● identify aspects of intercultural communication such as register and body language</li> <li>● examine the concept of custom and tradition</li> <li>● self-reflect on language learning</li> </ul>
<b>Values, beliefs and perspectives</b>		
<ul style="list-style-type: none"> <li>● explore individual values, beliefs and perspectives in the expression of identity such as role and relationships</li> <li>● understand how society and community are established and maintained through cultural, intercultural and intracultural perspectives</li> <li>● examine own values, beliefs, ideas and practices in relation to those represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>● analyse individual values, beliefs and perspectives in the expression of identity such as role and relationships</li> <li>● understand how identity and belonging are constructed through cultural, intercultural and intracultural knowledge perspectives</li> <li>● critically analyse own values, beliefs, ideas and practices in relation to those represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>● discuss values, beliefs and perspectives as expression of identity</li> </ul>

A Course	T Course	M Course
<b>Features of language use</b>		
<ul style="list-style-type: none"> <li>● communicate ideas, and opinions related to the individual’s experience such as personal interests and relationships</li> <li>● collaborate to share ideas and understand perspectives</li> <li>● respond appropriately to audience, purpose and context in spoken and written interactions with consideration of gender, age or dialect</li> <li>● use processes and strategies to make meaning when viewing, listening and reading</li> <li>● apply specific grammatical features and functions (see appendix) with a focus on communication, and increasing accuracy, complexity and fluency</li> </ul>	<ul style="list-style-type: none"> <li>● communicate ideas, concepts and opinions related to the individual’s experience such as personal interests and relationships</li> <li>● collaborate to share ideas and understand perspectives</li> <li>● respond appropriately to audience, purpose and context in spoken and written interactions with consideration of gender, age or dialect</li> <li>● evaluate and use processes and strategies to make meaning when viewing, listening and reading</li> <li>● apply specific grammatical features and functions (see appendix) with a focus on communication, and increasing accuracy, complexity and fluency</li> </ul>	<ul style="list-style-type: none"> <li>● communicate ideas related to personal interests</li> <li>● collaborate to share ideas and understand perspectives</li> <li>● use processes and strategies to make meaning when viewing, listening and reading</li> <li>● apply specific grammatical features and functions (see appendix)</li> </ul>
<b>Reflection</b>		
<ul style="list-style-type: none"> <li>● self-reflect on learning processes recognising cognitive, cultural, personal and linguistic elements of language acquisition</li> </ul>	<ul style="list-style-type: none"> <li>● self-reflect on learning processes recognising cognitive, cultural, personal and linguistic elements of language acquisition</li> </ul>	<ul style="list-style-type: none"> <li>● self-reflect on learning processes</li> </ul>

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

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

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

**Assessment**

Refer to pages 9-11.

## Society and Community

**Value: 1.0**

**Society and Community a**

**Value 0.5**

**Society and Community b**

**Value 0.5**

### Unit Description

Students learn how different language communities are organized. They learn through the target language how to engage in diverse cultural practices and consider these in relation to their own. Students explore how to participate in society and the community.

### Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>understand the dynamic interrelationship of language and culture, and the importance of intercultural capabilities</li> <li>acquire language learning processes and strategies</li> </ul>	<ul style="list-style-type: none"> <li>evaluate the dynamic interrelationship of language and culture, and the importance of intercultural capabilities</li> <li>acquire language learning processes and strategies which enable students to communicate understandings about communities</li> </ul>	<ul style="list-style-type: none"> <li>recognise the interrelationship of language and culture, and the importance of intercultural capabilities</li> <li>acquire language learning processes and strategies</li> </ul>

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
<b>Engaging with texts</b>		
<ul style="list-style-type: none"> <li>analyse a variety of increasingly complex texts that explore how roles and responsibilities are shaped and defined by the expectations and values of the society such as education, occupation and tradition</li> <li>create a variety texts for different purposes, that convey ideas, beliefs and/or values</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse a variety of increasingly complex texts that explore how roles and responsibilities are shaped and defined by the expectations and values of the society such as education, occupation and tradition</li> <li>create a variety of increasingly sustained texts for different purposes, that convey ideas, beliefs and/or values</li> </ul>	<ul style="list-style-type: none"> <li>explore a variety of texts</li> <li>create texts</li> </ul>

A Course	T Course	M Course
<b>Contexts of language and culture</b>		
<ul style="list-style-type: none"> <li>● examine how intercultural understanding enhances the ability to communicate, interact and negotiate within and across languages in society and community, to understand oneself and others</li> <li>● understand the nature of intercultural communication such as register and body language</li> <li>● understand that customs and traditions, including language may vary within a culture, as well as between cultures, and across time</li> <li>● reflect on and monitor own language learning and intercultural experiences</li> </ul>	<ul style="list-style-type: none"> <li>● evaluate how intercultural understanding enhances the ability to communicate, interact and negotiate within and across languages in society and community, to understand oneself and others</li> <li>● understand the nature of intercultural communication such as register and body language</li> <li>● evaluate how customs and traditions, including language, may vary within a culture, as well as between cultures, and across time</li> <li>● analyse, reflect on and monitor own language learning and intercultural experiences</li> </ul>	<ul style="list-style-type: none"> <li>● describe how intercultural understanding enhances the ability to communicate</li> <li>● identify aspects of intercultural communication such as register and body language</li> <li>● self-reflect on own language learning</li> </ul>
<b>Values, beliefs and perspectives</b>		
<ul style="list-style-type: none"> <li>● explore ideas and opinions of self and others, as members of society, such as rights, responsibilities and duties</li> <li>● understand how society and community are established and maintained through cultural, intercultural and intracultural perspectives</li> <li>● examine own values, beliefs, ideas and practices in relation to those represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>● analyse individual values, beliefs and perspectives in the expression of identity such as role and relationships</li> <li>● understand how identity and belonging are constructed through cultural, intercultural and intracultural knowledge perspectives</li> <li>● critically analyse own values, beliefs, ideas and practices in relation to those represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>● discuss ideas and opinions of self and others</li> <li>● explore values, beliefs, ideas and practices represented in texts</li> </ul>

A Course	T Course	M Course
<b>Features of language use</b>		
<ul style="list-style-type: none"> <li>● communicate ideas, concepts and opinions related to social organisation and engagement such as their own values, beliefs, practices and ideas</li> <li>● collaborate to share ideas and understand perspectives</li> <li>● respond appropriately to audience, purpose and context in spoken and written interactions with consideration of gender, age or dialect</li> <li>● use processes and strategies to make meaning when viewing, listening and reading</li> <li>● apply specific grammatical features and functions (see appendix) with a focus on communication, and increasing accuracy, complexity and fluency</li> </ul>	<ul style="list-style-type: none"> <li>● communicate ideas, concepts and opinions related to the individual's experience such as personal interests and relationships</li> <li>● collaborate to share ideas and understand perspectives</li> <li>● respond appropriately to audience, purpose and context in spoken and written interactions with consideration of gender, age or dialect</li> <li>● evaluate and use processes and strategies to make meaning when viewing, listening and reading</li> <li>● apply specific grammatical features and functions (see appendix) with a focus on communication, and increasing accuracy, complexity and fluency</li> </ul>	<ul style="list-style-type: none"> <li>● communicate ideas, concepts and opinions such as their own values, beliefs, practices and ideas</li> <li>● collaborate to share ideas and understand perspectives</li> <li>● respond to audience</li> <li>● apply specific grammatical features and functions (see appendix)</li> </ul>
<b>Reflection</b>		
<ul style="list-style-type: none"> <li>● self-reflect on learning processes recognising cognitive, cultural, personal and linguistic elements of language acquisition</li> </ul>	<ul style="list-style-type: none"> <li>● self-reflect on learning processes recognising cognitive, cultural, personal and linguistic elements of language acquisition</li> </ul>	<ul style="list-style-type: none"> <li>● self-reflect on learning processes</li> </ul>

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**Assessment**

Refer to pages 9-11.

## The Changing World

**Value: 1.0**

The Changing World a

**Value 0.5**

The Changing World b

**Value 0.5**

### Unit Description

Students learn how values and culture/s shape an understanding of, and interaction with issues that impact our world. Students explore, through the target language, challenges and opportunities to share responsibilities.

### Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>acquire skills to be a global citizen</li> <li>understand and apply the diversity, variability and fluidity of language use for communication</li> </ul>	<ul style="list-style-type: none"> <li>acquire understandings and skills to be a global citizen</li> <li>understand and apply the diversity, variability and fluidity of language use for communication</li> </ul>	<ul style="list-style-type: none"> <li>describe what it means to be a global citizen</li> </ul>

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
<b>Engaging with texts</b>		
<ul style="list-style-type: none"> <li>analyse a variety of increasingly complex texts that explore change and the issues that impact our world, such as social, historical, political, environmental, technological and economic challenges and opportunities</li> <li>create a variety of texts for different purposes to explore trends and issues that impact on our personal, societal and global world</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse a variety of increasingly complex texts that explore change and the issues that impact our world, such as social, historical, political, environmental, technological and economic challenges and opportunities</li> <li>create a variety of increasingly sustained texts for different purposes to explore trends and issues that impact on our personal, societal and global world</li> </ul>	<ul style="list-style-type: none"> <li>explore texts, discussing challenges and opportunities for changing our world</li> <li>create simple texts</li> </ul>



A Course	T Course	M Course
<b>Features of language use</b>		
<ul style="list-style-type: none"> <li>• communicate ideas, concepts and opinions related to the changing world such as challenges and opportunities to share responsibilities</li> <li>• collaborate to share ideas and understand perspectives</li> <li>• respond appropriately to audience, purpose and context in spoken and written interactions with consideration of gender, age or dialect</li> <li>• use processes and strategies to make meaning when viewing, listening and reading</li> <li>• apply specific grammatical features and functions (see appendix) with a focus on communication, and increasing accuracy, complexity and fluency</li> </ul>	<ul style="list-style-type: none"> <li>• communicate ideas, concepts and opinions related to the changing world such as challenges and opportunities to share responsibilities</li> <li>• collaborate to share ideas and understand perspectives</li> <li>• respond appropriately to audience, purpose and context in spoken and written interactions with consideration of gender, age or dialect</li> <li>• evaluate and use processes and strategies to make meaning when viewing, listening and reading</li> <li>• apply specific grammatical features and functions (see appendix) with a focus on communication, and increasing accuracy, complexity and fluency</li> </ul>	<ul style="list-style-type: none"> <li>• communicate simple ideas</li> <li>• collaborate to share ideas and understand perspectives</li> <li>• apply identified grammatical features and functions (see appendix)</li> </ul>
<b>Reflection</b>		
<ul style="list-style-type: none"> <li>• self-reflect on learning processes recognising cognitive, cultural, personal and linguistic elements of language acquisition</li> </ul>	<ul style="list-style-type: none"> <li>• self-reflect on learning processes recognising cognitive, cultural, personal and linguistic elements of language acquisition</li> </ul>	<ul style="list-style-type: none"> <li>• self-reflect on learning processes</li> </ul>

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**Assessment**

Refer to pages 9-11.

## Diverse Perspectives

**Value: 1.0**

**Diverse Perspectives a**

**Value 0.5**

**Diverse Perspectives b**

**Value 0.5**

### Unit Description

Students learn how culture and language are expressed and appreciated in diverse mediums to communicate, sustain and challenge thinking, behaviour and systems. Students examine and demonstrate an awareness of perspectives. They explore, through the target language, a diversity of cultural expressions such as the arts and sciences.

### Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>understand how culture and language are expressed and appreciated in diverse mediums to communicate, sustain and challenge thinking</li> <li>understand the diversity, variability and fluidity of language use</li> </ul>	<ul style="list-style-type: none"> <li>understand how culture and language are expressed and appreciated in diverse mediums to communicate, sustain and challenge thinking, behaviour and systems</li> <li>understand the diversity, variability and fluidity of language use</li> </ul>	<ul style="list-style-type: none"> <li>understand how culture and language are expressed and appreciated in diverse mediums</li> </ul>

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
<b>Engaging with texts</b>		
<ul style="list-style-type: none"> <li>analyse a variety of increasingly complex texts that explore diverse perspectives that sustain and/or challenge thinking, behaviour and systems, such as literary, visual, performing arts and sciences</li> <li>create a variety of texts for different purposes to demonstrate an awareness of differing perspectives</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse a variety of increasingly complex texts that explore diverse perspectives that sustain and/or challenge thinking, behaviour and systems, such as literary, visual, performing arts and sciences</li> <li>create a variety of increasingly sustained texts for different purposes to demonstrate an awareness of differing perspectives</li> </ul>	<ul style="list-style-type: none"> <li>explore and respond to a variety of literary, visual, performing arts and sciences</li> </ul>

A Course	T Course	M Course
<b>Contexts of language and culture</b>		
<ul style="list-style-type: none"> <li>● examine how expressive and imaginative texts create aesthetic, humorous or emotional effects in ways that reflect cultural influence</li> <li>● understand the nature of intercultural communication such as register and body language</li> <li>● understand that customs and traditions, including language, may vary within a culture, as well as between cultures, and across time</li> <li>● reflect on and monitor language learning and intercultural experiences in self and others</li> </ul>	<ul style="list-style-type: none"> <li>● evaluate how expressive and imaginative texts create aesthetic, humorous or emotional effects in ways that reflect cultural influence</li> <li>● understand the nature of intercultural communication such as register and body language</li> <li>● evaluate how customs and traditions, including language, may vary within a culture, as well as between cultures, and across time</li> <li>● analyse, reflect on and monitor own language learning and intercultural experiences</li> </ul>	<ul style="list-style-type: none"> <li>● describe how expressive and imaginative texts create aesthetic, humorous or emotional effects in ways that reflect cultural influence</li> <li>● understand various cultural perspectives</li> <li>● self-reflect on language learning</li> </ul>
<b>Values, beliefs and perspectives</b>		
<ul style="list-style-type: none"> <li>● explore how values, beliefs and perspectives are expressed through the arts, in a variety of mediums and diverse contexts, through language and images</li> <li>● understand how diverse points of view are constructed and interpreted through cultural, intercultural and intracultural perspectives</li> <li>● examine own values, beliefs, ideas and practices in relation to those represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>● analyse how values, beliefs and perspectives are expressed through the arts, in a variety of mediums and diverse contexts, through language and images</li> <li>● understand how diverse perspectives are constructed and interpreted through cultural, intercultural and intracultural perspectives</li> <li>● critically analyse own values, beliefs, ideas and practices in relation to those represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>● identify own values, beliefs, ideas and practices in relation to those represented in texts</li> </ul>

A Course	T Course	M Course
<b>Features of language use</b>		
<ul style="list-style-type: none"> <li>● communicate ideas, concepts and opinions related to diverse perspectives such as political or social behaviours and systems</li> <li>● collaborate to share ideas and understand perspectives</li> <li>● respond appropriately to audience, purpose and context in spoken and written interactions with consideration of gender, age or dialect</li> <li>● use processes and strategies to make meaning when viewing, listening and reading</li> <li>● apply specific grammatical features and functions (see appendix) with a focus on communication, and increasing accuracy, complexity and fluency</li> </ul>	<ul style="list-style-type: none"> <li>● communicate ideas, concepts and opinions related to diverse perspectives such as political or social behaviours and systems</li> <li>● collaborate to share ideas and understand perspectives</li> <li>● respond appropriately to audience, purpose and context in spoken and written interactions with consideration of gender, age or dialect</li> <li>● evaluate and use processes and strategies to make meaning when viewing, listening and reading</li> <li>● apply specific grammatical features and functions (see appendix) with a focus on communication, and increasing accuracy, complexity and fluency</li> </ul>	<ul style="list-style-type: none"> <li>● communicate ideas</li> <li>● collaborate to share ideas and understand perspectives</li> <li>● apply specific grammatical features and functions (see appendix)</li> </ul>
<b>Reflection</b>		
<ul style="list-style-type: none"> <li>● self-reflect on learning processes recognising cognitive, cultural, personal and linguistic elements of language acquisition</li> </ul>	<ul style="list-style-type: none"> <li>● self-reflect on learning processes recognising cognitive, cultural, personal and linguistic elements of language acquisition</li> </ul>	<ul style="list-style-type: none"> <li>● self-reflect on learning processes</li> </ul>

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### Assessment

Refer to pages 9-11.

## Independent Study

**Value: 1.0**

**Independent Study a**

**Value 0.5**

**Independent Study b**

**Value 0.5**

### Prerequisites

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

### Unit Description

An Independent Study unit has an important place in senior secondary courses. It is a valuable pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit can be proposed by an individual student for their own independent study and negotiated with their teacher. The program of learning for an Independent Study unit must meet the unit goals and content descriptions as they appear in the course.

### Duplication of Content

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

### Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>acquire language learning processes and strategies</li> <li>enhance capacity to communicate and interact effectively within and across languages and cultures, and over time</li> </ul>	<ul style="list-style-type: none"> <li>acquire and demonstrate language learning processes and strategies</li> <li>enhance capacity to communicate and interact effectively within and across languages and cultures, and over time</li> </ul>	<ul style="list-style-type: none"> <li>acquire language learning processes and strategies</li> <li>develop intercultural understandings</li> </ul>

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
<b>Engaging with texts</b>		
<ul style="list-style-type: none"> <li>analyse a variety of increasingly complex texts for different purposes</li> <li>create a variety of texts for different purposes</li> </ul>	<ul style="list-style-type: none"> <li>critically analyse a variety of increasingly complex texts for different purposes</li> <li>create a variety of increasingly sustained texts for different purposes</li> </ul>	

A Course	T Course	M Course
<b>Contexts of language and culture</b>		
<ul style="list-style-type: none"> <li>● examine language and culture are inextricably linked</li> <li>● understand the nature of intercultural communication such as register and body language</li> <li>● understand that customs and traditions, including language, may vary within a culture, as well as between cultures, and across time</li> <li>● reflect on and monitor own language learning and intercultural experiences</li> </ul>	<ul style="list-style-type: none"> <li>● evaluate how language and culture are inextricably linked</li> <li>● understand the nature of intercultural communication such as register and body language</li> <li>● evaluate how customs and traditions, including language, may vary within a culture, as well as between cultures, and across time</li> <li>● analyse, reflect on and monitor own language learning and intercultural experiences</li> </ul>	<ul style="list-style-type: none"> <li>● self-reflect on language learning</li> </ul>
<b>Values, beliefs and perspectives</b>		
<ul style="list-style-type: none"> <li>● explore how meaning is constructed through cultural, intercultural and intracultural knowledge</li> <li>● understand how society and community are established and maintained through cultural, intercultural and intracultural perspectives</li> <li>● examine own values, beliefs, ideas and practices in relation to those represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>● analyse how meaning is constructed through cultural, intercultural and intracultural knowledge</li> <li>● understand the significance of cultural, intercultural and intracultural perspectives</li> <li>● critically analyse own values, beliefs, ideas and practices in relation to those represented in texts</li> </ul>	<ul style="list-style-type: none"> <li>● compare own values, beliefs, ideas and practices in relation to those represented in texts</li> </ul>
<b>Features of language use</b>		
<ul style="list-style-type: none"> <li>● communicate ideas, concepts and opinions</li> <li>● collaborate to share ideas and understand perspectives</li> </ul>	<ul style="list-style-type: none"> <li>● communicate ideas, concepts and opinions</li> <li>● collaborate to share ideas and understand perspectives</li> </ul>	<ul style="list-style-type: none"> <li>● communicate ideas</li> <li>● collaborate to share ideas and understand perspectives</li> </ul>

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>● respond appropriately to audience, purpose and context in spoken and written interactions with consideration of gender, age or dialect</li> <li>● use processes and strategies to make meaning when viewing, listening and reading</li> <li>● apply specific grammatical features and functions (see appendix) with a focus on communication, and increasing accuracy, complexity and fluency</li> </ul>	<ul style="list-style-type: none"> <li>● respond appropriately to audience, purpose and context in spoken and written interactions with consideration of gender, age or dialect</li> <li>● evaluate and use processes and strategies to make meaning when viewing, listening and reading</li> <li>● apply specific grammatical features and functions (see appendix) with a focus on communication, and increasing accuracy, complexity and fluency</li> </ul>	<ul style="list-style-type: none"> <li>● apply specific grammatical features and functions (see appendix)</li> </ul>
<b>Reflection</b>		
<ul style="list-style-type: none"> <li>● self-reflect on learning processes recognising cognitive, cultural, personal and linguistic elements of language acquisition</li> </ul>	<ul style="list-style-type: none"> <li>● self-reflect on learning processes recognising cognitive, cultural, personal and linguistic elements of language acquisition</li> </ul>	<ul style="list-style-type: none"> <li>● self-reflect on learning processes</li> </ul>

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

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

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

**Assessment**

Refer to pages 9-11.

## Appendix A – Implementation Guidelines

### Available course patterns

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

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

Units in this course can be delivered in any order.

### Prerequisites for the course or units within the course

Students must have studied at least three standard 1.0 units from this course in order to access the Independent Study unit. An Independent Study unit requires the principal's written approval. Principal approval can also be sought by a student in Year 12 to enrol concurrently in an Independent Study unit and their third 1.0 unit in this course of study.

### Arrangements for students continuing study in this course

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

### Duplication of Content Rules

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

### Guidelines for Delivery

#### Program of Learning

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

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

#### Content Descriptions

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

### **Half standard 0.5 units**

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

### **System Moderation**

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

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

System Moderation:

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

### **The Moderation Model**

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

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

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

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

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

**Feedback from System Moderation**

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

## Appendix B – Course Developers

### Course Developers

Name	College
Janelle Horsington	Canberra Girls Grammar School
Heike Craig	Daramalan College
Sabina Imamovic	Gungahlin College
Jee Youn Lee	Lake Tuggeranong College
Shao-Hua Que	Melba Copland Secondary School
Sophie Burton	Narrabundah College
Miyuki Shino	Narrabundah College
Lisa Bourne	St Clare's College

### Language Specific Information

Name	College
Xue Mei Liu	Brindabella Christian College
Mustapha Omari	Campbell High School
Janelle Horsington	Canberra Girls Grammar School
Heike Craig	Daramalan College
Uma Ramiah	Dickson College
Surabhi Das	Gungahlin College
Sabina Imamovic	Gungahlin College
Jee Youn Lee	Lake Tuggeranong College
Jing Yin	Lake Tuggeranong College
Gaelle Tregoning	Marist College
Shao-Hua Que	Melba Copland Secondary School
Celia Bazalar	Narrabundah College
Sophie Burton	Narrabundah College
Grace Chen	Narrabundah College
Assunta Corrado-Nitz	Narrabundah College
Hee-Kyoung Lee	Narrabundah College
Miyuki Shino	Narrabundah College
Lisa Bourne	St Clare's College
Tina Rodriguez	St Francis Xavier College

## Appendix C – Common Curriculum Elements

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

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

## Appendix D – Glossary of Verbs

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

## Appendix E – Glossary for ACT Senior Secondary Curriculum

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Appendix F – Language Specific Information

This appendix contains specific language features relevant to the language courses available for study, such as structures and grammatical content appropriate for students at this level. The appendix is a suggested guide only and is not limited to features of language that could be covered in the delivery of course content descriptions. The language features are not unit specific and are a guide to planning.

Prior to these features are some cues to essential understandings within each language.

The collection of conceptual understandings in the form of questions are provided to guide inquiry based teaching and learning in senior language classes. There is a need to capture the essence of the language/culture through the questions that 'carry' the teaching and learning; the grammar is the enabler, not the goal. Deep understanding and appreciation of, and a growing capability to meaningfully engage with, culture and language is the goal.

These understandings are phrased as inquiry questions to engage the teacher and learners on a journey towards understanding and participation. Predominantly, conceptual questions are the 'how and why questions' that enable us to understand the integral values and behaviours that drive the language/culture.

These statements contain understandings that equate to: if you don't learn about and learn to interact with an understanding of this concept, then you haven't really 'learnt' that language/culture. This is not a prescriptive list, but a starting point for inquiry. The questions can examine untranslatables, they can be questions of nature and impact, questions that give birth to comparative understanding, rather than lower order thinking, such as the one dimensional 'when, where, who questions.' 'What questions' can examine much deeper relational understandings, such as a cause and effect, for example, rather than objects or simple ideas.

## Beginning Arabic

### Essential Understandings

1. How and why do dialects and spoken educated Arabic differ?
2. How does the Arabic language shape and reflect the way Arabs think and view the world?
3. How, when and where is Modern Standard Arabic (MSA)\* used in the Arab world and Arabic speaking communities overseas?
4. How do the Standard Arabic and Arabic dialects contribute to the understanding of regional history, culture and religion?
5. In what ways does Arabic language and body language differentiate between formal and informal relationships?
6. How is the gender of nouns and verbs applied in the Arabic language?
7. How do verb tenses influence how Arabic-speakers express themselves and understand the world?
8. How can the Arabic language contribute to promoting a fair and just society, valuing diversity?
9. What are some of the tensions that exist between tradition and modernity in the Arab world and Arab-speaking communities overseas?
10. How have Arabic language and culture influenced other countries?

\* Note: Modern Standard Arabic (MSA) is sometimes called Standard or Formal Arabic.

