BSSS

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:

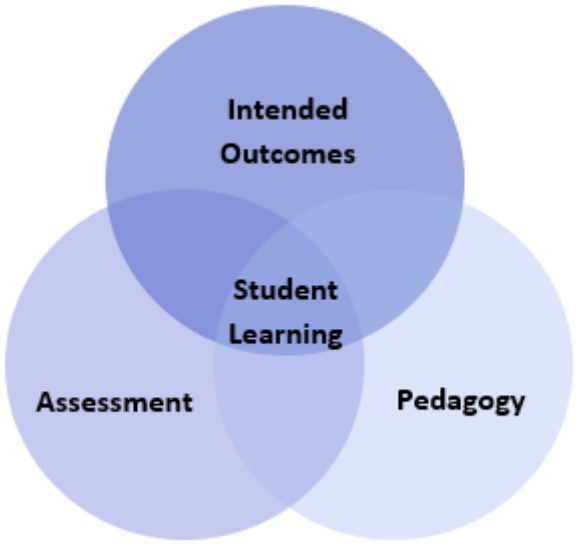
- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in 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, establishes a rich learning environment, and generates 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
- digital Literacy
- 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.

Literacy

Learning a language develops overall literacy, strengthening literacy-related capabilities that are transferable across languages, as well as the knowledge and skills necessary to comprehend text in the target language. The fundamental metalanguage and understanding of language allow for new insight into existing language and literacy in all the student's languages. As such, explicit, explanatory, and exploratory talk around language and literacy is a core element of language learning. 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.

Numeracy

Learning languages affords opportunities for learners to express numerical understanding in another language, reinforcing numerical understanding in the primary language/s. Students will be presented with texts that contain numerical information for critical interpretation and understanding. This builds their capacity to conceptualise and understand important texts about the world around them. The pattern recognition and application practices in language learning support the learning of Mathematics which uses similar sorts of algebraic reasoning and is in many ways, its own language.

Digital Literacy

Learning languages involves using digital environments and technologies in the target language. Students will learn how to use digital technologies appropriately to enhance learning and communication, and to ensure that they do not undermine their own progress with unnecessary recourse to AI and other translation tools. Accessing live target language environments and texts via digital media contributes to the development of linguistic and cultural knowledge and extends the boundaries of the classroom. Students will access contemporary expression through immediate connection to the target culture and thus leading to an up to date understanding of language and culture. Accessing online contexts, also allows time for students to have more developed information literacy skills and identify reliable online sources in the target language.

Critical and Creative Thinking

In learning a language, students interact with people and ideas from diverse backgrounds and perspectives across a wide range of topics, which provides opportunities for critical thinking, reflection and encourages 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. In creating texts, they learn to apply creative processes to express their ideas and insights.

Personal and Social Capabilities

Interacting effectively in an additional language and with people of diverse language backgrounds involves negotiating, interpreting and reflecting on meaning in a range of personal, social, linguistic, and cultural situations. This involves understanding, empathising and reflexivity; important elements of personal and social capabilities, as they reflect on the world around them and their place in it. 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 within their own and other cultures and languages are key elements of personal and social competence.

Ethical Understanding

When learning another language, students are taught explicitly to acknowledge and consider difference in their interactions with others and to develop respect for diverse ways of perceiving and acting in the world. In developing a reflexive approach to language learning, they develop and clarify their own beliefs in interacting with those of others. Students will develop and extend their understanding of ethical practices in translation, scholarship and research.

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

Learning a language provides opportunities for students to engage with Aboriginal and Torres Strait Islander Histories and Cultures by exploring the connections between language, culture, and identity. Students analyse how ways of knowing, values, and perspectives are shaped and communicated within cultures, supporting a deeper understanding and appreciation of Aboriginal and Torres Strait Islander histories, cultures, deep knowledge traditions, and holistic worldviews.

Students draw on their knowledge of Aboriginal and Torres Strait Islander Peoples and Cultures to make intercultural comparisons with the languages and cultures they are studying. They examine how relationships to place, community, and cultural knowledge are expressed and sustained through storytelling, traditions, and social practices, developing an understanding of cultural continuity, diversity, and the ways cultures maintain identity over time.

Asia and Australia's Engagement with Asia

The study of languages supports students' understanding of the cultural and linguistic diversity within and between the countries of the Asia region and Australia's connections with the region. Students explore how language reflects cultural practices, social relationships, and ways of thinking within Asian societies. This develops awareness of the cultures, histories, and contributions of the peoples of Asia, as well as the social, cultural, and economic links that connect Australia with the Asia region.

Students strengthen their understanding of Australia's engagement with Asia through intercultural comparison. In studying an Asian language, students engage directly with Asian perspectives and modes of communication; in studying another language, students draw on shared learning to develop Asia literacy. This learning supports the development of skills and dispositions for effective communication and engagement with the peoples of Asia so they can effectively live, work and learn in the region.

Sustainability

Students engage with the sustainability priority by developing an understanding of the interconnected nature of environmental, social, cultural, and economic systems. They explore how different societies value and respond to environmental and social challenges and reflect on how current actions shape future wellbeing.

Through engagement with relevant texts and contexts, students investigate key sustainability concepts such as conservation, community responsibility, and social change. They examine how cultural values and worldviews influence perspectives on sustainability, and how language is used to share knowledge, communicate ideas, and respond to change across cultures. By comparing and reflecting on diverse perspectives, students build the skills to communicate responsibly and collaborate effectively. This supports informed participation in local, regional, and global communities and encourages more sustainable ways of living.

Students also deepen their understanding of sustainability within specific cultural contexts, particularly in relation to global challenges such as climate change, food security, and land management. Through respectful interaction, negotiation of meaning, and reflection on communication, students develop the capabilities needed to live and work productively and sustainably.

Beginning Modern Languages

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Rationale

Learning a language is a joyful and rewarding process that enables students to build connections and relationships locally and internationally, widen their horizons, sharpen and broaden cognitive and emotional capability, and enrich cultural and linguistic experiences and intercultural capabilities. They strengthen their capacity to deal with uncertainty and overcoming difficulty and error. Ultimately, they will be developing skills as collaborators and interlocutors in all their languages.

A new language 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. Students develop an understanding of the nature of the target and their own languages' linguistic and stylistic features, of inherent cultural experiences, and of the processes of communication and mediation. As they create original texts and communicate meaning, they reflect upon their choices, actions and interactions. They engage with a wide range of content as they learn language. Students strengthen their communication skills and creative and critical thinking capabilities.

Students develop understanding of how an interlocutor's values and culture shape their world view, and how that interaction can reshape or consolidate their own. 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. Their understanding of themselves and their world is enlarged to encompass new knowledge and new ways of communicating, seeing, and organising perceptions.

Learning languages contributes to strengthening the community's economic potential, social harmony and community inclusion. Students learn to reorganise their thinking to accommodate the structure of another language and in doing so accommodate cultural and linguistic diversity and difference. They develop cognitive flexibility, problem-solving ability and resilience, which can be applied when problems and solutions are not evident, as well as when critical thinking and creative approaches are required. The grow in confidence and resilience as they take on and overcome the difficulties inherent to engaging with a new language and culture.

Goals

This course should enable students to:

- become confident communicators who can use the target language effectively in a range of contexts and for a variety of purposes, developing interpersonal skills
- build intercultural capability by exploring the connections between experiencing language and culture, reflecting on self and others in the world, and the ways of the world, to foster respect, empathy, and local and global awareness
- apply increasingly complex linguistic concepts to both the target language and own language(s), developing accuracy, creativity, reflexivity[1], and adaptability in interpreting, creating and exchanging meaning
- use the target and own language(s) to gain and mediate knowledge, debate ideas, and share meanings, to enable engagement with others, collaboration, and problem-solving across cultures

[1] See Appendix F

- build the confidence to learn independently, experiment with the language, and reflect on experiences to develop the creativity, open-mindedness, reflective and reflexive practices, and resilience needed to be lifelong learners

Unit Titles

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

Organisation of Content

The Individual

Students learn about language and individual identity. They conceptualise how relationships and personal experiences shape identity in language communities. Students analyse how individuals express different aspects of their identity. They develop a repertoire of cultural knowledge and target language skills. Students reflect upon new linguistic practices, their own and others expression of identity, and relationships with others.

Society and Community

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

The Changing World

Students explore personal, local and global change. They explore challenges and issues faced by target language communities. Students consider how values and culture/s shape understanding and communication about issues that impact our world. They develop a repertoire of target language and cultural capabilities to interact with others around the issues and build and share understanding. Students reflect on diverse cultural and linguistic practices for addressing personal, local and global.

Diverse Perspectives

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

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 or fourth 1.0 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:

- Understanding Language and Culture
- Communicating Meaning in Language
- Reflection on Learning and Self in the World.

Assessment Task Types

Language acquisition is cumulative. Deep learning and understanding, opportunities to develop understanding over time and authentic interaction are valued. Holistic assessment is encouraged to allow students to evidence understanding and communicate in authentic contexts.

The assessment suite for each unit must include tasks from each category. Tasks may combine categories.

Weightings Advice:

No task is to be weighted less than 20% or more than 50% for a 1.0 unit.