### Beginning Arabic Grammar

Functions & Topics	Structures	Examples
Arabic Letters and Sounds	<ul style="list-style-type: none"> <li>• Alif, Baa, Taa, Thaa, Jeem ...</li> </ul>	أ ب ت ث ج
One-way connecting letters	<ul style="list-style-type: none"> <li>• Letters that can be connected from the right side only.</li> <li>• ا د ذ ر ز و</li> </ul>	برر، طور، زور
Nouns	<ul style="list-style-type: none"> <li>• Gender: Masculine &amp; feminine</li> <li>• Definite and indefinite</li> </ul>	تلميذ، تلميذة القلم، قلم
Adjectives	<ul style="list-style-type: none"> <li>• Agreement and placement</li> </ul>	بنت ذكية
Short Vowels	<ul style="list-style-type: none"> <li>• Diacritical marks</li> </ul>	ب، پ، بُ
Long Vowels	<ul style="list-style-type: none"> <li>• Three letters: ا و ي</li> </ul>	طالب، طول، ميل
Conjunctions	<ul style="list-style-type: none"> <li>• Connecting words and sentences: و إما</li> </ul>	أحمد و علي سافرا إلى أستراليا

Functions & Topics	Structures	Examples
Prepositions	<ul style="list-style-type: none"> <li>• Location and direction</li> <li>• Time</li> </ul>	في ، إلى
Pronouns	<ul style="list-style-type: none"> <li>• Demonstrative</li> <li>• Possessive</li> </ul>	هذا ، هذه ، ذلك ، تلك حقيقتي
Verbs	<ul style="list-style-type: none"> <li>• Past tense</li> <li>• Present tense</li> <li>• Imperative</li> </ul>	كَتَبَ يَكْتُبُ اُكْتُبْ
Negation	<ul style="list-style-type: none"> <li>• Using لا ليس</li> </ul>	ليس معي نقود
Cardinal numbers	<ul style="list-style-type: none"> <li>• 1 to 10</li> </ul>	10 9 8 7 6 5 4 3 2 1
The question particles	<ul style="list-style-type: none"> <li>• Using the particle: هل</li> </ul>	هل عندك سيارة ؟
Subject and Predicate	<ul style="list-style-type: none"> <li>• Nominal sentences</li> </ul>	الرجل طويل
Ordinal numbers	<ul style="list-style-type: none"> <li>• The First, the Second, the Third, the Fourth, the Fifth</li> </ul>	الأول ، الثاني
Possessive (Idafa) structure	<ul style="list-style-type: none"> <li>• Possessive sentence</li> </ul>	باب البيت
Telling Time	<ul style="list-style-type: none"> <li>• Formally and informally</li> </ul>	الساعة الواحدة

## Beginning Chinese

### Essential Understandings

1. How do tones influence meaning and phonetic expression in Chinese?
2. What is the significance of sides and radicals in Chinese characters?
3. Why is stroke order so important in writing Chinese characters?
4. How does the Chinese language reflect the country's unique identity?
5. How are ideas and opinions given and justified in Chinese?
6. How have Chinese language and culture influenced other countries?
7. What are the implications of Chinese zodiac signs in understanding personality?
8. What are the different ways of expressing politeness in the Chinese culture?
9. How do Chinese-speaking people choose appropriate questioning, such as asking about age?
10. What is the role of food in cultural festivals?
11. How is etiquette expressed in Chinese, such as giving and accepting presents?
12. In what ways have other languages and migration influenced Chinese language and Chinese-speaking communities?
13. How are tones and intonation used in Chinese poetry?

### Beginning Chinese Grammar

Functions	Structures
<b>Parts of Speech</b>	
<b>Nouns</b> common proper	人,书,老师 堪培拉中学
<b>Pronouns</b> personal  demonstrative	我(们),你/您(们), 他/她/它(们) 这,那 这儿/这里,那儿/那里
<b>Interrogative</b>	谁,什么,哪 哪儿? 几,多少, 怎么, 什么时候
<b>Numerals</b> counting	零,一,二,三,四,五,六,七, 八, 九,十, 百, 千, 万, 十万, 百 万

Functions	Structures
<b>Verbs</b> action emotive auxiliary direction	走,看,写, 说, 听, 读, 吃, 买, 卖, 坐, 骑 喜欢,觉得,知道,爱 能,会,要,可以,应该 上/下,来/去/回
<b>Adverbs</b> frequency sequence linking quantity degree negation progress	经常, 常常, 不常, 通常, 再, 总是, 有时候 就, 才, 刚 也, 还 都, 只 很, 非常, 最 不, 没 (有) 正在, 正, 在
<b>Adjectives</b> monosyllabic disyllabic monosyllabic (colours) nouns as adjectives	大/小, 多/少, 长/短 高兴 白, 红, 蓝, 黑, 绿 男, 女
<b>Prepositions</b> distance position direction object focus comparative	从, 离 在 对, 给 把 比
<b>Conjunctions</b> linking (pro)nouns alternative phrases	和, 跟 还是 (question), 或者 (statement) 因为... ..所以 可是/但是 but, 又 ... .. 又 ... ..(linking two verbs or two adjectives)
<b>Particles</b> structural  modal	的 (possessive) 的 (attributive) 得 (complement) 地 (adverbial) 吗, 呢, 吧 了

Functions	Structures
Sentences with verbal predicates 动词谓语句	我要学中文。 I want to learn Chinese.
“Shi” sentences “是”字句	她是我们的中文老师。 She is our Chinese teacher.
“You” sentences “有”字句	他有个兄弟。 He has a brother.
General questions with ma, ne. 用“吗”“呢”的一般疑问句	她是中学生吗? Is she a high school student? 我吃米饭, 你呢? I eat rice, how about you?
Sentences with adjectival predicates 形容词谓语句	我们都很高兴。 We are all happy.
Sentences with nominal predicates 名词谓语句	迈克十七岁。 Michael is 17 years old.
Negative sentences with bu 用“不”的否定句	我不去看电影了。 I am not going to watch the movie.
Imperative sentences to express a request or an order 表示请求和 命令的祈使句	请进! Please come in! 别在这抽烟! Don't smoke here.
Exclamatory sentences 感叹句 Adverbs of degree as adverbials 程度副词作状语	太好了! So good! 很/太/非常 very, 特别 especially, in particular, 真 really 学生们非常努力。 Students work hard.
Common measure words 常用量词	Nominal measure words: number + measure word + item 个 (one of persons or one unit of items), 种 (a kind of), 只, 条, 头 (referring to one kind of animal), 张 (one item with a surface), 台 (a machine or an equipment), 枝/串 (a twig, a branch of), 件 (a piece of garment), 幅 (one painting), 副 (眼镜 one pair of glasses), 对/双 (one pair of), 块 (one block of), 斤 (half of a kilo), 粒/颗 (one tiny item), 把 (referring to an item with a handle or support), 座 (a building of) 米, 公里 (distance) 斤, 公斤 (weight)

Functions	Structures
	块(元),毛(角),分 (currency) 点(钟),刻, 分钟 (time)
Locations as adverbials 地点状语	在 at, in, on 我们在堪培拉工作。We work in Canberra.
Usage of “de” “的” 字的用法 (1) The possessive de, 表达所属关系的 “的” (2) “de” used as a classifier 表达类别的 “的” (3) 强调过去动作的 “的” Used to emphasise an action that happened in the past	这是我们的计算机。These are our computers.  我吃甜的。I want to eat the sweet one.  我们是坐飞机来的。It is by plane that we have flown here.
Directional words 方位词 (1) Simple directional words 简单方位词 (2) Compound directional words 合成方位词  (3) Postpositional phrases 方位词组	上 on, above, over; 下 under, below; 左 left, 右 right, 前 front, 后 back, 中 middle, 旁 beside, 里 inside, 外 outside, 东 east, 南 south, 西 west, 北 north 东北 northeast, 东南 southeast, 西南 southwest, 西北 northwest  上面 / 上边 on top, 东面 / 东边 (in/to) east, 前面 / 前边 in front, 后面 / 后边 at the back  上下, 左右 and 前后 mean “approximately, about, around” and can be used to express approximation about age, height, length, weight, money and periods of time, etc.  五米左右 about 5 metres, 春节前后 around Chinese New Year  桌子上面, 教室里面 / 边 on the desk, inside the classroom
Existential sentences 存现句 在 zai, 有 you, 是 shi	电影院在超市的对面。/ 超市的对面有电影院。/ 超市的对面是电影院。 The cinema is opposite the super market.
Expressing distance 距离的表达	堪培拉城离飞机场很近/远。Civic of Canberra is close to/ far away from the airport.

Functions	Structures
Verbs used to express a brief action 表达短暂时段动作的动词, by duplication of verbs 动词重叠	我试试这件衣服。 Let me try this garment on. 请帮帮忙。 Give a hand, please.
Adverb of scope 范围副词作状语	我们都是澳大利亚人。 We are both Australian. 你学中文, 我也学中文。 You learn Chinese, I am learning Chinese too.
Directional prepositions 空间方位 词状语	从 from, 往 /向 towards, 从 ... .. 到 from ... to ... 她从那儿走来。
Expressing an action in progress 表达事件正在进行, using zheng or zai or zhengzai (zhe)  The Partical “zhe” 助词“着”的用法	他正 / 在 / 正在玩电脑游戏 (呢) 。 He is playing computer games.  学生们正在唱着歌。 The students are singing.
The particle “le” 助词“了”的用法 As an aspect particle, it occurs after a verb to indicate a completion of an action or the emergence of a new situation (used with other words).	他看了两本书。 He has read two books. 他睡了。 He has fallen sleep. 要下雨了。 It's going to rain.
Negative sentences with mei (you), mei (you) used before a verb to indicate that an action has not happened.	用 “没 (有) ” 的否定句, “没 (有) ” 用在动词前 代表动作还没有完成。 我还没 (有) 看这个电影了。 I have not seen this movie yet.
The particle “guo” indicating action that happed in the past. 助词 “过” 的用法, 表示发生过的动作	你来过我们学校吗? Have you been to our school? 你有没有看过这部电视剧? Have you watched this TV series?
Expressing similarity and dissimilarity 类同和不同的表达	我的手机和 / 跟 她的手机一样。 My mobile phone is the same as hers.
Comparative sentences 比 较句  Negative bi structures “比” 字句的 否定句	堪培拉的冬天比悉尼的冬天冷。 Canberra's winter is colder than Sydney's winter. 那条项链没有这条好看 (adjective)。 That necklace is not as pretty as this one.

Functions	Structures
The adverb “zui” 副词“最”	上海是中国最大(adjective)的城市。 Shanghai is the biggest city in China.
Sentences with multi-verbal compounds 连动句	我每天走路上学。 I walk to school every day.
Alternative questions and response 选择疑问句与回答	Q: 你们要去西安还是上海? Do you want to go to Xi'an or Shanghai? A1: 去西安。 Xi'an. A2: 西安或者上海都可以。 Either Xi'an or Shanghai.
Pivotal sentences (a verb indicates a request or a command) 兼语句	请你介绍你自己。 Please introduce yourself.
Affirmative-negative questions 正反疑问句	你喜欢不喜欢中国菜? Do you like Chinese food? 喜欢。 Yes, I like it.
Questions with zenme 用“怎么”的疑问句	这个汉字怎么读? How do I read this Chinese word?
Question tags used in requests using “zenmeyang”, “haoma”, “xingma” and “keyima” 用“怎么样?”, “好吗?” “行吗?” “可以吗?” 来表示请求的疑问句	你今天和我吃中饭, 怎么样? What about you and I having lunch today?
Modal verbs 能愿动词	这儿能停车吗? Can I park here? 你现在可以走了。 You can leave now. 你不应该迟到。 You should not be late in class.
Complements of time 时量补语	你来北京多长时间了 / 多久了? How long have you been in Beijing? 我来北京两天了。 I have been in Beijing for two days now. 我们看了两个小时的电视。 We watched TV for two hours.
Complements of action 动量补语	我去过北京五次。 I've been to Beijing three times. 这本书我看过两遍。 I've read this book twice.

Functions	Structures
<p>Compound sentences with conjunctions expressing the order of actions in a sentence 使用连词的复合句, 表示先后次序</p>	<p>我先写作业再玩电子游戏。 I will write my homework first, then play computer games. 要是 / 如果下雨, 我们就不去悉尼了。 If it is raining, then we are not going to Sydney. 她不但学习汉语, 而且还学习法语。 She not only studies Chinese but also studies French. 虽然他生病了, 但是他还是参加了比赛。 Although he is sick today he is still playing in the match.</p>
<p>Complements of result 结果补语</p>	<p>作业做完 (verb) 了。 The homework has been completed. 我们已经飞到堪培拉了。 We have already flown back to Canberra.</p>
<p>Complements of possibility 表示可能的结果补语</p>	<p>我写不完这么多作业。 I cannot finish so much homework. 我什么都看不见。 I cannot see anything.</p>
<p>Complements of degree 程度补语</p>	<p>他跑得很快。 他跑步跑得很快。 He runs fast.</p>
<p>The “ba” sentences Ba is used as a proposition followed by an object and a verb to emphasise how a person or a thing is “being acted on”. “把” 字句</p>	<p>我把头发剪短了。 I cut my hair short.</p>

**Reference:**

Wu Jianli (James WU) and BAI Lu, Chinese Grammar Step by Step, CENGAGE Learning, Melbourne 2011.