Understanding Language and Culture	**Communicating Meaning in Language**
The stimulus material about unit concepts must be in the target language, but responses may be in English. This may include tasks such as: • Comprehension task - Demonstrating understanding of meaning of a text via reading, listening or viewing, or multi-modal texts • Deconstructing texts, unseen or known • Idiomatic translation of extended text into language of instruction • Inquiry-Based Task, e.g. research task with in-class validation • Literary and stylistic analysis • Short Response stimulus task	*Production about unit concepts must be in the target language.* This may include tasks such as: • Extended writing - Take home research-based essay - In-class response to an unseen stimulus - In-class prompt to write on a taught and prepared content • Interview – unseen or prepared stimulus with unseen questions • Inquiry-Based Task, e.g. research task with in-class validation • Prepared oral delivered to the class followed by unseen questions • Multi-modal text production e.g. short film, podcast, poster, vlog, social media simulation • Unknown roleplay scenario with a short preparation

Reflection on Learning and Self in the World

Stimulus and production may be in English or the target language as appropriate to level and task design.

Reflection and reflexivity of self in the world, are a requirement described in the achievement standards, and must therefore be a component of the assessment suite. Reflection and Reflexivity can be imbedded in the communicating or understanding task, or separately. This may include:

- Annotations or a rationale for a task that reflects critical thinking, the cultural situatedness of ideas, people, language choices
- A creative writing task with an explanation of choices
- A reflexive question within a communication or understanding task that extends from the topic
- A unit journal with prompts to generate reflexive thinking about formative work and evolving understand of perspectives, stance, positionality, reflection on the cultural construction of meanings, values, attitudes, dispositions
- A written or spoken argument about their own work's values and positionality
- A written or spoken commentary on own changed views about the world as a result of the unit of work or task as the capstone to a task from the other two categories

Additional Assessment Information

- For a standard unit (1.0), students must complete a minimum of three assessment tasks and a maximum of five to evidence learning.
- For a half standard unit (0.5), students must complete a minimum of two and a maximum of three assessment tasks to evidence learning and include the three task types.
- Teachers should consider a sequence of learning tasks across the unit to support learning and maximise evidence of understanding, communication and reflection, e.g. gradual release of responsibility; surface, deep, transfer.
- Teachers should balance the range of macro skills — reading, writing, speaking and listening/viewing — in their assessment across the course to ensure a broad array of skills and capabilities are developed.
- The complexity of the target language in the stimulus material and the response required should reflect the level of the course and point of progress within the course. Achievement Standards and Language specific guidance for semesters 1, 2, 3, and 4 in the courses is the point of reference for developing rubrics that reference language progression in relation to the descriptors in the Achievement Standards.
- Look for advice on task parameters in the language specific guidance in the course documents, which have been developed so tasks and rubrics reflect appropriate language progressions.
- Schools must ensure that tasks are designed to mitigate academic integrity risks.
- The use of a dictionary, generative AI or translation software is at the discretion of the school or sector. The conditions of an assessment task must be specified for clarity to students and for moderation purposes.
- Teachers should consider designing tasks that allow them to meet the requirements of the *Retention of Student Assessment Evidence Policy*.

Achievement Standards

Years 11 and 12 Achievement Standards are written for A-T courses. A single Achievement Standard is written for M courses.

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 Beginning Modern Languages A Course Year 11

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Communicating Meaning in Language	• creates well-organised texts appropriate for purpose, audience, and context	• creates clear texts relevant to the topic for the intended purpose, audience, and context	• creates comprehensible texts relevant to the topic and some attention to purpose and audience	• creates texts with limited understanding of the topic and the intended purpose and audience	• creates fragmented texts with limited relevance to the topic and the intended purpose and audience
	• applies familiar conventions of texts and culture to express ideas clearly	• applies familiar conventions of texts and culture to express ideas	• applies familiar conventions of texts and culture to organise their ideas	• applies language conventions when communicating ideas	• applies language conventions to texts when attempting communication
	• applies grammar and familiar vocabulary to exchange ideas or analyse situations clearly and coherently	• applies grammar and familiar vocabulary to exchange ideas or analyse situations	• applies grammar and familiar vocabulary to exchange explanations of own and others' ideas	• applies some grammar and familiar vocabulary to describe own ideas	• applies some grammar and familiar vocabulary to restate some ideas
	• applies the principles of academic integrity consistently and clearly and promotes audience confidence in the ideas communicated	• applies the principles of academic integrity consistently and clearly and promotes some audience confidence in the ideas communicated	• applies the principles of academic integrity clearly	• applies the principles of academic integrity inconsistently and reduces confidence in the ideas communicated	• applies the principles of academic integrity inconsistently and unclearly and provides minimal confidence in the ideas communicated
Understanding Language and Culture	• decodes familiar and unfamiliar target language and/or script to derive and infer meaning and draw logical conclusions	• decodes familiar and some unfamiliar target language and/or script to derive and infer meaning to draw conclusions	• decodes familiar target language and/or script to explain surface meaning accurately	• decodes some familiar target language and/or script to explain some surface meaning	• identifies some meaning in familiar language texts and/or script
	• applies emerging intercultural understanding to explain the choice of registers and reasons for perspectives and/or behaviours with supporting evidence for explanations	• applies emerging intercultural understanding to explain registers generally and reasons for perspectives and/or behaviours with supporting evidence for explanation	• applies emerging intercultural understanding to describe registers and possible reasons for perspectives and/or behaviours with some supporting evidence for description	• applies emerging intercultural understanding to identify registers and behaviours with limited supporting evidence assertion	• applies emerging intercultural understanding to identify some of the registers and behaviours with limited supporting evidence for assertion
	• explains concepts in texts clearly with supporting evidence for ideas	• explains concepts in texts with supporting evidence for ideas	• describes concepts in texts generally with some supporting evidence for ideas	• identifies some concepts in texts with limited supporting evidence for ideas	• identifies aspects of the concepts in texts with limited supporting evidence for ideas
Reflection on learning and self in the world	• reflects on own language learning practices and applies feedback to propose appropriate, specific personal improvements	• reflects on own language learning practices and applies feedback to propose some appropriate personal improvements	• reflects on own language learning practices and applies feedback to discuss improvement generally	• reflects on own language learning practices with reference to teacher feedback	• comments generally on language learning practices
	• reflects genuinely and with insight on self and relationships between culture and language	• reflects thoughtfully on self and relationships between culture and language	• reflects on self and relationships between culture and language	• reflects on self and relationships between culture or language	• comments generally on self and relationships between culture or language

Achievement Standards Beginning Modern Languages T Course Year 11

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Communicating Meaning in Language	• creates fluent texts appropriate for purpose, audience and context	• creates well-organised texts for purpose, audience and context	• creates clear texts relevant to the topic for the intended purpose, audience and context	• creates texts with limited understanding of the topic and the intended purpose and audience	• creates fragmented texts with limited relevance to the topic and the intended purpose and audience
	• applies familiar and unfamiliar conventions of texts and culture to express ideas clearly	• applies familiar and unfamiliar conventions of texts and culture to express ideas	• applies familiar conventions of texts and culture to organise their ideas	• communicates ideas with some language interference	• communicates with significant language interference
	• applies grammar and familiar and unfamiliar vocabulary to exchange ideas or analyse situations clearly and coherently	• applies grammar and familiar and unfamiliar vocabulary to exchange ideas or analyse situations	• applies grammar and familiar vocabulary to exchange ideas	• applies some grammar and familiar vocabulary to describe ideas	• applies some grammar and familiar vocabulary to restate some ideas
	• applies the principles of academic integrity consistently and clearly and promotes audience confidence in the ideas communicated	• applies the principles of academic integrity consistently and clearly and promotes some audience confidence in the ideas communicated	• applies the principles of academic integrity clearly	• applies the principles of academic integrity inconsistently and reduces confidence in the ideas communicated	• applies the principles of academic integrity inconsistently and unclearly and provides minimal confidence in the ideas communicated
Understanding Language and Culture	• analyses familiar and unfamiliar target language and/or script to decode and infer meaning and draw logical conclusions	• decodes familiar and some unfamiliar target language and/or script to decode and infer meaning to draw conclusions	• decodes familiar target language and/or script to explain surface meaning accurately	• decode some familiar target language and/or script to explain some surface meaning	• identify some meaning in familiar language texts and/or script
	• applies emerging intercultural understanding to analyse the appropriateness of register and reasons for perspectives and/or behaviours with supporting evidence for analysis	• applies emerging intercultural understanding to analyse the choice of register and reasons for perspectives and/or behaviours with supporting evidence for analysis	• applies emerging intercultural understanding to explain the register and reasons for perspectives and/or behaviours with supporting evidence for explanation	• applies emerging intercultural understanding to describe the register and behaviours with some supporting evidence for description	• applies emerging intercultural understanding to identify some of the register and behaviours with limited supporting evidence
	• analyses concepts in texts clearly and with evidence for ideas	• analyses concepts in texts with evidence for ideas	• explains concepts in texts with evidence for ideas	• identifies concepts in texts with some evidence for ideas	• identifies aspects of the concepts in texts with limited evidence for ideas
Reflection on learning and self in the world	• reflects on own language learning practices and applies feedback to propose appropriate, specific personal improvements	• reflects on own language learning practices and applies feedback to propose some appropriate personal improvements	• reflects on own language learning practices and applies feedback to discuss improvement generally	• reflects on own language learning practices with reference to teacher feedback	• comments generally on language learning practices
	• reflects genuinely and with insight on self and relationships between culture and language	• reflects thoughtfully on self and relationships between culture and language	• reflects on self and relationships between culture and language	• reflects on self and relationships between culture or language	• comments generally on self and relationships between culture or language

Achievement Standards Beginning Modern Languages A Course Year 12

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Communicating Meaning in Language	• creates fluent, detailed texts appropriate for purpose, audience and context	• creates well-organised texts for purpose, audience and context	• creates clear texts relevant to the topic for the intended purpose, audience and context	• creates texts with limited understanding of the topic and the intended purpose and audience	• creates fragmented texts with limited relevance to the topic and the intended purpose and audience
	• applies familiar and unfamiliar conventions of texts and culture to express ideas clearly and coherently	• applies familiar and unfamiliar conventions of texts and culture to communicate clearly	• applies familiar conventions of texts and culture to organise their ideas	• applies first language conventions when communicating ideas	• applies first language conventions to texts when attempting communication
	• applies complex grammar and familiar and unfamiliar vocabulary to exchange ideas or analyse situations clearly and coherently	• applies complex grammar and familiar and unfamiliar vocabulary to exchange ideas or analyse situations	• applies grammar and familiar vocabulary to exchange ideas	• applies familiar grammar and vocabulary to describe own ideas	• applies some familiar grammar and vocabulary to restate some ideas
	• applies the principles of academic integrity consistently and clearly and promotes audience confidence in the ideas communicated	• applies the principles of academic integrity consistently and clearly and promotes some audience confidence in the ideas communicated	• applies the principles of academic integrity clearly	• applies the principles of academic integrity inconsistently and reduces confidence in the ideas communicated	• applies the principles of academic integrity inconsistently and unclearly and provides minimal confidence in the ideas communicated
Understanding Language and Culture	• analyses familiar and unfamiliar target language and/or script to decode and infer meaning and draw logical conclusions	• analyses familiar target language and/or script to decode and infer meaning to draw conclusions	• decodes familiar target language and/or script to explain surface meaning accurately	• decode some familiar target language and/or script to explain some surface meaning	• identify some meaning in familiar language texts and/or script
	• applies emerging intercultural understanding to analyse the appropriateness of register and reasons for perspectives and/or behaviours with supporting evidence	• applies emerging intercultural understanding to analyse the choice of register and reasons for perspectives and/or behaviours with supporting evidence	• applies emerging intercultural understanding to explain the register and reasons for perspectives and/or behaviours with supporting evidence	• applies emerging intercultural understanding to describe the register and behaviours with some supporting evidence	• applies emerging intercultural understanding to identify the register and behaviours with limited supporting evidence
	• analyses concepts in texts clearly and with evidence for ideas	• analyses concepts in texts with evidence for ideas	• explains concepts in texts with evidence for ideas	• identifies concepts in texts with some evidence for ideas	• identifies aspects of the concepts in texts with limited evidence for ideas
Reflection on learning and self in the world	• reflects on own language learning practices and applies feedback to propose appropriate, specific, personal improvements	• reflects on own language learning practices and applies feedback to propose some appropriate personal improvements	• reflects on own language learning practices and applies feedback to discuss improvement generally	• reflects on own language learning practices with reference to teacher feedback	• comments generally on language learning practices
	• reflects genuinely on own and others cultural assumptions and perspectives	• explains own and others cultural assumptions and perspectives	• describes own and others cultural assumptions and perspectives	• identifies own cultural assumptions and perspectives	• comments generally on self, culture or language

Achievement Standards Beginning Modern Languages T Course Year 12

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Communicating Meaning in Language	• creates fluent, detailed texts appropriate for purpose, audience and context	• creates well- organised texts for purpose, audience and context	• creates clear texts relevant to the topic for the intended for purpose, audience and context	• creates texts with limited understanding of the topic and the intended for purpose, audience and context	• creates fragmented texts with limited relevance to the topic and the intended purpose and audience
	• applies familiar and unfamiliar conventions of texts and culture to enhance communication	• applies familiar and unfamiliar conventions of texts and culture to communicate clearly	• applies familiar conventions of texts and culture to organise their ideas	• applies first language conventions when communicating ideas	• applies first language conventions to texts when attempting communication
	• applies complex grammar and familiar and unfamiliar vocabulary to exchange ideas or analyse situations clearly and coherently	• applies complex grammar and familiar and unfamiliar vocabulary to exchange ideas or analyse situations	• applies grammar and familiar vocabulary to exchange ideas	• applies familiar grammar and vocabulary to describe own ideas	• applies some familiar grammar, vocabulary to restate some ideas
	• applies the principles of academic integrity consistently and clearly to enhance audience confidence in ideas communicated	• applies the principles of academic integrity consistently and promotes some audience confidence in the ideas communicated	• applies the principles of academic integrity clearly	• applies the principles of academic integrity inconsistently and reduces confidence in the ideas communicated	• applies the principles of academic integrity inconsistently and unclearly and provides minimal confidence in the ideas communicated
Understanding Language and Culture	• critically analyses familiar and unfamiliar target language and/or script to decode and infer meaning and draw logical conclusions	• analyses familiar target language and/or script to decode and infer meaning to draw conclusions	• decodes familiar target language and/or script to explain surface meaning accurately	• decode some familiar target language and/or script to explain some surface meaning	• identify some meaning in familiar language texts and/or script
	• applies emerging intercultural understanding to evaluate the appropriateness of register and reasons for perspectives and/or behaviours with supporting evidence	• applies emerging intercultural understanding to analyse the choice of register and reasons for perspectives and/or behaviours with supporting evidence	• applies emerging intercultural understanding to explain the register and reasons for perspectives and/or behaviours with supporting evidence	• applies emerging intercultural understanding to describe the register and behaviours with some supporting evidence	• applies emerging intercultural understanding to identify the register and behaviours with limited supporting evidence
	• evaluates concepts in texts clearly and with evidence for ideas	• analyses concepts in texts clearly and with evidence for ideas	• explains concepts in texts with evidence for ideas	• identifies concepts in texts with some evidence for ideas	• identifies aspects of concepts in texts with limited evidence
Reflection on learning and self in the world	• reflects on own language learning practices and applies feedback to propose appropriate, specific, personal improvements	• reflects on own language learning practices and applies feedback to propose some appropriate personal improvements	• reflects on own language learning practices and applies feedback to discuss improvement generally	• reflects on own language learning practices with reference to teacher feedback	• comments generally on language learning practices
	• reflects genuinely and with insight on self and relationships between culture and language	• reflects thoughtfully on self and relationships between culture and language	• reflects on self and relationships between culture and language	• reflects on self and relationships between culture or language	• comments generally on self and relationships between culture or language

Achievement Standards Beginning Modern Languages M Course Year 11 and 12

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Communicating Meaning in Language	• interacts in target language to explain topics of study	• interacts in target language to describe topics of study	• identifies information on topic of study from studying interactions	• identifies some information on topic of study from studying interactions	• repeats some information on topic of study
	• applies literacy skills in target language to create and/or respond to texts with independence	• applies literacy skills in target language to create and/or respond to texts with some assistance	• applies some literacy skills in target language to create and/or respond to texts with assistance	• applies limited literacy skills in target language to create and/or respond to texts with continuous guidance	• applies limited literacy skills in target language to create and/or respond to texts with direct instruction
	• applies the principles of academic integrity consistently and clearly for ideas communicated	• applies the principles of academic integrity consistently for ideas communicated	• applies the principles of academic integrity clearly for ideas communicated	• applies the principles of academic integrity inconsistently	• applies the principles of academic integrity inconsistently and unclearly
	• uses accurate language, vocabulary and grammar both orally and/or in writing with independence	• uses a range of vocabulary and grammar both orally and/or in writing with some assistance	• uses familiar grammar and vocabulary with some accuracy both orally and/or in writing with assistance	• uses some grammar and vocabulary orally and/or in writing with continuous guidance	• displays limited grammar and vocabulary both orally and/or in writing with direct instruction
Understanding Language and Culture	• explains target language texts in familiar contexts with independence	• describes target language texts in familiar contexts with some assistance	• identifies target language texts in familiar contexts with assistance	• identifies features of target language texts in familiar contexts with continuous guidance	• identifies minimal features of target language texts in familiar contexts with direct instruction
	• explains target culture in familiar contexts with independence	• describes target culture in familiar contexts with some assistance	• identifies target culture in familiar contexts with assistance	• identifies some target culture features in familiar contexts with continuous guidance	• identifies minimal features of culture in familiar contexts with direct instruction
Reflection on learning and self in the world	• uses effective learning skills with independence	• uses effective learning skills with some assistance	• uses learning skills with assistance	• uses learning skills with continuous guidance	• uses learning skills with direct instruction
	• reflects on own learning and language acquisition skills with independence	• reflects on own learning and language acquisition skills with some assistance	• reflects on own learning and language acquisition with assistance	• describes own learning and language acquisition with continuous guidance	• identifies good techniques for language learning with direct instruction