## Beginning French

### Essential Understandings

1. How does the French language reflect a country's unique character (terroir, regional language, teen slang and expressions)?
2. How do French-speaking teenagers manipulate the French language as a method of self-expression?
3. Why is it so important to distinguish between registers when addressing a French-speaking person?
4. In what way does the French language and body language differentiate formal and informal relationships?
5. How does grammatical gender influence the French worldview?
6. How has migration shaped the French language?
7. How is French used and applied in the global context?
8. How have French language and culture influenced other countries?
9. What is the purpose of idioms and how are they used in appropriate contexts?
10. How does French culture influence the formation and use of idioms?
11. How do French-speaking people choose the appropriate type of question?
12. How does French culture and history create a national and personal identity?
13. What do clichés reveal about the world's view of French society, its history, etiquette and traditions?
14. How are *liberte*, *egalite* and *fraternite* evident in French social and political structures?

### Beginning French Grammar

Learners will be required to use, actively and accurately, grammar and structures drawn from the following list. The mention of an item in this list implies knowledge of both its forms and its functions at an appropriate level of accuracy and complexity. The examples in italics in parentheses are indicative; that is, they serve to illustrate the part of speech or structure that the candidate must know and hence do not represent an exhaustive specification of the required grammatical knowledge.

Functions	Structures
<b>Adjectives</b>	<ul style="list-style-type: none"> <li>● regular and common irregular forms</li> <li>● adjectives agreement and placement</li> <li>● interrogative adjectives (<i>quel, quelle, quels, quelles</i>)</li> <li>● possessive adjectives (<i>mon, ma, mes, son, notre, nos...</i>)</li> </ul>
<b>Adverbs</b>	<ul style="list-style-type: none"> <li>● adverb placement, formation</li> <li>● irregular forms</li> <li>● negation (<i>ne... pas, ne... que, ne... jamais, ne... rien, ne... plus, ne... personne, ne... aucun</i>)</li> </ul>

Functions	Structures
<b>Articles</b>	<ul style="list-style-type: none"> <li>● in a negative construction</li> <li>● after expressions of quantity</li> <li>● omission of the article</li> <li>● definite and indefinite</li> <li>● stressed pronouns (<i>moi, toi, lui, elle</i>)</li> <li>● partitive article (<i>du, de la, del', des and de</i>)</li> </ul>
<b>Conjunctions</b>	<ul style="list-style-type: none"> <li>● coordinating conjunctions (<i>car, donc, ensuite, puis...</i>)</li> <li>● conjunctions of conclusion (<i>parce que, car, comme</i>)</li> <li>● phrases followed by the indicative</li> </ul>
<b>Interrogative</b>	<ul style="list-style-type: none"> <li>● 3 question forms &amp; sentence structure</li> </ul>
<b>Nouns</b>	<ul style="list-style-type: none"> <li>● gender</li> <li>● agreement</li> <li>● definite and indefinite articles</li> <li>● possessive and demonstrative adjectives</li> </ul>
<b>Numerals</b>	<ul style="list-style-type: none"> <li>● cardinals (<i>un, deux, trois...</i>)</li> <li>● ordinals (<i>premier, première, vingtième...</i>)</li> <li>● date</li> <li>● time</li> </ul>
<b>Prepositions</b>	<ul style="list-style-type: none"> <li>● location and direction</li> <li>● time</li> </ul>
<b>Pronouns</b>	<ul style="list-style-type: none"> <li>● subject pronouns (including <i>on</i>)</li> <li>● direct and indirect object pronouns (<i>le, la, les, lui, leur</i>)</li> <li>● relative (<i>qui, que</i>), demonstrative (<i>ce, cet, cette, ces</i>), interrogative pronouns</li> <li>● use of indirect pronouns, <i>y</i> and <i>en</i></li> <li>● position and order of pronouns in a sentence</li> </ul>
<b>Verbs</b>	<ul style="list-style-type: none"> <li>● regular &amp; irregular including modals, impersonal, reflexive verbs (present, imperfect, perfect, future, near future, conditional tenses)</li> <li>● imperative mood</li> <li>● present and past participles</li> <li>● use of <i>depuis</i> with present tense</li> <li>● use of <i>venir de</i> with present tense (equivalent to present perfect)</li> <li>● verbs followed by <i>à, de</i></li> <li>● clauses with <i>si + present/future</i></li> </ul>

### Other language features

The following are examples only. The language features covered should be relevant to the context in which they are used and may change over time. Check for current usage.

- Idiomatic expressions: *Etre rouge comme une tomate; J'ai une faim de loup; J'ai un chat dans la gorge. Il tombe des cordes.*
- Pause fillers: *euh ..., bon ..., alors...*
- Slang/Verlan: *le mec, la nana, le beur, la meuf*

## Beginning German

### Essential Understandings

1. How does German language shape the way German-speakers think and view the world?
2. How does German language reflect formal and informal relationships?
3. Why is gender important in the German language?
4. What is the nature of verbs in social interactions?
5. How does verb choice impact on the way German-speakers interpret the world through time and mood?
6. How is the case system used to organise sentence structure?
7. How do German-speakers ask and respond to questions?
8. How are ideas and opinions given and justified in German?
9. How do regional and national varieties enrich the German language?
10. How do other languages influence the German language?
11. How have German language and culture influenced other countries?
12. How does German culture and history create a national and personal identity?

### Beginning German Grammar

Functions	Structures
<b>Nouns</b>	<ul style="list-style-type: none"> <li>● Gender (use of definite and indefinite articles)</li> <li>● Formation of plurals</li> <li>● Cases (Nominative, Accusative and Dative)</li> <li>● Cognates</li> <li>● Regional and national varieties</li> <li>● Compound nouns</li> <li>● Capitalisation of nouns</li> </ul>
<b>Adjectives</b>	<ul style="list-style-type: none"> <li>● Adjective endings</li> <li>● Comparative and superlative</li> </ul>
<b>Adverbs</b>	<ul style="list-style-type: none"> <li>● Common adverbs of time, manner and place</li> </ul>
<b>Conjunctions</b>	<ul style="list-style-type: none"> <li>● Co-ordinating (e.g. <i>aber, und, oder</i>)</li> <li>● Subordinating conjunctions (e.g. <i>weil, dass, als, wenn</i>)</li> </ul>
<b>Prepositions</b>	<ul style="list-style-type: none"> <li>● Prepositions with Accusatives</li> <li>● Prepositions with Dative</li> <li>● Two-way prepositions</li> </ul>
<b>Pronouns</b>	<ul style="list-style-type: none"> <li>● Personal e.g. <i>ich, mich, mir</i> etc.</li> <li>● Possessive e.g. <i>mein, dein</i> etc.</li> </ul>

<p><b>Sentence construction</b></p>	<ul style="list-style-type: none"> <li>● Main clauses</li> <li>● Subordinate clauses</li> <li>● Questions             <ul style="list-style-type: none"> <li>○ Open questions e.g. <i>wer, wie was, wo</i></li> <li>○ Close questions e.g. <i>Hast du..?</i></li> </ul> </li> <li>● Time, manner, place</li> </ul>
<p><b>Functions</b></p>	<p><b>Structures</b></p>
<p><b>Verbs</b></p>	<ul style="list-style-type: none"> <li>● Regular and irregular verbs</li> <li>● Tenses (Present, future, perfect and imperfect of <i>haben</i> and <i>sein</i>)</li> <li>● Imperatives</li> <li>● Modal and auxiliary verbs</li> <li>● Separable verbs</li> <li>● Subjunctive – <i>würde</i> + infinitive</li> </ul>

## Beginning Hindi

### Essential Understandings

1. How do phonetics contribute to making meaning in Hindi?
2. How does the gender of Hindi nouns and adjectives influence daily communication?
3. How do verbs reflect Hindi-speakers' worldview?
4. How do regional varieties enrich the Hindi Language?
5. How do Hindi dialects contribute to understanding Indian history, culture and traditions?
6. How do other languages influence the Hindi language?
7. In what ways do Hindi language and body language differentiate formal and informal relationships?
8. How has migration produced 'Hinglish' from Hindi?
9. How has technology impacted on the use of Hindi Language?
10. How do Indian customs and traditions differentiate personal identity?
11. How does Hindi language contribute to strengthening social relationships within and beyond the Hindi-speaking community?
12. How have Hindi language and culture influenced other countries?
13. How has Bollywood changed world perceptions of India?

### Beginning Hindi Grammar

Functions	Structures	Examples
<b>Vowels</b>	<ul style="list-style-type: none"> <li>• Short and Long</li> <li>• Full Forms</li> <li>• Abbreviated Forms (मात्रा) Diacritic Mark</li> <li>• Consonants with मात्रा</li> </ul>	<ul style="list-style-type: none"> <li>• अ आ इ ई उ ऊ</li> <li>• आ इ ई</li> <li>• क का कि की कु कू के कै को कौ कृ</li> </ul>
<b>Consonants</b>	<ul style="list-style-type: none"> <li>• Unaspirated</li> <li>• Aspirated</li> </ul>	<ul style="list-style-type: none"> <li>• क ग च</li> <li>• ख घ छ</li> </ul>
<b>Numeral</b>	<ul style="list-style-type: none"> <li>• Cardinal</li> <li>• Ordinal</li> <li>• Multiple</li> <li>• Fraction</li> <li>• Collective</li> </ul>	<ul style="list-style-type: none"> <li>• एक, दो, तीन</li> <li>• पहला दूसरा</li> <li>• सैकड़ों हजारों</li> <li>• आधा तीन चौथाई</li> <li>• दोनों तीनों</li> </ul>

Functions	Structures	Examples
<b>Noun</b>	<ul style="list-style-type: none"> <li>• Gender (Masculine and Feminine)</li> <li>• Singular</li> <li>• Plural</li> </ul>	<ul style="list-style-type: none"> <li>• लड़का (Masculine) लड़की (Feminine)</li> <li>• लड़की</li> <li>• लड़कियां</li> </ul>
<b>Pronoun</b>	<ul style="list-style-type: none"> <li>• Singular</li> <li>• Plural</li> <li>• Personal</li> <li>• Possessive</li> <li>• Demonstrative</li> <li>• Reflexive</li> <li>• Relative</li> <li>• Interrogative</li> <li>• Indefinite</li> <li>• Oblique with different</li> <li>• Postpositions</li> </ul>	<ul style="list-style-type: none"> <li>• मैं, तुम, यह, वह</li> <li>• तुम, तुम लोग, आप, आप लोग, हम, हम लोग, ये, वे</li> <li>• मैं,हम, तुम, आप, वह, मेरा, मेरी, मेरे, तुम्हारा, उसका, उसकी, उनका, उनकी</li> <li>• यह, वह, ये, वे</li> <li>• अपना, अपनी</li> <li>• जो, सो</li> <li>• कौन, क्या</li> <li>• कोई, कुछ</li> <li>• मेरा, मुझे</li> </ul>
<b>Postposition</b>	<ul style="list-style-type: none"> <li>• Possessive postposition</li> <li>• Preposition/postposition</li> <li>• Compound postposition</li> </ul>	<ul style="list-style-type: none"> <li>• का</li> <li>• बिना, बजाए, मारे</li> <li>• के बारे में</li> </ul>
<b>Negation</b>	<ul style="list-style-type: none"> <li>• Double negatives</li> </ul>	<ul style="list-style-type: none"> <li>• नहीं, मत, न, कहीं ऐसा ना हो जाए। भला क्यों- भला क्यों न, थोड़े ही- भला।</li> </ul>
<b>Conjunction</b>	<ul style="list-style-type: none"> <li>• Copulative disjunctive</li> </ul>	<ul style="list-style-type: none"> <li>• और, एव</li> </ul>
<b>Adverb</b>	<ul style="list-style-type: none"> <li>• Formation</li> <li>• Time</li> <li>• Place</li> <li>• Manner</li> <li>• Affirmation</li> <li>• Negation</li> <li>• Doubt</li> <li>• Certainty</li> <li>• Reason</li> </ul>	<ul style="list-style-type: none"> <li>• धीरे-धीरे</li> <li>• आज, कल, परसो, सदा</li> <li>• यहां वहां इधर-उधर</li> <li>• अचानक सहसा</li> <li>• हाँ, जी हाँ, ठीक</li> <li>• नहीं, जी नहीं</li> <li>• शायद, सम्भवत</li> <li>• अवश्य</li> <li>• अतः, क्यों, किस लिए</li> </ul>