The Individual — Value: 1.0

The Individual a — **Value 0.5**

The Individual b — **Value 0.5**

Unit Description

Students learn about language and individual identity. They conceptualise how relationships and personal experiences shape identity in language communities. Students analyse how individuals express different aspects of their identity. They develop a repertoire of cultural knowledge and target language skills. Students reflect upon new linguistic practices, their own and others expression of identity, and relationships with others.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse ideas about how relationships and personal experiences shape identity in language communities and exchange responses and thoughts	• critically analyse ideas about how relationships and personal experiences shape identity in language communities and exchange responses and thoughts	• use language about individuality, identity or relationships to interact with others and explain topics
• analyse how individuals use target language to express their identity and communicate their personal beliefs and interact with others and texts	• evaluate how individuals use target language to express their identity and communicate their personal beliefs and interact with others and texts	• explain experiences of individuality, identity or relationships in the content of target culture/s
• apply an emerging repertoire of cultural knowledge and target language skills and manipulate them to share ideas about identity and relationships	• apply an emerging repertoire of cultural knowledge and target language skills and manipulate them to share ideas about identity and relationships	• use a repertoire of cultural knowledge and target language around individuality, identity or relationships
• reflect on their developing repertoire of cultural knowledge and target language skills around their own and others' identities and relationships and share their experiences	• reflect on their developing repertoire of cultural knowledge and target language skills around their own and others' identities and relationships and share their experiences	• reflect on their own identity and language and share their experiences

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Communicating Meaning in Language		
• create fluent, detailed or beautiful/engaging texts about their identity and experiences, appropriate for purpose, audience, and context, e.g., autobiographical writing, simulated social media posts, job application/CV	• create fluent, detailed, or beautiful/engaging texts about their identity and experiences, appropriate for purpose, audience, and context, e.g., autobiographical writing, simulated social media posts, job application/CV	apply literacy skills in target language to create and/or respond to texts about individuality, identity or relationships
• apply familiar and unfamiliar textual and cultural conventions appropriately to express ideas about identity and/or experiences, clearly and coherently, e.g., multimedia text, intonation, orthography, abbreviations, gestures	• applies familiar and unfamiliar textual and cultural conventions appropriately to enhance communication about identity and perspectives, e.g., multimedia text, intonation, orthography, abbreviations, gestures	interacts in target language to explain about experiences individuality, identity or relationships
• manipulate complex grammar and familiar and unfamiliar vocabulary to exchange ideas or analyse situations about identity, relationships, and/or experiences clearly and coherently, e.g., formal/informal register, first person narrative, polite or casual questioning and disagreement	• manipulate complex grammar and familiar and unfamiliar vocabulary to exchange ideas or analyse situations about identity, relationships, and experiences clearly and coherently, e.g., formal/informal register, first person narrative, polite or casual questioning and disagreement	use accurate language, vocabulary and grammar both orally and/or in writing about individuality, identity or relationships
• apply the principles of academic integrity consistently and clearly to promote audience confidence in ideas about identity and relationships, e.g., using reliable information sources in target language, referencing conventions in target language, using technology appropriately	• apply the principles of academic integrity consistently and clearly to enhance audience confidence in ideas about identity and relationships, e.g., using reliable information sources in target language, referencing conventions in target language, using technology appropriately	apply the principles of academic integrity consistently and clearly for ideas about individuality, identity or relationships

A Course	T Course	M Course
Understanding Language and Culture		
• analyse familiar and unfamiliar target language and/or script about relationships and/or identity to decode and infer meaning and draw logical conclusions, e.g., conjunctions of cause and effect, tone and intonation, cultural connotations	• critically analyse familiar and unfamiliar target language and/or script about relationships and identity to decode and infer meaning and draw logical conclusions, e.g., conjunctions of cause and effect, tone and intonation, cultural connotations	• explain texts about individuality, identity or relationships
• apply an emerging intercultural and linguistic understanding about relationships and/or identity to justify the appropriateness of register and reasons for perspectives and/or behaviours with supporting evidence, e.g., formal/ informal register, use of titles, expressing nationality/communal identity	• apply an emerging intercultural and linguistic understanding about relationships and identity to evaluate the appropriateness of register and reasons for perspectives and/or behaviours with supporting evidence, e.g., formal/ informal register, use of titles, expressing nationality/communal identity	• explain individuality, identity or relationships in the context of the target culture/s
• analyse concepts in texts about relationships and identity, and extrapolate with evidence for ideas, e.g., expressing emotions, describing family relationships	• evaluate concepts in texts about relationships and identity, and extrapolate with evidence for ideas, e.g., inter-generational conflict, expressing emotions, describing family relationships	
Reflection on Learning and Self in the World		
• reflect genuinely and with insight on self and relationships between culture and language and share their experiences, e.g., insights into nature, personal insights into nature of family life and friendships	• reflect genuinely and with insight on self and relationships between culture and language and share their experiences, e.g., insights into nature, personal insights into nature of family life and friendships	• reflect on own learning and language acquisition skills about individuality, identity, relationships or belonging

A Course	T Course	M Course
• reflect on own language learning practices and apply feedback to propose appropriate, specific, personal improvements, e.g., cognition of language learning, time management, discussing goals, implementing formative feedback	• reflect on own language learning practices and apply feedback to propose appropriate, specific, personal improvements, e.g., cognition of language learning, time management, discussing goals, implementing formative feedback	• uses effective learning skills

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 emphasise 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 10.

Society and Community — Value: 1.0

Society and Community a — **Value 0.5**

Society and Community b — **Value 0.5**

Unit Description

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

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse ideas about living and participating in societies and communities and exchange responses and thoughts	• critically analyse ideas about living and participating in societies and communities and exchange responses and thoughts	• use language about living in societies and communities and exchange responses and thoughts
• analyse how communities use language to relate to each other and the wider world and interact with others and texts	• evaluate how communities use language to relate to each other and the wider world and interact with others and texts	• explain experiences of societies and communities in the content of target culture/s
• apply an emerging repertoire of cultural knowledge and target language skills and manipulate them to share ideas and to participate in societies and communities	• apply an emerging repertoire of cultural knowledge and target language skills and manipulate them to share ideas and to participate in societies and communities	• use a repertoire of cultural knowledge and target language around societies and communities to share ideas
• reflect on their developing repertoire of cultural knowledge and target language skills around diverse cultural and linguistic practices about living in a community and share their experiences	• reflect on their developing repertoire of cultural knowledge and target language skills around diverse cultural and linguistic practices about living in a community and share their experiences	• reflect on living in communities and share their experiences

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Communicating Meaning in Language		
• create fluent, detailed, or beautiful/engaging texts about living in a community, appropriate for purpose, audience, and context, e.g., social media post with rationale/ annotations, autobiographical writing, scripting and performing role plays	• create fluent, detailed, or beautiful/engaging texts about living in a community, appropriate for purpose, audience, and context, e.g., social media post with rationale/ annotations, autobiographical writing, scripting and performing role plays	apply literacy skills in target language to create and/or respond to texts about societies and communities
• apply familiar and unfamiliar textual and cultural conventions appropriately to express ideas about living in a community, e.g., travelogue, conversations about life and habits	• apply familiar and unfamiliar textual and cultural conventions appropriately to enhance communication about living in a community, e.g., travelogue, conversations about life and habits	interacts in target language to explain experiences of societies and communities
• manipulate complex grammar and familiar and unfamiliar vocabulary to exchange ideas or analyse situations about living in a community clearly and coherently, e.g., expresses/ disagrees with preferences, discusses relative merits and characteristics, plural collective pronouns/verb forms	• manipulate complex grammar and familiar and unfamiliar vocabulary to exchange ideas or analyse situations about living in a community clearly and coherently, e.g., expresses/ disagrees with preferences, discusses relative merits and characteristics, plural collective pronouns/verb forms	use accurate language, vocabulary and grammar both orally and/or in writing about societies and communities
• apply the principles of academic integrity consistently and clearly to promote audience confidence in ideas about living in a community, e.g., using reliable information sources in target language, referencing conventions in target language, using technology appropriately	• apply the principles of academic integrity consistently and clearly to enhance audience confidence in ideas about living in a community, e.g., using reliable information sources in target language, referencing conventions in target language, using technology appropriately	apply the principles of academic integrity consistently and clearly for ideas about societies and communities

A Course	T Course	M Course
Understanding Language and Culture		
• analyse familiar and unfamiliar target language and/or script about living in societies and/or communities to decode and infer meaning and draw logical conclusions, e.g., habits and routines, compare and contrast, language to describe places	• critically analyse familiar and unfamiliar target language and/or script about living in societies and communities to decode and infer meaning and draw logical conclusions, e.g., habits and routines, compare and contrast, language to describe places	• explain texts about communities and societies
• apply an emerging intercultural and linguistic understanding about living and participating in communities to justify the appropriateness of register and reasons for perspectives and/or behaviours with supporting evidence, e.g., formal/ informal register, use of titles, expressing nationality/communal identity	• apply an emerging intercultural and linguistic understanding about living and participating in communities to evaluate the appropriateness of register and reasons for perspectives and/or behaviours with supporting evidence, e.g., celebration greetings/phrases, rules for behaviour, cultural gestures/ body language/ filler words/sounds	• explain communities and societies in the context of the target culture/s
• analyse concepts in texts about living in a community, and extrapolate with evidence for ideas, e.g., schedules and timetables expressing emotions, describing community activities	• evaluate concepts in texts about living in a community, and extrapolate with evidence for ideas, e.g., schedules and timetables, gender analysis of community life	•
Reflection on Learning and Self in the World		
• reflect genuinely and with insight on self and relationships between culture and language and their share experiences	• reflect genuinely and with insight on self and relationships between culture and language and their share experiences	• reflect on own learning and language acquisition skills with independence about communities and societies and share their experiences
• reflect on own language learning practices and apply feedback to propose appropriate, specific, personal improvements, e.g., effective vocabulary drills, time management, discussing goals, implementing formative feedback	• reflect on own language learning practices and applies feedback to propose appropriate, specific, personal improvements, e.g., effective vocabulary drills, elf-regulation; managing procrastination; reformulating goals; implementing formative feedback	• use effective learning skills

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 emphasise 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 10.

The Changing World — Value: 1.0

The Changing World a — **Value 0.5**

The Changing World b — **Value 0.5**

Unit Description

Students explore personal, local and global change. They explore challenges and issues faced by target language communities. Students consider how values and culture/s shape understanding and communication about issues that impact our world. They develop a repertoire of target language and cultural capabilities to interact with others around the issues and build and share understanding. Students reflect on diverse cultural and linguistic practices for addressing personal, local and global.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse personal, local and global change and how values and culture/s shape understanding and communication about issues that impact our world and exchange responses and thoughts	• evaluate personal, local and global change and how values and culture/s shape understanding and communication about issues that impact our world and exchange responses and thoughts	• use language to share ideas about personal, local or global change
• analyse concepts about changes experienced by communities and interact with others and texts	• evaluate concepts about changes experienced by communities and interact with others and texts	• explain experiences of personal, local or global change in the content of target culture/s
• apply a developing repertoire of cultural knowledge and target language skills and manipulate them to interact and share ideas with others about change	• apply an emerging repertoire of cultural knowledge and target language skills and manipulate them to interact and share ideas with others about change	• use a repertoire of cultural knowledge and target language to share ideas around personal, local or global change
• reflect on their developing repertoire of cultural knowledge and target language skills around personal, local and global change and share their experiences	• reflect on their developing repertoire of cultural knowledge and target language skills around personal, local and global change and share their experiences	• reflect on living with personal, local or global change and share experiences

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Communicating Meaning in Language		
• create coherent, accurate or beautiful/engaging texts about the changing world with depth and breadth for intended purpose, audience and context, e.g., report on personal experiences, diary, show and tell with an artefact.	• create fluent, detailed or beautiful/engaging texts about personal, local and global change, appropriate for purpose, audience, and context, e.g., personal essay, diary, show and tell with an artefact.	• apply literacy skills in target language to create and/or respond to texts about personal, local or global change
• apply familiar and unfamiliar conventions of texts and culture to clarify understanding and/or mediate meaning about the changing world, and how to discuss challenges respectfully, e.g., songs, slogans, infographic	• apply familiar and unfamiliar conventions of texts and culture to enhance communication about personal, local and global change, e.g., songs, poems, blog, poster, slogans, social campaign marketing	• interacts in target language to explain personal, local or global change
• apply grammar, familiar and unfamiliar vocabulary and idiomatic expressions to exchange analyses of ideas clearly, coherently for respectful discussion on an issue in the changing world, e.g., conversation, conjunctions to link ideas, tenses	• apply complex grammar and familiar and unfamiliar vocabulary to exchange ideas or analyse situations about personal, local and global change clearly and coherently, e.g., language of persuasion; simple literary devices- simile; language of marketing	• use accurate language, vocabulary and grammar both orally and/or in writing about personal, local or global change
• apply the principles of academic integrity consistently and clearly to promote audience confidence in ideas about the changing world, e.g., using reliable information sources in target language, referencing conventions in target language, using technology appropriately	• apply the principles of academic integrity consistently and clearly to enhance audience confidence in ideas about personal, local and global change, e.g., using reliable information sources in target language, referencing conventions in target language, using technology appropriately	• apply the principles of academic integrity consistently and clearly for ideas about personal, local or global change

A Course	T Course	M Course
Understanding Language and Culture		
• analyse familiar and unfamiliar target language and/or script for respectful discussion about the changing world to decode and infer meaning and draw conclusions, e.g., describe personal experiences of change, expressing opinions, language of protest, nature/geographic texts	• critically analyse familiar and unfamiliar target language and/or script about personal, local and global change to decode and infer meaning and draw logical conclusions, e.g., describe personal experiences of change, comparisons between traditional and contemporary, problem statements	• explain texts about personal, local or global change
• apply an emerging intercultural and linguistic understanding for discussions about the changing world to justify the appropriateness of register and reasons for perspectives and/or behaviours with supporting evidence, e.g., news media texts, interpreting statistics, expressing opinions in different contexts	• apply an emerging intercultural and linguistic understanding about personal, local and global change to evaluate the appropriateness of register and reasons for perspectives and/or behaviours with supporting evidence, e.g., stating personal opinions in different contexts, respectful discussions that consider multiple viewpoints, interpreting statistics	• explain personal, local or global change in the context of the target culture/s
• analyse concepts about the changing world in texts and extrapolate with evidence for ideas, e.g., describe pictures, identifying fake news, protests signs/placards/ practices	• evaluate concepts about personal, local and global change in texts, and extrapolate with evidence for ideas, e.g., describe pictures, report on an issue of change, mis/dis/malinformation	
Reflection on Learning and Self in the World		
• reflect genuinely on own and others cultural assumptions and perspectives and share experiences, e.g., personal insights into nature of own community life and social/economic structures	• reflect genuinely and with insight on self and relationships between culture and language and share experiences, e.g., personal insights into nature of own community life,	• reflect on own learning and language acquisition skills about personal, local or global change
• reflect on own language learning practices and applies feedback to propose appropriate, specific, personal improvements e.g., best revision practices, self-regulation- time; managing procrastination; reformulating goals; implementing formative feedback	• reflect on own language learning practices and applies feedback to propose appropriate, specific, personal improvements e.g., best revision practices, self-regulation-time; managing procrastination; reformulating goals; implementing formative feedback	• use effective learning skills

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 emphasise 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 10.

Diverse Perspectives — Value: 1.0

Diverse Perspectives a — **Value 0.5**

Diverse Perspectives b — **Value 0.5**

Unit Description

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

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse how diverse perspectives are expressed and exchange responses and thoughts	• evaluate how diverse perspectives are expressed and exchange responses and thoughts	• use language about diverse perspectives and exchange thoughts
• analyse how cultural expression, perspectives, and behaviours are sustained and transformed and interact with others and texts	• evaluate how cultural expression and perspectives are sustained and transformed and interact with others and texts	• explain diverse perspectives in the content of target culture/s
• apply an emerging repertoire of target language, and cultural and intercultural capabilities to participate in discussions	• apply an emerging repertoire of cultural knowledge and target language to share views and perspectives	• use a repertoire of cultural knowledge and target language around diverse perspectives to share with others
• reflect on their own beliefs and cultural expression and consider their own perspectives and share their experiences	• reflect on their own beliefs and cultural expression and consider their own perspectives and share their experiences	• reflect on different perspectives

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Communicating Meaning in Language		
• create coherent, accurate or beautiful/engaging texts about diverse perspectives on cultural expression and behaviours with depth and breadth for intended purpose, audience and context, e.g., travelogue, profile of an artist/ artwork, brochure	• create fluent, detailed or beautiful/engaging texts about diverse perspectives on cultural expression and behaviours, appropriate for purpose, audience, and context, e.g., art critique, creative writing, travelogue	• apply literacy skills in target language to create and/or respond to texts about diverse perspectives
• apply familiar and unfamiliar conventions of texts and culture to clarify understanding and mediate meaning about contemporary perspectives on traditions, practices and discussions, e.g., shopping/bargaining role play, simulated interviews, describing latest trends	• apply familiar and unfamiliar conventions of texts and culture to enhance communication about perspectives, cultural expression and behaviours, e.g., retelling legends and myths in new formats, presenting new scientific developments to a general audience, fashion parade script	• interacts in target language to explain diverse perspectives
• manipulate grammar, familiar and unfamiliar vocabulary and idiomatic expressions to exchange analyses of ideas clearly, coherently and with impact about diverse perspectives on cultural expressions, and behaviours, e.g., presentation on food practices/ write recipes/ restaurant review, multiculturalism	• manipulate complex grammar and familiar and unfamiliar vocabulary to exchange ideas or analyse situations about contemporary perspectives on traditions, thinking, behaviour and systems clearly and coherently, e.g., conjecture, descriptive language, preferences, language for emotions	• use accurate language, vocabulary and grammar both orally and/or in writing about diverse perspectives
• apply the principles of academic integrity consistently and clearly to enhance audience confidence in ideas about cultural expression, perspectives, and behaviours, e.g., using reliable information sources in target language, referencing conventions in target language, using technology appropriately	• apply the principles of academic integrity consistently and clearly to enhance audience confidence in ideas about cultural expression and behaviours, e.g., using reliable information sources in target language, referencing conventions in target language, using technology appropriately	• apply the principles of academic integrity consistently and clearly for ideas about diverse perspectives