		<ul style="list-style-type: none"> <li>• तक, मात्रा,भर</li> <li>• अथ, इति</li> </ul>
<b>Adjective</b>	<ul style="list-style-type: none"> <li>• Qualitative Adjective (गुणवाचक विशेषण )</li> <li>• Quantative Adjective (परिमाणवाचक विशेषण)</li> <li>• Numerals Adjective (संख्यावाचक विशेषण)</li> <li>• Demonstrative Adjectives (सर्वनामिक विशेषण )</li> </ul>	<ul style="list-style-type: none"> <li>• Big (बड़ा ), Small (छोटा), Tall (लंबा ), Beautiful (सुंदर)</li> <li>• Two Kilos (दो किलो), Two Metres (दो मीटर)</li> <li>• Seeta has four sisters. (सीता चार बहनें हैं।) I have two apples. (मेरे पास दोसेब है।)</li> <li>• मेरी पुस्तक (my book) किसका काम (whose work)</li> </ul>
<b>Functions</b>	<b>Structures</b>	<b>Examples</b>
<b>Sentence and phrase types</b>	<ul style="list-style-type: none"> <li>• Statements</li> <li>• Questions</li> <li>• Commands</li> <li>• Exclamations</li> <li>• Simple, compound and</li> <li>• Complex sentences</li> <li>• Compatible clauses</li> </ul>	<ul style="list-style-type: none"> <li>• मैं जाता हूँ। तुम पढ़ते हो।</li> <li>• क्या तुम हिंदी पढ़ते हो? वह क्यों नाराज है?</li> <li>• इधर आओ, उधर जाइए, यहां सफाई करवाइएगा</li> <li>• अरे, शाबाश, हाय, धन्य दो!</li> <li>• मैं यहां आती है इसलिए हूँ कि तुमसे मिल सकूँ।</li> </ul>
<b>Verb construction</b>	<ul style="list-style-type: none"> <li>• Subjectival</li> <li>• Objectival</li> <li>• Neutral construction</li> </ul>	<ul style="list-style-type: none"> <li>• राम चला। सीता चली। राम ने किताब पढ़ी।</li> <li>• राम ने किताब पढ़ी।</li> <li>• राम ने आपको देखा।</li> </ul>

## Beginning Indonesian

### Essential Understandings

1. How does the language both shape and reflect the way Indonesian-speakers think and view the world?
2. What influences the choice of formal, informal and colloquial forms of language, and how do these reflect cultural values?
3. How is Indonesian society shaped by diversity?
4. What does it mean to be a citizen of Indonesia in different regions?
5. How does the use of colloquialisms and expressions shape the identity of Indonesian-speakers?
6. How do other languages and dialects influence the Indonesian language?
7. How do *malu* and *bangga* impact on intercultural understanding?
8. How does the concept of *Kekuatan Alami* (subjugation to nature) manifest itself in Indonesian society and language?
9. What is the role of ‘*Bapakisme*’ in Indonesian culture?
10. How have Indonesian language and culture influenced other countries?

### Beginning Indonesian Grammar

Grammatical Items	Sub-elements	Example(s)
<b>Verbs</b>	base-word verbs	mandi, bangun, tidur
	ber-	berjalan, bersekolah, berkacamata, bernama, berumur, berwarna, bersepeda
	me-	merasa, membaca, menari, mengambil, menyikat
	me...kan, me...i	melakukan, mendekati
	ke ... an	kehabisan, ketinggalan
	active and passive forms	beli, membeli, dibeli
	with markers and modifiers	sudah, sedang, akan, harus, dapat, bisa, boleh, suka, ingin, mau, baru, dulu, nanti, tadi
	with accompanying prepositions	bertanya kepada

<b>Grammatical Items</b>	<b>Sub-elements</b>	<b>Example(s)</b>
<b>Nouns</b>	base-word nouns ke...an pe- pe...an per...an -an plurals	meja, celana kemerdekaan, kesehatan pembeli, pemain pendidikan pertandingan makanan, minuman buku-buku, tiga pena, para guru, banyak murid, beberapa orang, semua pemain, buah-buahan, sayur-sayuran
<b>Negation</b>	with verbs with nouns, pronouns with adjectives	tidak, belum, jangan, kurang bukan tidak kaya, kurang baik, belum siap, tidak begitu sukar, tidak terlalu mahal
<b>Pronouns</b>	personal terms of address possessive relative	saya, aku, kami, kita kamu, Anda, kalian, kamu sekalian, Anda sekalian dia, ia, mereka Bapak, Ibu, Adik, Kakak, Saudara, person's name -ku, -mu, -nya, ... saya yang..., yang ...-nya
<b>Quantifiers</b>	cardinal numbers ordinal numbers collectives	satu, dua, tiga pertama, kedua, kesepuluh ketiga pemain, kami berenam, berpuluh-puluh, ratusan

	<p>with terms of measurement</p> <p>indefinite terms</p> <p>fractions</p> <p>classifiers</p>	<p>meter, liter, gram, rupiah, kilo</p> <p>banyak, beberapa, sedikit, semua</p> <p>sepertiga, setengah, tiga perempat</p> <p>seorang, dua buah, sepuluh ekor, sehelai, sepotong</p>
<b>Questions</b>	<p>question words</p> <p>question tag</p>	<p>apakah, apa, -kah, bagaimana, yang mana, mana and its compounds, mengapa/ kenapa, kapan, berapa, siapa</p> <p>Kan...?, ..., bukan/ 'kan?</p>
<b>Adjectives</b>	<p>base-word adjective</p> <p><i>me-</i> with adjectival function</p> <p><i>me...kan</i> with adjectival function</p> <p>comparatives</p> <p>superlatives</p>	<p>senang, marah</p> <p>menarik</p> <p>menyenangkan</p> <p>lebih + adjective...daripada se + adjective...</p> <p>paling / ter- + adjective</p>
<b>Adverbs</b>	<p><i>dengan</i> + base</p> <p>duplication of base</p>	<p>dengan baik</p> <p>diam-diam, pagi-pagi</p> <p>secepat-cepatnya, secepat mungkin</p>
<b>Prepositions</b>		<p>belakang, dalam, depan, luar, dengan, tanpa, untuk, lewat, di, ke, dari, antara, atas, bawah, melalui, sampai, pada, kepada muka, samping, sebelah, tengah, tentang, menurut, oleh</p>

<b>Conjunctions</b>		atau, bahwa, dan, kalau, karena, kemudian, ketika, lalu, sambil, sampai, sebelum, sedangkan, sehingga, selama, sementara, sesudah, supaya, agar, tanpa, tetapi, untuk, akibatnya, walaupun/meskipun, baik... maupun...
<b>Exclamations</b>		aduh, asyik, ayo, sialan, wah, bukan main...nya, alangkah...nya
<b>Equational sentences</b>	<i>ini / itu</i> use of <i>adalah</i> and <i>ialah</i>	Ini pena saya. Bahasa nasional ialah Bahasa Indonesia.
<b>Requests and commands</b>	silakan boleh(kah) minta -lah harap coba tolong jangan dilarang	Silakan duduk. Bolehkah saya ke belakang, Bu? Minta tambah nasinya, Pak. Bawalah gelas ini. Harap tunggu sebentar. Coba baca halaman empat. Tolong buka pintu. Jangan makan di kelas. Dilarang merokok.

## Beginning Italian

### Essential Understandings

1. How does grammatical gender influence Italian-speakers' vision of the world?
2. In what ways do Italian language and body language differentiate formal and informal relationships?
3. How does verb form impact on the way Italian-speakers interpret the world through tenses and mood?
4. How do regional varieties enrich the Italian language?
5. How do Italian dialects contribute to the understanding of regional history, culture and traditions?
6. How do other languages influence the Italian language?
7. How do Italian culture and history create a personal and national identity?
8. How is social media changing the Italian language and the way young people communicate?
9. How have Italian language and culture influenced other countries?
10. How do Italian history and culture influence the formation and use of idioms?

### Beginning Italian Grammar

Functions	Structures
<b>Nouns</b>	<ul style="list-style-type: none"> <li>● Numero e genere dei sostantivi regolari</li> <li>● Sostantivi irregolari piu comuni (per esempio: uomo→ uomini, parti del corpo)</li> <li>● Il plurale delle parole tronche e delle parole straniere.</li> </ul>
<b>Articles</b>	<ul style="list-style-type: none"> <li>● Articolo determinativo maschile, femminile, singolare e plurale.</li> <li>● Articolo indeterminativo maschile e femminile</li> <li>● Partitivi</li> </ul>
<b>Adjectives</b>	<ul style="list-style-type: none"> <li>● L'aggettivo maschile, femminile, singolare e plurale</li> <li>● Aggettivi possessivi</li> <li>● Aggettivi dimostrativi questo e quello</li> <li>● Forme regolari del comparativo e superlativo</li> </ul>
<b>Adverbs</b>	<ul style="list-style-type: none"> <li>● Uso degli avverbi (per es. poco, meno, appena, troppo, più, molto)</li> <li>● Avverbi di luogo (per es. vicino/sopra/sotto/sinistra/in alto/ in basso)</li> <li>● Posizione degli avverbi all'interno della frase</li> </ul>
<b>Conjunctions</b>	<ul style="list-style-type: none"> <li>● Congiunzioni piu' comuni <i>però, infatti, dunque, perciò, cioè, comunque, ma ecc...</i></li> </ul>
<b>Prepositions</b>	<ul style="list-style-type: none"> <li>● Preposizioni semplici ed articolate</li> </ul>

<b>Functions</b>	<b>Structures</b>
<b>Pronouns</b>	<ul style="list-style-type: none"> <li>● Pronomi personali soggetto</li> <li>● Pronomi oggetto diretti e indiretti</li> <li>● I pronomi ci e ne</li> <li>● Il pronome relativo che</li> <li>● Si impersonale</li> </ul>
<b>Sentence construction</b>	<ul style="list-style-type: none"> <li>● Struttura della frase (soggetto, verbo, oggetto)</li> <li>● La frase interrogativa (Dove? Quando? Come? Quanto? Quale? Che cosa? Chi?)</li> <li>● La frase negativa</li> </ul>
<b>Verbs</b>	<ul style="list-style-type: none"> <li>● Il presente indicativo dei verbi regolari</li> <li>● Il presente indicativo dei verbi irregolari più comuni (per esempio essere, avere, fare, andare, stare, venire, uscire e salire)</li> <li>● Verbi modali</li> <li>● Verbi riflessivi</li> <li>● Terza persona della forma verbale di piacere</li> <li>● Presente progressivo</li> <li>● Participio passato regolare ed alcune forme irregolari di participio passato (per es. aprire/aperto, bere/bevuto)</li> <li>● Passato prossimo</li> <li>● Futuro</li> <li>● Imperfetto indicativo</li> <li>● Imperativo informale positivo e negativo</li> </ul>

## Beginning Japanese

### Essential Understandings

1. How is belonging and identity demonstrated and communicated culturally and linguistically?
2. What understandings are essential for effective interaction? (eg. Aizuchi, hierarchy, familiarity)
3. How do concepts such as 和 (わ) 中と表・外 (なかとおもて・そと) define interactions?
4. Where is solidarity evidenced in Japanese society? (eg. natural disasters recovery operations, collective ideology)
5. In what ways do concepts such as 義理とお返し (ぎりとおかえし) and reciprocity manifest in daily life?
6. How does the Japanese concept of おもてなし structure the social experience?
7. What does successful participation in Japanese 日常生活 look like, and why is it valued? (eg. 社会参加、習慣)
8. How are values expressed through 年間行事 (eg. 祭り、入学式、祝日) (eg. reverence to nature, importance of relationships and milestones)?
9. How can tradition be both the cause and the solution to modern issues in Japan and overseas?
10. How are tensions between tradition and modernity evidenced and resolved?
11. How does the evolution of narrative mirror technological change?
12. How do performing, visual and literary expressions communicate and sustain language and culture?
13. How are changing values impacting the way people identify with, and participate, in society?
14. How does an appreciation of Japanese aesthetics enable deeper connection to the Japanese language and people? (eg. 侘と寂 (わびとさび) 、雅 (みやび) )
15. How do regions assert uniqueness? (eg. お土産、方言、食べ物、自然)
16. How have Japanese language and culture influenced other countries?