A Course	T Course	M Course
Understanding Language and Culture		
• analyse familiar and unfamiliar target language and/or script to decode and infer meaning and draw conclusions about how diverse perspectives are expressed, e.g., visual art, theatre, film, lifestyle, science	• critically analyse familiar and unfamiliar target language and/or script to decode and infer meaning and draw logical conclusions about how diverse perspectives are expressed, e.g., visual art, music, dance, film.	• explain texts about diverse perspectives
• apply an emerging intercultural and linguistic understanding of diverse perspectives to justify the appropriateness of register and reasons for perspectives and/or behaviours with supporting evidence, e.g., artist's statements, literary analysis, origins of cultural expressions	• apply an emerging intercultural and linguistic understanding of diverse perspectives to evaluate the appropriateness of register and reasons for perspectives and/or behaviours with supporting evidence, e.g., gender non-specific pronouns, language for social hierarchy, origins of cultural expressions	• explain diverse perspectives in the context of the target culture/s
• analyse concepts about sustaining and transforming cultural expression, perspectives, and behaviours in texts and extrapolate with evidence for ideas, e.g., proverbs, stereotypes, contemporary versus traditional celebrations, creation stories, data sets	• evaluate concepts about sustaining and transforming cultural expression perspectives in texts and extrapolate with evidence for ideas, e.g., deconstructing stereotypes, contemporary and traditional celebrations, creation stories, data sets	
Reflection on Learning and Self in the World		
• reflect insightfully on and others own cultural assumptions and perspectives about contemporary perspectives on traditions, practices and discussions and share their experiences, e.g., personal insights into cultural experiences, diverse perspectives and multiculturalism	• reflect genuinely and with insight on self and relationships between culture and language and share their experiences, e.g., personal insights into cultural experiences, diverse perspectives and multiculturalism	• reflect on own learning and language acquisition skills about diverse perspectives and share their experiences

A Course	T Course	M Course
• reflect on own language learning practices and applies feedback to propose appropriate, specific, personal improvements about diverse perspectives on traditions, practices and discussions, e.g., comparing advice on language learning, not perpetuating stereotypes and prejudices in own work	• reflect on own language learning practices and applies feedback to propose appropriate, specific, personal improvements, e.g., comparing advice on language learning, not perpetuating stereotypes and prejudices in own work	• use effective learning skills

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 emphasise 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 10.

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 or fourth 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.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse ideas and perspectives on the chosen topics and share thoughts and responses	• evaluate ideas and perspectives on the chosen topics and share thoughts and responses	• use language about the chosen topic to share ideas
• analyse language uses and practices for engaging in dialogue about the chosen topics and interact with others and texts	• evaluate language uses and practices for engaging in dialogue about the chosen topics and interact with others and texts	• explain the chosen topic in the content of target culture/s to interact with others and texts
• apply a developing repertoire of target language, and cultural and intercultural capabilities and manipulate them to share ideas about the chosen topic	• apply an increasing repertoire of target language, and cultural and intercultural capabilities and manipulate them to share ideas about the chosen topic	• use a repertoire of cultural knowledge and target language around the chosen topic
• reflect on their own beliefs and cultural practices on the chosen topic	• reflect on their own beliefs and cultural practices on the chosen topic	• reflect on the chosen topic

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Communicating Meaning in Language		
• create coherent, accurate or beautiful/engaging texts about the chosen topic for intended purpose, audience and context	• create fluent, detailed or beautiful/engaging texts about the chosen topic appropriate for purpose, audience and context	• apply literacy skills in target language to create and/or respond to texts about the chosen topic
• apply familiar and unfamiliar conventions of texts and culture to clarify understanding and mediate meaning on the chosen topic	• apply familiar and unfamiliar conventions of texts and culture to enhance communication on the chosen topic	• interacts in target language to explain the chosen topic
• manipulate grammar, familiar and unfamiliar vocabulary and idiomatic expressions on the chosen topic to exchange analyses of ideas clearly, coherently and with impact	• manipulate complex grammar and familiar and unfamiliar vocabulary to exchange ideas or analyse situations on the chosen topic clearly and coherently	• use accurate language, vocabulary and grammar both orally and/or in writing about the chosen topic
• apply the principles of academic integrity consistently and clearly to promote audience confidence in ideas communicated about the chosen topic, e.g., using reliable information sources in target language, referencing conventions in target language, using technology appropriately	• apply the principles of academic integrity consistently and clearly to enhance audience confidence in ideas about the chosen topic, e.g., using reliable information sources in target language, referencing conventions in target language, using technology appropriately	• apply the principles of academic integrity consistently and clearly for ideas about the chosen topic
Understanding Language and Culture		
• analyse familiar and unfamiliar target language and/or script to decode and infer meaning and draw conclusions on the chosen topic	• critically analyse familiar and unfamiliar target language and/or script on the chosen topic to decode and infer meaning and draw logical conclusions	• explain texts about the chosen topic
• apply an emerging intercultural and linguistic understanding on the chosen topic to justify the appropriateness of register and reasons for perspectives and/or behaviours with supporting evidence	• apply an emerging intercultural and linguistic understanding about the chosen topic to evaluate the appropriateness of register and reasons for perspectives and/or behaviours with supporting evidence	• explain the chosen topic in the context of the target culture/s

A Course	T Course	M Course
• analyse concepts about the chosen topic and systems in texts and extrapolate with evidence for ideas	• evaluate concepts about the chosen topic in texts and extrapolate with evidence for ideas	
Reflection on Learning and Self in the World		
• reflect analytically on self and relationships between culture and language and share experiences about the chosen topic • reflect on own language learning practices and applies feedback to propose appropriate, specific, personal improvements about the chosen topic	• reflect genuinely and with insight on self and relationships between culture and language and share experiences • reflect on own language learning practices and applies feedback to propose appropriate, specific, personal improvements	• reflect on own learning and language acquisition skills about the chosen topic • use effective learning skills

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 emphasise 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 10.

Appendix A – Implementation Guidelines

Available course patterns

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

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

Units in this course can be delivered in any order.

Prerequisites for the course or units within the course

To be eligible for the Beginning Modern Languages course, the school must use the Languages Eligibility Form and criteria to determine that the Beginning level of language is the most appropriate for the student. The Languages Eligibility Form is available on the BSSS website. Schools may convert the form to a digital format for easier use.

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 or fourth 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.

Moderation

System Moderation

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

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

System Moderation:

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

The Moderation Model

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

Moderation by Structured, Consensus-based Peer Moderation

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

Preparation for Structured, Consensus-based Peer Review

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

Feedback from System Moderation

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

Appendix B – Course Developers

Name	College
Associate Professor Angela Scarino	Adelaide University
Professor Caillan Davenport	Australian National University
Heike Craig, German Teacher	Daramalan College
Harpreet Kaur, Hindi Teacher	Narrabundah College
Dianne Le Febvre, French teacher	Radford College
Orion Lethbridge, Korean Teacher	Gungahlin College
Lauren Richardson, Head of Languages, Latin Teacher	Canberra Girls Grammar School
Tina Rodriguez, Languages Coordinator, Italian and Spanish Teacher	Merici College
Michele Sharp, Head of Languages, Japanese Teacher	Radford College
Mei Turnip, Languages Coordinator, Indonesian Teacher	Trinity Christian School
Rocio Yactayo Lovett, Spanish Teacher	Merici College
Jing (Jade) Yin, Chinese Teacher	Dickson College

Appendix C – Common Curriculum Elements

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

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

Appendix D – Glossary of Verbs

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

Appendix E – Glossary for ACT Senior Secondary Languages 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.

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.

An **Independent Study unit** is a pedagogical approach that empowers students to make decisions about their own learning. An Independent Study unit 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.

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.

Familiar and unfamiliar draws a contrast between *familiar* texts, topics and language studied closely in class and *unfamiliar* material only mentioned in passing, or which the student has discovered for themselves. This encourages students to be autonomous and resilient by taking calculated risks in learning and incentivising independent work.

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 - Reflection and Reflexivity

Extract – Michelle Kohler and Angela Scarino, 'Chapter 7: A principled pedagogy for a multilingual and intercultural orientation to learning for diverse (language) learners' in Leonardo Veliz (ed.) *Multiculturalism and multilingualism in education: Implications for curriculum, teacher preparation and pedagogical practice*, Brill, Leiden, 2025, pp, 145 - 166

Reflective and reflexive

Reflection and reflexivity are integral to multilingual and intercultural learning. (Byrd Clark & Dervin, 2014). In language use, these processes are a crucial dimension of exchanging meanings in situ with diverse others. In language learning, these are the educative processes through which students come to understand the entailments of multilingual and intercultural exchange and how such exchange impacts people's identity formation. Kramsch (2006) reminds us that today it is not sufficient for learners to know how to communicate meanings, intricate though this is; they also need to understand the practice of meaning-making.

The process of *reflection* involves critically considering observations, descriptions, analyses and diverse interpretations of subject matter, that is, phenomena shared when communicating, as well as considering how language(s) and culture(s) come into play in exchanging meaning (Liddicoat & Scarino, 2013). The process of *reflexivity* involves recognising that participants in communication bring their own subjectivities to the exchange, situated as they are in their own social, linguistic, cultural and historical worlds. In participating in interactions with diverse others, participants learn to question their own assumptions, positioning, responses and reactions, and come to understand that their contribution to the exchange has impact and consequences; it also involves engagement with the interpretation of self (intraculturality) and others (interculturality) in diverse contexts (Liddicoat & Scarino, 2013). In other words, students make sense of the subject matter and themselves *in relation to* others. It is through reflection and reflexivity that students develop the capability to decentre and to consider matters such as situatedness, assumptions, and positionality. These processes contribute to students' development of consciousness as communicators, meaning-makers, learners and persons.

In relation to pedagogy, it is crucial to position students as both performers and analysers (Liddicoat & Scarino, 2013), and that they be invited to consider critically the ideas/knowledge exchanged, diverse perspectives, understandings and interpretations, diverse responses and reactions, and diverse ways of contributing to experiences of exchange – their own and others. They need to be invited to notice the 'language' of experiences, that is, reflecting on how diverse experiences, understandings and perspectives are expressed and represented and how perspectives, attitudes and values are enmeshed in the linguistic choices made. And finally, they need to be invited to reflect on the participants in the exchange and their identities. Over time students develop a *reflective stance* towards understanding the variable ways of communicating.

In order to resource the processes of reflection and reflexivity, it is necessary to purposefully include texts (in the widest sense of the term) that present differing perspectives and to model reflective thinking, introducing questions about such matters as voice; assumptions, feelings in relation to responses, the exploration of reasons, motivations, origins of particular views, and so on.

Ultimately, the goal of multilingual and intercultural communication and learning is the development of sensitivity towards aspects of communication (i.e. the exchange of meanings) between 'self' and 'others', through critical engagement with self-reflection. This also entails developing awareness of the ethical issues related to the use of knowledge and language.

Appendix G – 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 is provided to guide teaching and learning in senior language classes. This captures the nexus of language/culture through 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 and reflect on, culture and language and personal growth and understanding is the goal.

The Implementation Guides provide more detailed guidance on the scope, complexity and insight required in each unit.

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 and Topics	Structures	Examples
Arabic Letters and Sounds	• *Alif, Baa, Taa, Thaa, Jeem …*	أ ب ت ث ج
One-way connecting letters	• Letters that can be connected from the right side only. • ا د ذ ر ز و	برر ، طوّر ، زوّر
Nouns	• Gender: Masculine and feminine • Definite and indefinite	تلميذ ، تلميذة القلمُ ، قلمٌ
Adjectives	• Agreement and placement	بنتٌ ذكيةٌ
Short Vowels	• Diacritical marks	بَ ، بِ ، بُ
Long Vowels	• Three letters: ا و ي	طالب ، طول ، ميل
Conjunctions	• Connecting words and sentences: و إما	أحمد و علي سافرا إلى أستراليا
Prepositions	• Location and direction • Time	في ، إلى
Pronouns	• Demonstrative • Possessive	هذا ، هذه ، ذلك ، تلك حقيبتي
Verbs	• Past tense • Present tense • Imperative	كَتَبَ يَكْتُبُ أُكْتُبْ
Negation	• Using لا ليس	ليس معي نقود

Functions and Topics	Structures	Examples
Cardinal numbers	• 1 to 10	10 9 8 7 6 5 4 3 2 1
The question particles	• Using the particle: هل	هل عندك سيارة ؟
Subject and Predicate	• Nominal sentences	الرجل طويل
Ordinal numbers	• The First, the Second, the Third, the Fourth, the Fifth	الأول ، الثاني
Possessive (Idafa) structure	• Possessive sentence	باب البيت
Telling Time	• Formally and informally	الساعة الواحدة
Texting in Latin Script	• Common transliteration of Arabic phonemes using numbers and special characters.	2 represents the glottal stop ء (hamza) 3 - ع 5 - خ 6 - ط 7 - ح 8 - ق 9 - ص

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
Nouns common proper	人,书,老师 堪培拉中学
Pronouns personal demonstrative	我(们), 你/您(们) 他/她/它(们) 这,那 这儿/这里,那儿/那里
Interrogative	谁,什么,哪 哪儿? 几,多少， 怎么， 什么时候
Numerals counting	零, 一, 二, 三, 四, 五, 六, 七， 八， 九, 十， 百千, 万， 十万， 百万

Functions	Structures
Verbs 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
Adverbs 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
Adjectives monosyllabic disyllabic monosyllabic (colours) nouns as adjectives	大/小，多/少，长/短 高兴 白，红，蓝，黑，绿 男，女
Prepositions distance position direction object focus comparative	从，离 在 对，给 把 比
Conjunctions 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)

Functions	Structures
Particles structural modal	的 (possessive) 的 (attributive) 得 (complement) 地 (adverbial) 吗, 呢, 吧 了
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.

Functions	Structures
Common measurement 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 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) 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 The possessive de, 表达所属关系的 “的” “de” used as a classifier 表达类别的“的” 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.

Functions	Structures
Directional words 方位词 Simple directional words 简单方位词 Compound directional words 合成方位词 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 supermarket.
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.
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

Functions	Structures
Expressing an action in progress 表达事件正在进行, using zheng or zai or zhengzai（zhe） The Particle “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.

Functions	Structures
Comparative sentences 比较句 Negative bi structures “比“ 字句的否定句 The adverb “zui” 副词“最”	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. 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?

Functions	Structures
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.
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	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.
Complements of result 结果补语	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.
Complements of possibility 表示可能的结果补语	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.
Complements of degree 程度补语	他跑得很快他跑步跑得很快 He runs fast.

Functions	Structures
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	我把头发剪短了 I cut my hair short.

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 are used in appropriate contexts?
10. How does French culture influence the formation and use of idioms in various Francophone communities?
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, and is it similar in other Francophone communities?
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, and is it similar in other Francophone communities?

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
Adjectives	• regular and common irregular forms • adjectives agreement and placement • interrogative adjectives (*quel, quelle, quels, quelles*) • possessive adjectives (*mon, ma, mes, son, notre, nos…)*
Adverbs	• adverb placement, formation • irregular forms • negation (*ne… pas, ne… que, ne… jamais, ne… rien, ne… plus, ne… personne, ne… aucun*)

Functions	Structures
Articles	• in a negative construction • after expressions of quantity • omission of the article • definite and indefinite • stressed pronouns (*moi, toi, lui, elle*) • partitive article (*du, de la, del', des and de*)
Conjunctions	• coordinating conjunctions (*car, donc, ensuite, puis…)* • conjunctions of conclusion (*parce que, car, comme*) • phrases followed by the indicative
Interrogative	• 3 question forms and sentence structure
Nouns	• gender • agreement • definite and indefinite articles • possessive and demonstrative adjectives
Numerals	• cardinals (*un, deux, trois…)* • ordinals (*premier, première, vingtième…)* • date • time
Prepositions	• location and direction • time
Pronouns	• subject pronouns (including on) • direct and indirect object pronouns (*le, la, les, lui, leur*) • relative (*qui, que*), demonstrative (*ce, cet, cette, ces),* interrogative pronouns • use of indirect pronouns, y and en • position and order of pronouns in a sentence
Verbs	• regular & irregular including modals, impersonal, reflexive verbs (present, imperfect, perfect, future, near future, conditional tenses) • imperative mood • present and past participles • use of *depuis* with present tense • use of *venir de* with present tense (equivalent to present perfect) • verbs followed by *à*, *de* • clauses with *si* + *present/future*

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
Nouns	• Gender (use of definite and indefinite articles) • Formation of plurals • Cases (Nominative, Accusative and Dative) • Cognates • Regional and national varieties • Compound nouns • Capitalisation of nouns
Adjectives	• Adjective endings • Comparative and superlative
Adverbs	• Common adverbs of time, manner and place
Conjunctions	• Co-ordinating (e.g *aber, und, oder*) • Subordinating conjunctions (e.g. *weil, dass, als, wenn*)
Prepositions	• Prepositions with Accusatives • Prepositions with Dative • Two-way prepositions
Pronouns	• Personal e.g. *ich, mich, mir* etc. • Possessive e.g. *mein, dein* etc.

Sentence construction	• Main clauses
	• Subordinate clauses
	• Questions
	  ○ Open questions e.g. *wer, wie was, wo*
	  ○ Close questions e.g. *Hast du*..?
	• Time, manner, place

Functions	Structures
Verbs	• Regular and irregular verbs • Tenses (Present, future, perfect and imperfect of *haben* and *sein*) • Imperatives • Modal and auxiliary verbs • Separable verbs • Subjunctive – *würde* + infinitive

Beginning Hindi

Essential Understandings

1. How do phonemes 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?
14. How have diaspora communities changed Hindi usages and how people experience Hindi?

Beginning Hindi Grammar

Functions	Structures	Examples
Vowels	• Short and Long • Full Forms • Abbreviated Forms (मात्रा) • Diacritic Mark • Consonants with मात्रा	• अ आ इ ई उ ऊ • आ इ ई • क का कि की कु कू के कै को कौ कृ
Consonants	• Unaspirated • Aspirated	• क ग च • ख घ छ
Numeral	• Cardinal • Ordinal • Multiple • Fraction • Collective	• एक, दो, तीन • पहला दूसरा • सैकड़ों हजारों • आधा तीन चौथाई • दोनों तीनों

Functions	Structures	Examples
Noun	• Gender (Masculine and Feminine) • Singular • Plural	• लड़का (Masculine) • लड़की (Feminine) • लड़की • लड़कियां
Pronoun	• Singular • Plural • Personal • Possessive • Demonstrative • Reflexive • Relative • Interrogative • Indefinite • Oblique with different • Postpositions	• मैं, तुम, यह, वह • तुम, तुम लोग, आप, आप लोग, हम, हम लोग, ये, वे • मैं,हम, तुम, आप, वह, मेरा, मेरी, मेरे, तुम्हारा, उसका, उसकी, उनका, उनकी • यह, वह, ये, वे • अपना, अपनी • जो, सो • कौन, क्या • कोई, कुछ • मेरा, मुझे
Postposition	• Possessive postposition • Preposition/postposition • Compound postposition	• का • बिना, बजाए, मारे • के बारे में
Negation	• Double negatives	• नहीं, मत, न, कहीं ऐसा ना हो जाए। भला क्यों- भला क्यों न, थोड़े ही- भला।
Conjunction	• Copulative disjunctive	• और, एव