## Beginning Japanese Grammar

Functions	Structures <i>All structures are to be learnt in polite/plain, and negative/positive and present/past/present continuous forms.</i>
<b>Understanding and communicating in script</b>	<ul style="list-style-type: none"> <li>• Hiragana and Katakana script</li> <li>• Kanji appropriate to context and Beginning level</li> </ul>
<b>Greeting and leave taking</b>	<ul style="list-style-type: none"> <li>• はじめまして、どうぞよろしく、こちらは、こんにちは、etc.</li> </ul>
<b>Introducing self and others</b>	<ul style="list-style-type: none"> <li>• interrogatives (何、だれ、どこ、どのように (どうやって)、いつ、どう、どうして、どれ、どのような (どんな)、どちら (どっち))</li> <li>• 私・ぼくは～です、～と言います</li> <li>• こちらは～です、この人は～です</li> <li>• ～から来ました・～人です</li> <li>• ～に住んでいます</li> <li>• ～才です</li> <li>• でんわばんごうは～です</li> <li>• しゅみは～です</li> <li>• 高校～年生です (小学、中学、高校、大学)</li> <li>• たん生日は～です</li> <li>• ～が (は) 好きです</li> <li>• ～が (は) 好きではありません</li> <li>• ～人かぞくです</li> <li>• ～がいます</li> <li>• しごととは～です</li> </ul>
<b>Expressing time and number</b>	<ul style="list-style-type: none"> <li>• Numbers 1 – 100</li> <li>• Counters 回、人、匹、本、杯 (はい)、番</li> <li>• Days of the week</li> <li>• Dates in the month</li> <li>• Point in time 時、半、分、ごぜん、ごご、</li> <li>• Length and duration of time ぐらい、ごろ</li> <li>• Frequency words (eg. 時々、よく、ぜんぜん～ません)</li> <li>• Chronological time words (eg. きのう、今日、明日)</li> </ul>
<b>Expressing duration</b>	<ul style="list-style-type: none"> <li>• ～から～まで～かかります</li> <li>• ～日(間)、～週(間)、～ヶ月(間)、～年(間)</li> </ul>
<b>Expressing distance</b>	<ul style="list-style-type: none"> <li>• ～から～まで～あります</li> </ul>
<b>Expressing action in a sentence using particles</b>	<ul style="list-style-type: none"> <li>• は (topic/subject)、が (object)</li> <li>• の (possession)、も (inclusion)</li> <li>• と (exhaustive list)、や (inexhaustive list)</li> <li>• か (questioning)</li> <li>• Timeframe に</li> </ul>

<b>Functions</b>	<b>Structures</b> <i>All structures are to be learnt in polite/plain, and negative/positive and present/past/present continuous forms.</i>
	<ul style="list-style-type: none"> <li>• Companion と</li> <li>• Transport で</li> <li>• Destination に・へ</li> <li>• Location で</li> <li>• Mode of transport で</li> <li>• Object/activity を</li> <li>• Receiver に</li> <li>• には/では</li> </ul>
<b>Sequencing</b>	<ul style="list-style-type: none"> <li>• そして、それから、でも・しかし、けれども、ですから、その前、その後、その上、なぜなら</li> <li>• ~の後で、~の前に、</li> <li>• verb て</li> </ul>
<b>Describing activities</b>	<ul style="list-style-type: none"> <li>• Timeframe に Activity をします</li> <li>• Timeframe に Event をいわれます</li> <li>• Timeframe に Event があります</li> </ul>
<b>Describing people</b>	<ul style="list-style-type: none"> <li>• Person は body part が adjective です</li> <li>• Person の body part は adjective です</li> </ul>
<b>Nominalising</b>	<ul style="list-style-type: none"> <li>• ~ことが好きです (preferences)</li> <li>• ~たことがあります (experiences)</li> <li>• ~ことができます (potential)</li> </ul>
<b>Modifying</b>	<ul style="list-style-type: none"> <li>• noun の noun (eg. となりのへや)</li> <li>• い adjective noun (eg. あかいドレス)</li> <li>• な adjective な noun (eg. しずかな人)</li> </ul>
<b>Expressing abilities</b>	<ul style="list-style-type: none"> <li>• 上手です</li> <li>• 下手です</li> <li>• とくいです</li> <li>• にながてです</li> </ul>
<b>Expressing superlative</b>	<ul style="list-style-type: none"> <li>• 一番 adjective</li> <li>• ~が一番 adjective です</li> </ul>
<b>Listing</b>	<ul style="list-style-type: none"> <li>• ~たり~たりします</li> <li>• い adjective ~くて</li> <li>• な adjective/noun ~で</li> </ul>
<b>Quantifying</b>	<ul style="list-style-type: none"> <li>• もう、まだ、たくさん、とても、すこし (ちょっと)</li> </ul>
<b>Experimenting</b>	<ul style="list-style-type: none"> <li>• ~てみます</li> </ul>

Functions	Structures <i>All structures are to be learnt in polite/plain, and negative/positive and present/past/present continuous forms.</i>
Expressing order of events/actions	<ul style="list-style-type: none"> <li>• ~てから (after doing)</li> <li>• ~前に (before)</li> <li>• ~後で (after)</li> <li>• ~間に (during)</li> </ul>
Expressing simultaneous actions	<ul style="list-style-type: none"> <li>• ~ながら</li> </ul>
Expressing when	<ul style="list-style-type: none"> <li>• Noun の時(に)、Verb/Adjective + 時(に) (when)</li> </ul>
Intensifying	<ul style="list-style-type: none"> <li>• Sentence よ</li> <li>• Sentence ね</li> </ul>
Giving and receiving	<ul style="list-style-type: none"> <li>• Aは Bに Cをあげます</li> <li>• Aは (Bに) Cをくれます</li> <li>• Aは Bから・に Cをもらいます</li> </ul>
Becoming/resulting in	<ul style="list-style-type: none"> <li>• ~になります</li> </ul>
Expressing opinions	<ul style="list-style-type: none"> <li>• ~と思います</li> </ul>
Expressing purpose	<ul style="list-style-type: none"> <li>• (verb)~ために</li> <li>• (noun)~のために</li> </ul>
Giving advice	<ul style="list-style-type: none"> <li>• ~た方がいいです</li> <li>• ~ない方がいいです</li> </ul>
Requesting	<ul style="list-style-type: none"> <li>• ~てください</li> <li>• ~ないてください</li> </ul>
Prohibiting	<ul style="list-style-type: none"> <li>• ~てはいけません</li> <li>• ~たらはいけません</li> <li>• ~てはだめです</li> <li>• ~たらだめです</li> </ul>
Demonstrating	<ul style="list-style-type: none"> <li>• これ、それ、あれ、どれ</li> <li>• この、その、あの、どの</li> </ul>
Locating	<ul style="list-style-type: none"> <li>• AはBのCにあります</li> </ul> <p>(eg. 上、下、中、外、右、左、東、西、南、北)</p>
Expressing desires	<ul style="list-style-type: none"> <li>• verb たい (ん) です</li> <li>• noun がほしいです</li> </ul>
Expressing conditionals	<ul style="list-style-type: none"> <li>• ~たら</li> <li>• ~と</li> </ul>

<b>Functions</b>	<b>Structures</b> <i>All structures are to be learnt in polite/plain, and negative/positive and present/past/present continuous forms.</i>
<b>Seeking permission and expressing obligation</b>	<ul style="list-style-type: none"> <li>• ~てもいいです/なくてもいいです</li> <li>• ~てはだめです</li> <li>• ~ないといけません/ないとだめです</li> <li>• ~なくてはいいけません/なくてはだめです</li> </ul>
<b>Expressing intentions</b>	<ul style="list-style-type: none"> <li>• ~つもり</li> <li>• ~よてい</li> <li>• ~けいかく</li> </ul>
<b>Suggesting and explaining</b>	<ul style="list-style-type: none"> <li>• ~たらしいです</li> <li>• ~といいです</li> </ul>
<b>Deciding</b>	<ul style="list-style-type: none"> <li>• verb ことにします</li> <li>• noun にします</li> </ul>
<b>Reporting</b>	<ul style="list-style-type: none"> <li>• ~と言います</li> </ul>
<b>Predicting</b>	<ul style="list-style-type: none"> <li>• ~でしょう</li> <li>• ~かもしれません</li> </ul>
<b>Expressing opinions</b>	<ul style="list-style-type: none"> <li>• ~と思います</li> </ul>
<b>Expressing purpose</b>	<ul style="list-style-type: none"> <li>• verb ~ために</li> <li>• noun ~のために</li> </ul>
<b>Giving advice</b>	<ul style="list-style-type: none"> <li>• ~た方がいいです (you had better...)</li> <li>• ~ない方がいいです (you had better not...)</li> </ul>
<b>Requesting</b>	<ul style="list-style-type: none"> <li>• ~てください</li> <li>• ~ないてください</li> </ul>
<b>Prohibiting</b>	<ul style="list-style-type: none"> <li>• ~てはいけません</li> <li>• ~たらいけません</li> <li>• ~てはだめです</li> <li>• ~たらだめです</li> </ul>
<b>Demonstrating</b>	<ul style="list-style-type: none"> <li>• これ、それ、あれ、どれ</li> <li>• この、その、あの、どの</li> </ul>
<b>Locating</b>	<ul style="list-style-type: none"> <li>• AはBのCにあります</li> <li>• (eg: 上、下、中、外、右、左、東、西、南、北)</li> </ul>
<b>Expressing desires</b>	<ul style="list-style-type: none"> <li>• verb たい (ん) です</li> <li>• noun がほしいです</li> </ul>
<b>Expressing conditional</b>	<ul style="list-style-type: none"> <li>• ~たら</li> <li>• ~と</li> </ul>

Functions	Structures <i>All structures are to be learnt in polite/plain, and negative/positive and present/past/present continuous forms.</i>
<b>Seeking permission and expressing obligation</b>	<ul style="list-style-type: none"> <li>• ~てもいいです/なくてもいいです</li> <li>• ~てはだめです</li> <li>• ~ないといけません/ないとだめです</li> <li>• ~なくてはいいけません/なくてはだめです</li> </ul>
<b>Expressing intentions</b>	<ul style="list-style-type: none"> <li>• ~つもり</li> <li>• ~よてい</li> <li>• ~けいかく</li> </ul>
<b>Suggesting and explaining</b>	<ul style="list-style-type: none"> <li>• ~たらいいです</li> <li>• ~といいです</li> </ul>
<b>Deciding</b>	<ul style="list-style-type: none"> <li>• verb ことにします</li> <li>• noun にします</li> </ul>
<b>Reporting</b>	<ul style="list-style-type: none"> <li>• ~と言います</li> </ul>
<b>Predicting</b>	<ul style="list-style-type: none"> <li>• ~でしょう</li> <li>• ~かもしれません</li> </ul>

## Beginning Korean

### Essential Understandings

1. How do Korean language and culture shape the way Koreans think and view the world?
2. What is the nature and impact of the invention of Hangeul, Korean Script?
3. How is the connection between oral and written text represented in Korean language?
4. How is the structure of subject-object-verb evidenced in Korean language?
5. How are ideas and opinions communicated and justified by Korean-speakers?
6. In what way do the Korean language and nonverbal language differentiate formal and informal relationships?
7. What is the nature of the honorific form in social interaction in Korean language?
8. How does the concept of formal and informal communication shape the social experience?
9. How has rapid economic change within Korea influenced Korean language?
10. In what ways have other languages enriched the Korean language?
11. How have Korean language and culture influenced other countries?

### Beginning Korean Grammar

Grammatical Items	Formation or example(s)	In phrases or sentences
<b>Text forms</b>		
Polite Informal Form (PIF)	-요	가요 먹어요 ?
Formal Form	습니다 습니다	습니까? 습니까?
Informal Casual Form (Banmal)	Drop '요' from PIF	가, 먹어 / 가? 먹어?
<b>Particles and Suffixes</b>		
Topic particles	N+는 (V) N+은 (C)	순이는 상훈은
Subject particles	N+가 (V) N+이 (C)	미나가 준영이
Object particles	N+를 (V) N+을 (C)	나는 드라마를 좋아해요 나는 운동을 싫어해요

Locative particle	에	슈퍼마켓에
<b>Grammatical Items</b>	<b>Formation or example(s)</b>	<b>In phrases or sentences</b>
Particle indicating place	에서	수영장에서 수영해요
Particle indicating time	에	오전에
Particles indicating direction	로/으로	호텔로 가요 왼쪽으로/오른쪽으로
Particle indicating instrument	로	버스로 연필로
Particles indicating start and end point	-부터 ~까지 -에서 ~까지	1 시부터 2 시까지 캔버라에서 서울까지
Particle conveying inclusiveness	도	나도 가고 싶어요
Delimiters only	만	학생들만 들어오세요
Each, every ,all	마다	날마다 수영해요
Particle indicating purpose or goal	VST+(으)러	사러 먹으러
Dative particles	에게/한테  에게서/ 한테서	김 선생님에게/한테 강아지한테 과자를 주었어요  친구에게서/한테서 선물을 받았어요
Possessive particles	의	피터의 아들 순영이의 가방
Linking particles (and/with)	와/과	어머니와 아버지, 선생님과 학생

(or)	하고 (이)랑 (이)나	미술하고 음악 친구랑 같이 갔어요 어머니나 아버지, 선생님이나 학생
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Grammatical Items	Formation or example(s)	In phrases or sentences
Adjectival suffix	VST +ㄴ (V) VST +은 (C) VST +는 (C)	조용한 (조용하+ㄴ) 좋은 (좋+은) 재미있는 (재미있+는)
Adverbial suffix	VST +게	바쁘게 (바쁘+게)
Comparative suffix (than)	보다	우리 형은 나보다 키가 커요
Honorific suffix	(으)시	우리 학교에 오셔서 반가워요 (셔=시+어) 어서 오십시오
<b>Numerals</b>		
Cardinal numbers (Pure Korean)	하나(한), 둘(두), (세), 넷(네), 다섯, 여섯, 일곱, 여덟, 아홉, 열스물(스무), 서른, 마흔,쉰, 예순, 일흔, 여든,아흔	우리 형은 스물 한살이에요
Cardinal numbers (Sino Korean)	공, 일, 이, 삼, 사, 오, 육, 칠, 팔, 구, 십, 백, 만	전화번호는 9021 3547(구공이일 삼오사칠) 이에요
Ordinal numbers	첫 번째(첫째), 두 번째(둘째), 세 번째(셋째)	첫 번째 사거리에서 오른쪽으로 가세요
<b>Nouns</b>		
Free nouns -independent nouns	학생, 옷, 가방, 하늘, 대한민국	
Special use of nouns -approximate time, when	ㄹ 때	이 사진은 내가 두 살 때예요
-counting numbers	-에 -번	하루에 한 번
-afterwards, later on -before	후 전	밥을 먹은 후에 밥을 먹기 전에



Grammatical Items	Formation or example(s)	In phrases or sentences
Bound nouns - deponent nouns	-것 -수 -적 -줄 -동안	노래하는 것을 좋아해요 수영할 수 있어요/없어요 만난 적이 없어요/있어요 할 줄 알아요? / 몰라요. 방학 동안에 책을 많이 읽었어요
Suffixes after nouns	님 들 썸 짜리	선생님, 사람들, 한시썸, 100 원 짜리
<b>Pronouns</b>		
Personal pronouns	나/저, 우리/저희, 내/제 너, 너희,  이 사람/이분, 저 사람/저분 누/누구	내 이름은 김 은영이에요.  이분은 우리 어머니세요.
Demonstrative pronouns	이것, 그것, 저것 여기, 거기, 저기 이곳, 저곳 아무 것, 아무데	이것은 뭐예요? 여기는 내가 운동하는 곳이에요. 이곳은 도서관이에요 아무 것도 없어요
Interrogative pronouns	누구 어디 얼마 무엇/뭐/ 뭘 왜 언제 어떤 무슨 몇	누구세요? 어디에 가요? 얼마예요 뭘 좋아해요? 왜요? 언제예요? 어떤 사람이 그렇게 말해요? 무슨 색이에요? 학생이 몇 명이에요?

Grammatical Items	Formation or example(s)	In phrases or sentences
<b>Adverbs</b>		
Adverbs of time	어제, 오늘, 내일, 모레 지금, 이제, 일찍, 요즘	어제 뭘 했어요? 지금 가야겠어요.
Adverbs of frequency	언제나/항상, 자주, 가끔, 다시, 또	피터는 나한테 자주 전화해요
Adverbs of degree	아주, 보통, 너무, 별로, 전혀	피터는 노래를 아주 잘 불러요. 별로 할 일이 없어요
Adverbs indicating duration	얼마나 (오래)	얼마나 걸려요?
Adverbs that connect nouns and noun phrases	N+와 함께 (V) N+과 함께 (C)	내 친구와 함께 우리 부모님과 함께
Common adverbs	모두, 같이, 조금, 많이	나는 한국 드라마를 많이 봤어요.
Negative adverbs	안 못	학교에 안 가요. 학교에 못 가요.
Superlative form	제일	시드니는 제일 아름다운 도시예요.
<b>Connectives</b>		
Indicating equal status	그리고	이 방은 커요. 그리고 밝아요.
Providing an explanation for the previous sentence or clause	그러면	배가 고파요? 그러면 밥을 먹으세요.
Indicating the opposite in meaning or a contrast	그러나/ 그렇지만/하지만 /그런데	오빠는 운동을 잘 해요. 그렇지만 나는 운동을 잘 못해요. 그런데 노래는 잘해요
Indicating reason	그래서  /그러니까	내일은 내 생일이예요. 그래서 경희를 내 생일 파티에 초대하고 싶어요. 그러니까 경희를 내 생일 파티에 초대합니다.

Grammatical Items	Formation or example(s)	In phrases or sentences
<b>Adverbs</b>		
Indicating cause	왜냐하면	창문을 닫으세요. 왜냐하면, 오늘은 날씨가 선선해요
<b>Prepositions</b>		
Simple prepositions	중에서	한국 음식 중에서 제일 맛있는 음식이 뭐예요?
	앞에/뒤에/옆에/안에/ 밖에/건너편에/위에/ 아래에/사이에/ 오른쪽에/왼쪽에	우리 집은 학교 건너편에 있어요
<b>Classifiers</b>		
Using Sino-Korean numerals	년/월/일,	이천이십년 삼월 십칠일(17/03/2020)
	학년, 그램/미터/리터	십일학년, 십오그램
	원, 달러/불	오천 원
	분(minute(s))	이십 분
Using Pure-Korean numerals	개, 마리, 컵, 병, 명, 분(person(s)), 살, 시/시간	한 개 세 마리
Serving for [number] people	인분	불고기 삼인분
<b>Honorific Expressions</b>		
Honorific: Polite request/ suggestion /command	VST -(으)시 + 어요, 세요	어머니가 캔버라에 가세요 여기 앉으세요 비빔밥 주세요
Lexical honorifics	성함, 생신, 말씀, 연세, 댁 주무시다, 계시다	성함이 어떻게 되세요?
Humbleness	저, 저희 드리다	할머니께 선물을 드려요

## Beginning Spanish

### Essential Understandings

1. How do gender and number influence the Spanish vision of the world?
2. In what ways do language and body language differentiate formal and informal relationships?
3. How does the Spanish language shape the way Spanish speaking people think and view the world?
4. How do different moods and tenses of verbs express needs and desires of Spanish-speakers?
5. How do the different language variants uniquely identify Spanish-speaking countries?
6. How do the use of colloquialisms and expressions shape the identity of Spanish-speaking communities?
7. How does Spanish language contribute to understandings of history and Spanish culture?
8. How do other indigenous languages and dialects influence Spanish language?
9. How is the Spanish language influenced by other regional variations?
10. How have Latin and Arabic languages influenced Spanish language?
11. How do Latin American Spanish speakers influence the Spanish-speaking world?
12. How does English language influence Spanish language today through cognates?
13. How is Spanish language becoming increasingly globalised?
14. How is music embedded in Spanish culture?
15. How is the development of technology impacting Spanish language?
16. How does learning Spanish broaden social and intercultural knowledge of Spanish culture?
17. How have Spanish language and culture influenced other countries?

### Beginning Spanish Grammar

Students should be aware of different levels of language, for example, formal and informal. This includes the use of colloquialisms, where they are appropriate, and an awareness of country/regional differences. It should be noted that, where regional variants are used, it is also important to provide internationally recognised alternatives.

**Beginning Spanish Grammar**

<b>Grammar elements</b>	<b>Structure</b>	<b>Example(s)</b>
<b>Nouns</b>	<ul style="list-style-type: none"> <li>• gender</li> <li>• number</li> <li>• compound nouns</li> <li>• common borrowed words</li> </ul>	<i>el niño, la niña, el amor</i> <i>los niños, las niñas, las clases</i> <i>el supermercado</i> <i>el fútbol, el líder</i>
<b>Articles</b>	<ul style="list-style-type: none"> <li>• definite</li> <li>• indefinite</li> <li>• Contraction</li> <li>• used with generic nouns with names and titles with days of the week</li> <li>• the form lo + adjectives to express abstract ideas</li> <li>• masculine article with feminine noun</li> <li>• omission of article for example, with a profession</li> </ul>	<i>el, la, los, las</i> <i>un, una, unos, unas</i> <i>al, del</i> <i>me gustan las manzanas</i> <i>el señor Suárez</i> <i>el sábado, los domingos</i>  <i>lo mejor de esta idea</i>  <i>el agua, el hada, un águila</i>  <i>soy estudiante</i>
<b>Adjective</b>	<ul style="list-style-type: none"> <li>• agreement gender number</li> <li>• position</li> <li>• demonstratives</li> <li>• possessives</li> <li>• interrogatives</li> <li>• apocopated (shortened) adjectives used as nouns</li> <li>• comparative and superlatives</li> <li>• irregular comparatives</li> </ul>	 <i>el perro pequeño</i>  <i>los gorros verdes</i>  <i>la casa blanca, el último ejercicio</i>  <i>este, ese, aquel</i>  <i>mi, tu, su, nuestra, vuestros</i>  <i>¿cuántos...? ¿qué...?</i>  <i>buen, algún, cien, gran</i> <i>la roja es mi favorita</i>  <i>más alto, menos difícil, buenísimo</i>  <i>mi mejor amigo, el peor estudiante</i> <i>Ella es la mayor/menor de sus hermanos</i>

Grammar elements	Structure	Example(s)
<p><b>Pronouns</b></p>	<ul style="list-style-type: none"> <li>• subject</li> <li>• reflexive</li> <li>• direct object</li> <li>• indirect object</li> <li>• possessive</li> <li>• demonstrative</li> <li>• relative</li> <li>• indefinite</li> <li>• emphatic</li> <li>• with prepositions</li> <li>• position with imperatives with two verbs with progressive tense</li> <li>• double object</li> </ul>	<p><i>yo, tú, él/ella, usted, nosotros, vosotras, ellos, ustedes</i></p> <p><i>me, te, se, nos, os</i></p> <p><i>me, te, lo(s), la(s), nos, os</i></p> <p><i>me, te, le, nos, os, les</i></p> <p><i>mío, tuyo, suyo, nuestra</i></p> <p><i>esto, eso, aquél</i></p> <p><i>que</i></p> <p><i>alguien, algo, varios</i></p> <p><i>A mí me gusta mucho</i></p> <p><i>mí, ti, conmigo, contigo</i></p> <p><i>déjalo, escúchame</i></p> <p><i>lo quiero comprar, quiero comprarlo</i></p> <p><i>Estoy haciéndolo ahora</i></p> <p><i>yo te lo doy, dámelos, se lo dije</i></p>
<p><b>Verbs</b></p>	<ul style="list-style-type: none"> <li>• regular verbs</li> <li>• common stem-changing verbs</li> <li>• common irregular verbs</li> <li>• auxiliaries</li> <li>• use of 'ser' and 'estar'</li> <li>• reflexives</li> <li>• infinitive</li> <li>• indicative mood: present progressive present imperfect preterite perfect future</li> </ul>	<p><i>cantar, beber, subir</i></p> <p><i>jugar, querer, pedir</i></p> <p><i>ser, ir, tener, hacer</i></p> <p><i>haber, estar</i></p> <p><i>¿cómo están? ¿cómo son?</i> <i>era aburrido, estaba aburrido</i></p> <p><i>llamarse, lavarse</i></p> <p><i>me gusta bailar, hablar español es fácil</i></p> <p><i>canto, bebo, subo, quiero, son, vamos</i></p> <p><i>estoy cantando</i></p> <p><i>cantaba, bebía, subía, eran, querías</i></p> <p><i>canté, bebí, subí, fui, tuvimos</i></p> <p><i>ha bebido, han sido</i></p> <p><i>cantaré, beberé, subiré, serás, haremos</i></p>

Grammar elements	Structure	Example(s)
	<ul style="list-style-type: none"> <li>• Ir a + infinitive</li> <li>• conditional in common phrases</li> <li>• imperative mood in common phrases</li> <li>• subjunctive mood in common phrases</li> </ul>	<p><i>voy a comer</i></p> <p><i>me gustaría, ¿podrías...?</i></p> <p><i>¡escucha! ¡vengan aquí!</i></p> <p><i>¡qué te vaya bien!</i> <i>¡qué tengas buen viaje! ¡venga!</i></p>
<b>Adverbs</b>	<ul style="list-style-type: none"> <li>• location</li> <li>• manner</li> <li>• time</li> <li>• quantity</li> <li>• comparative</li> </ul>	<p><i>aquí, allí, cerca, lejos</i></p> <p><i>bien, mal, rápidamente</i></p> <p><i>siempre, nunca, ahora, tarde, temprano</i></p> <p><i>mucho, muy, demasiado</i></p> <p><i>más, menos, tan...como</i></p>
<b>Prepositions</b>	<ul style="list-style-type: none"> <li>• simple</li> <li>• compound</li> <li>• verbs followed by a preposition</li> <li>• a with direct objects that refer to people</li> </ul>	<p><i>a, de, para, por, con, en</i></p> <p><i>al lado de, encima de, detrás de</i></p> <p><i>jugar a, acabar de, ayudar a</i></p> <p><i>quiero ver a mi madre</i></p>
<b>Interrogatives</b>		<p><i>¿quién? ¿qué? ¿cuándo? ¿dónde?</i> <i>¿cómo? ¿cuántos? ¿cuál? ¿por qué?</i></p>
<b>Conjunctions/connectives</b>	<ul style="list-style-type: none"> <li>• All commonly used</li> </ul>	<p><i>y/e, o/u, ni, sin embargo, o sea, pero, porque, por eso</i> <i>e.g. madre e hija, plata u oro</i></p>
<b>Interjections/exclamations</b>		<p><i>¡hola!, ¡oiga!, ¡fatal! ¡ay!</i></p>
<b>Negation</b>	<ul style="list-style-type: none"> <li>• common negatives</li> <li>• double negation</li> </ul>	<p><i>no, nada, nadie, nunca, ni...ni, ningún, tampoco</i></p> <p><i>no hemos comido nada, no calla nunca, no como ni pan ni tortillas, no hablo con nadie</i></p>

<b>Numerals</b>	<ul style="list-style-type: none"> <li>• cardinal</li> <li>• ordinal</li> <li>• quantities</li> <li>• time</li> </ul>	<p><i>uno, dos</i></p> <p><i>primer(o), segundo</i></p> <p><i>dos kilos, cien gramos, un litro</i></p> <p><i>la una, las dos y media, las tres menos cuarto, las quince y quince</i></p>
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**In addition, students should recognize the following grammatical structures:**

<b>Function</b>	<b>Structure</b>	<b>Example(s)</b>
<b>Pronouns</b>	<ul style="list-style-type: none"> <li>• double object</li> </ul>	<i>yo te lo doy, dámelos, se lo dije</i>
<b>Verbs</b>	<ul style="list-style-type: none"> <li>• impersonal forms</li> <li>• indicative mood: progressive past pluperfect conditional</li> <li>• imperative mood</li> <li>• subjunctive mood: present</li> <li>• past</li> </ul>	<p><i>se habla español</i></p> <p><i>estábamos comiendo, estuve comiendo</i></p> <p><i>había bebido, habían ido</i></p> <p><i>cantaría, bebería, subiría, sería, tendrían</i></p> <p><i>pongan la mesa, no te lo pierdas</i></p> <p><i>esperamos que haga buen tiempo, ¿quieres que te ayude?</i></p> <p><i>si fuera/fuese más barato lo compraría</i></p>
<b>Numerals</b>	<ul style="list-style-type: none"> <li>• proportion</li> </ul>	<i>medio, un tercio, tres cuartos, cien por cien, veinte por ciento</i>
<b>Prefixes and suffixes</b>	<ul style="list-style-type: none"> <li>• common formations</li> </ul>	<i>descansar, rebajas, señorita, Carlitos, muchachón</i>

## Beginning Tamil

### Essential Understandings

1. Why is Tamil identified as one of the living and vibrant classical languages of the world?
2. How does language shape the way Tamil-speakers think and view the world?
3. How has Tamil language influenced various languages in India and overseas, and how it has been impacted by other languages?
4. What is the significance of the Tamil alphabet in the language ?
5. What is the difference between colloquial speaking and writing in the Tamil language?
6. How are different nouns addressed in Tamil language?
7. What features make Tamil a diglossia language?
8. How does Tamil contribute to fields of literature, morality, medicine, mathematics, astronomy, business, arts, music and engineering?
9. What impact did rapid economic growth in India, and the migration of Tamil people to various parts of the world, have on the language?
10. How does learning Tamil broaden social and intercultural knowledge about Tamil culture and its heritage?
11. How far has Tamil language spread from its place of origin?
12. What does it mean to identify as a Tamilian today?
13. How has Tamil adapted to the technological world?
14. What is the correlation between Tamil food and medicine?
15. Why is poetry significant in the Tamil language?
16. How has Tamil endured in all forms over the last five thousand years?
17. How have Tamil language and culture influenced other countries?

### Beginning Tamil Grammar

செயல்முறை Function	இலக்கண அமைப்பு Grammatical Structure	எடுத்துக்காட்டுக்கள் Examples
எழுத்துக்கள் Letters		அ, இ, உ, எ, ஒ, க், ங், ச், ஞ் க, ங, ச
உயிர் எழுத்துக்கள் Vowels (12 letters)		அ, ஆ, இ, ஈ, உ, ஊ, எ, ஏ, ஐ, ஒ, ஔ. ஒள.
	குறில் - Short Vowels (5 letters)	அ, இ, உ, எ, ஒ.
	நெடில் - Long Vowels (7 letters)	ஆ, ஈ, ஊ, ஏ, ஐ, ஔ, ஒள

செயல்முறை Function	இலக்கண அமைப்பு Grammatical Structure	எடுத்துக்காட்டுக்கள் Examples
மெய் எழுத்துக்கள் <b>Consonants</b> (18 letters)		க், ங், ச், ஞ், ட், ண், த், ந், ப், ம், ய், ர், ல், வ், ழ், ள், ற், ன்
	வல்லினம் – <i>Hard letters</i>	க, ச, ட, த, ப, ற
	மெல்லினம் – <i>Soft or nasal letters</i>	ங, ஞ, ண, ந, ம, ன
	இடையினம் – <i>Medial letters</i>	ய, ர, ல, வ, ழ, ள
உயிர்மெய் எழுத்துக்கள் <b>Vowel-consonants</b> (216 letters)		க, ங, ச, ஞ, .... கா, நா, சா, ஞா, ..... முதலியவை
ஆய்த எழுத்து <b>The Guttural</b> (1 letter)		ஃ
அளவை அடை <b>Quantifiers</b>	இயல் எண் - <i>Cardinal numbers</i>	ஒன்று, இரண்டு, மூன்று, நான்கு
	வரிசையைக் குறிக்கும் எண் - <i>Ordinal numbers</i>	முதலாவது, இரண்டாவது, மூன்றாவது
	அளவைக் குறிக்கும் சொற்கள் - <i>Measurement terms</i>	கிலோ, கிராம், லிட்டர், மீட்டர்
	வரையறையில்லாத சொற்கள் - <i>Indefinite terms</i>	சில, பல
	கணிதச் சொற்கள் - <i>Mathematical terms</i>	நீளம், முக்கோணம், விட்டம் பரப்பளவு
	வினா எழுத்துக்கள் - <i>Question markers</i>	ஏன்? யார்? அவனா?
பெயர்ச்சொல் <b>Nouns</b>	<b>பால் - Gender and number</b>	
	உயர்திணை - High class or Personal	மக்கள், தேவர், நரகர்
	ஆண்பால் - <i>Masculine</i>	அவன்
	பெண்பால் - <i>Feminine</i>	அவள்
	பலர்பால் - <i>Plural</i>	ஐந்து மனிதர்கள்
	அஃறிணை - <i>Non-class or Impersonal, neuter gender</i>	கையடக்கத் தொலைபேசி, மாடு
	ஒன்றன்பால் - <i>Singular</i>	ஒரு கணினி, அது இது
	பலவின்பால் - <i>Plural</i>	அவர், என்ப, தம்பிமார்
	பொதுவானப் பெயர்ச்சொல் - <i>Common noun</i>	மக்கள், விலங்குகள்
	பெயர் வகையில் இடுகுறியான - <i>Proper noun</i>	எடிசன், விக்டோரியா
	காரணப் பெயர் - <i>Rational</i>	நாற்காலி, மடிக்கணினி
	இடுகுறிப்பெயர் - <i>Irrational</i>	மரம்

செயல்முறை Function	இலக்கண அமைப்பு Grammatical Structure	எடுத்துக்காட்டுக்கள் Examples
கூட்டுப்பெயர்கள் Pronouns	தன்மை – First Person	நான், நாம், நாங்கள்
	முன்னிலை - Second person	நீ, நீர், நீங்கள்
	படர்க்கை - Demonstrative	அவன், அவள், அது இவன், இவள், இது உவன், உவள், உது
	வேற்றுமை – Possessive	எனது, உன்னுடைய, அவர்களுடைய
	எல்லைவரையறுக்கிற, எல்லை விளக்குகிற – Determinative	இனிய கனிகள்
	எல்லையற்ற, வரையறைப்படாத - Indefinite	யாரோ, எவரோ
பெயரடை/ பெயரைத் தழுவுகின்ற சொல் Adjectives	பண்புசார்ந்த - Qualitative	நல்ல மனிதன், பழுத்த பழம்
	வினை சார்ந்த, வினைத்திரிபான - Verbal	பாடிய குயில்
வினையடை/ வினை தழுவுசொல் Adverbs	கால வினையெச்சங்கள் - Time	இப்பொழுது, நேற்று, சமீபத்தில்
	இட வினையெச்சங்கள் - Place	இங்கு, அங்கு, எவ்விடத்திலும்
	மாதிரி வினையெச்சங்கள் - Manner	அழகாக, கவனமாக, வேகமாய்
	வினையெச்சம் - Participial verb	படித்து, அனுப்பி, செய்து
விகுதி Postposition		கீழே, உள்ளே, மேலே
முற்றுத் தொடர்/ வாக்கியம் Sentences	பெயர் சார்ந்த - Nominal	ஊரெல்லாம் மழை
	தொழிற்பெயர் - Verbal	ஆடல், பாடல், முயற்சி
	கூற்று - Statement	மாலன் மிகவும் நல்லவன்
	ஆணை, கட்டளை - Command	நடுச்சாலையில் நடக்காதே.
	வினா - Questions	உனக்குத் தெரியுமா?
	வியப்பிடைச்சொல் - Exclamation	இந்தக் கோபுரம் எவ்வளவு உயரமாக இருக்கின்றது!
	தனிச் சொற்றொடர் - Simple sentence	நேற்று மழை பெய்தது.
	கூட்டுச் சொற்றொடர் - Compound sentence	மழை பெய்ததால் வெள்ளம் வந்து மரம் விழுந்தது.

செயல்முறை Function	இலக்கண அமைப்பு Grammatical Structure	எடுத்துக்காட்டுக்கள் Examples
வினைச்சொல் Verbs	வெவ்வேறு மாறுபாடுகள் - Inflectional categories	
	தன்மை – First Person	வருகிறேன், கற்றேன்
	முன்னிலை - Second person	வருகிறாய், கற்றாய்
	படர்க்கை - Third person	வருகிறான், கற்றான்
	<b>பால் – Gender and Number</b>	
	உயர்திணை - Rational	
	ஆண்பால் – Masculine	பாடினான்
	பெண்பால் – Feminine	பாடினாள்
	பலர்பால் – Plural	பாடினார்கள், பேசுகிறார்கள்
	அஃறிணை - Irrational	
	ஒன்றன்பால் - Singular	சென்றது, ஓடியது
	பலவின்பால்- Plural	சென்றன, ஓடின
	<b>வினைவடிவ நுட்பவேறுபாடு - Aspect</b>	
	இடையறாத - Continuous	எழுதிக்கொண்டிருக்கிறேன்
	செயல்முடிவு தெரிவிக்கும் வினைவடிவம் – Perfect	கட்டுரையை எழுதி முடித்து விட்டேன்.
	தற்சுட்டான, எழுவாயையே குறிக்கிற சொல் – Reflexive	நானே எனக்கு ஒரு வழி அமைத்துக் கொண்டேன்.
	உறுதிசெய்யப்பட்ட – Definitive	நானே கட்டாயம் வருவேன்.
	<b>காலம் - Tense</b>	
	நிகழ்காலம் – present	படிக்கிறான்
	இறந்த காலம் – past	படித்தான்
	எதிர்காலம் - future	படிப்பான்
	<b>வினைச்சொல்லின் பாங்கு - Mood</b>	
	ஏவலைக் குறிக்கிற – Polite/ Impolite Imperative	படி, படியுங்கள்
	வாக்கியத்தின் சார்புநிலைவாசகம் - Conditional	நடந்தால், அழைத்தால், வந்தால்
	விருப்பத்தை உணர்த்துகிற., வியங்கோள் - Optative	வாழ்க, வாழ்வோமாக
	இசைவுதருகிற, தடையில்லாத - Permissive	ஓட்டலாமா? எடுக்கலாம்
	தடுக்கிற, தடைசெய்கிற - Prohibitive	புகை பிடிக்கக் கூடாது, குப்பை போட வேண்டாம்

செயல்முறை Function	இலக்கண அமைப்பு Grammatical Structure	எடுத்துக்காட்டுக்கள் Examples
	ஆற்றல் உணர்த்தும் வினைச்சொல் - <i>Potential</i>	மழை பெய்யலாம், சிறந்த மாணவனாக வரக்கூடும்
	தன்மை-முன்னிலை- படர்க்கை என்ற மூவிடங்களில் ஒன்றினைக் குறிப்பிடுகிற வினைச்சொல் - <i>Personal verbs</i>	விரும்புகிறேன், மகிழ்ச்சி அடைந்தான்

## **Appendix G – ACARA Language Glossary**

A glossary of language terms is available at:

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

## Appendix H – Course Adoption

### Conditions of Adoption

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

### Adoption Process

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

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

<b>College:</b>	
<b>Course Title:</b>	<b>Beginning Modern Languages</b> Arabic <input type="checkbox"/> , Chinese <input type="checkbox"/> , French <input type="checkbox"/> , German <input type="checkbox"/> , Hindi <input type="checkbox"/> , Indonesian <input type="checkbox"/> Italian <input type="checkbox"/> , Japanese <input type="checkbox"/> , Korean <input type="checkbox"/> , Spanish <input type="checkbox"/> , Tamil <input type="checkbox"/> ( <i>please select one</i> )
<b>Classification/s:</b>	<b>A      T      M</b>
<b>Accredited From:</b>	2020
<b>Framework:</b>	Languages 2018