Functions	Structures	Examples
Adverb	• Formation • Time • Place • Manner • Affirmation • Negation • Doubt • Certainty • Reason	• धीरे-धीरे • आज, कल, परसो, सदा • यहां वहां इधर-उधर • अचानक सहसा • हाँ, जी हाँ, ठीक • नहीं, जी नहीं • शायद, सम्भवत • अवश्य • अतः, क्यों, किस लिए • तक, मात्रा,भर • अथ, इति
Adjective	• Qualitative Adjective (गुणवाचक विशेषण) • Quantative Adjective (परिमाणवाचक विशेषण) • Numerals Adjective (संख्यावाचक विशेषण) • Demonstrative Adjectives (सर्वनामिक विशेषण)	• Big (बड़ा), • Small (छोटा), • Tall (लंबा), • Beautiful (सुंदर) • Two Kilos (दो किलो) • Two Metres (दो मीटर) • Seeta has four sisters. (सीता चार बहनें हैं।) • I have two apples. (मेरे पास दोसेब है।) • मेरी पुस्तक (my book) • किसका काम (whose work)
Sentence and phrase types	• Statements • Questions • Commands • Exclamations • Simple, compound and • Complex sentences • Compatible clauses	• मैं जाता हूँ। तुम पढ़ते हो। • क्या तुम हिंदी पढ़ते हो? वह क्यों नाराज है? • इधर आओ, उधर जाइए, यहां सफाई करवाइएगा • अरे, शाबाश, हाय, धन्य दो! • मैं यहां आती है इसलिए हूँ कि तुमसे मिल सकूं।

Functions	Structures	Examples
Verb construction	• Subjectival • Objectival • Neutral construction	• राम चला। सीता चली। राम ने किताब पढ़ी। • राम ने किताब पढ़ी। • राम ने आपको देखा।

Beginning Indonesian

Essential Understandings

1. How do Indonesian language and culture work together to communicate meaning, values and identity?
2. How has contact with regional and global languages shaped Indonesian language and the ways it is used?
3. How do context, relationships, cultural values and identity influence the use of formal, informal and colloquial Indonesian?
4. How do the structures and patterns of Indonesian create meaning?
5. How is meaning negotiated when communicating across languages and cultures?
6. How does Indonesia's regional, cultural, linguistic and religious diversity shape its society?
7. How do people express local, regional and national identities and a sense of belonging in Indonesia?
8. How is *kearifan lokal* expressed, passed on and adapted in different Indonesian communities?
9. How do cultural values, including *malu* and *bangga*, influence communication and intercultural understanding?
10. How have Indonesia and its cultures influenced, and been influenced by, regional and global connections?

Beginning Indonesian Grammar

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

Grammatical Items	Sub-elements	Example(s)
Negation	with verbs and adjectives not yet Prohibition Insufficient degree or quantity with nouns, pronouns with adjectives	tidak, belum, j jangan, kurang bukan tidak kaya, kurang baik, belum siap, tidak begitu sukar, tidak terlalu mahal
Pronouns	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
Quantifiers   <

Grammatical Items	Sub-elements	Example(s)
Adjectives	base-word adjective	senang, marah
	me- with adjectival function	menarik
	me…kan with adjectival function	menyenangkan
	comparatives	lebih + adjective…daripada
	superlatives	se + adjective...
		paling / ter- + adjective
Adverbs	*dengan* + base	dengan baik
	duplication of base	diam-diam, pagi-pagi
		secepat-cepatnya, secepat mungkin
Prepositions		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
Conjunctions		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... maupuan...
Exclamations		aduh, asyik, ayo, wah, *astaga, syukurlah*
		bukan main...nya, alangkah...nya
Nominal and Equational sentences	often no use of 'is/are' equivalents	Ini pena saya.
	ini / itu	Bahasa nasional ialah
	use of *adalah* and *ialah*	Bahasa Indonesia
		Bahasa Indonesia adalah bahasa nasional Indonesia
Requests and commands	silakan	Silakan duduk.
	boleh(kah)	Bolehkah saya ke belakang, Bu?
	minta	Boleh minta tambah nasi, Pak.
	-lah	Bawalah gelas ini.
	harap	Harap tunggu sebentar.
	coba	Coba baca halaman empat.
	tolong	Tolong buka pintu.
	jangan	Jangan makan di kelas.
	dilarang	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
Nouns	• Numero e genere dei sostantivi regolari • Sostantivi irregolari piu comuni (per esempio: uomo→ uomini, parti del corpo) • Il plurale delle parole tronche e delle parole straniere.
Articles	• Articolo determinativo maschile, femminile, singolare e plurale. • Articolo indeterminativo maschile e femminile • Partitivi
Adjectives	• L'aggettivo maschile, femminile, singolare e plurale • Aggettivi possessivi • Aggettivi dimostrativi questo e quello • Forme regolari del comparativo e superlativo
Adverbs	• Uso degli avverbi (per es. poco, meno, appena, troppo, più, molto) • Avverbi di luogo (per es. vicino/sopra/sotto/sinistra/in alto/ in basso) • Posizione degli avverbi all'interno della frase
Conjunctions	• Congiunzioni piu' comuni *però, infatti, dunque, percio', cioe', comunque, ma ecc...*
Prepositions	• Preposizioni semplici ed articolate
Pronouns	• Pronomi personali soggetto • Pronomi oggetto diretti e indiretti • I pronomi ci e ne • Il pronome relativo che • Si impersonale
Sentence construction	• Struttura della frase (soggetto, verbo, oggetto) • La frase interrogativa (Dove? Quando? Come? Quanto? Quale? Che cosa? Chi?) • La frase negativa

Functions	Structures
Verbs	• Il presente indicativo dei verbi regolari • Il presente indicativo dei verbi irregolari più communi (per esempio essere, avere, fare, andare, stare, venire, uscire e salire) • Verbi modali • Verbi riflessivi • Terza persona della forma verbale di piacere • Presente progressivo • Participio passato regalore ed alcune forme irregolari di participio passato (per es. aprire/aperto, bere/bevuto) • Passato prossimo • Futuro • Imperfetto indicativo • Imperativo informale positivo e negativo

Beginning Japanese

Essential Understandings

1. How is belonging and identity demonstrated and communicated culturally and linguistically?
2. What understandings are essential for effective interaction? (e.g. 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? (e.g. 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? (e.g. 社会参加、習慣)
8. How are values expressed through 年間行事 （eg. 祭り、入学式、祝日）(e.g. 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? （e.g. 侘と寂（わびとさび）、雅（みやび））
15. How do regions assert uniqueness? (e.g. 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** *All structures are to be learnt in polite/plain, and negative/positive and present/past/present continuous forms.*
Understanding and communicating in script	• Hiragana and Katakana script • Kanji appropriate to context and Beginning level
Greeting and leave taking	• はじめまして、どうぞよろしく、こちらは、こんにちは、etc.
Introducing self and others	• interrogatives （何、だれ、どこ、どのように（どうやってて）、いつ、どう、どうして、どれ、どのような（どんな）、どちら（どっち） • 私 ぼくは～です、～と言います • こちらは～です、この人は～です • ～から来ました・～人です

Functions	**Structures** *All structures are to be learnt in polite/plain, and negative/positive and present/past/present continuous forms.*
	• ～に住んでいます • ～才です • でんわばんごうは～です • しゅみは～です • 高校～年生です（小学、中学、高校、大学） • たん生日は～です • ～が（は）好きです • ～が（は）好きではありません • ～人かぞくです • ～がいます • しごとは～です
Expressing time and number	• Numbers 1 – 100 • Counters 回、人、匹、本、杯（はい）、番 • Days of the week • Dates in the month • Point in time 時、半、分、ごぜん、ごご、 • Length and duration of time ぐらい、ごろ • Frequency words (eg. 時々、よく、ぜんぜん～ません) • Chronological time words (e.g. きのう、今日、明日)
Expressing duration	• ～から～まで～かかります • ～日(間)、～週(間)、～ヶ月(間)、～年(間)
Expressing distance	• ～から～まで～あります
Expressing action in a sentence using particles	• は (topic/subject)、が (object) • の (possession)、も (inclusion) • と (exhaustive list)、や (inexhaustive list) • か (questioning) • Timeframe に • Companion と • Transport で • Destination に へ • Location で • Mode of transport で • Object/activity を • Receiver に

Functions	**Structures** *All structures are to be learnt in polite/plain, and negative/positive and present/past/present continuous forms.*
	• には/では
Sequencing	• 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 • ～の後で、～の前に • verb て
Describing activities	• Timeframe に Activity をします • Timeframe に Event をいわいます • Timeframe に Event があります
Describing people	• Person は body part が adjective です • Person の body part は adjective です
Nominalising	• ～ことが好きです (preferences) • ～たことがあります (experiences) • ～ことができます (potential)
Modifying	• noun の noun（e.g. となりのへや) • い adjective noun (e.g. あかいドレス) • な adjective な noun (e.g. しずかな人)
Expressing abilities	• 上手です • 下手です • とくいです • にがてです
Expressing superlative	• 一番 adjective • ～が一番 adjective です
Listing	• ～たり～たりします • い adjective ～くて • な adjective/noun ～で
Quantifying	• もう、まだ、たくさん、とても、すこし（ちょっと）
Experimenting	• ～てみます
Expressing order of events/actions	• ～てから (after doing) • ～前に (before) • ～後で (after) • ～間に (during)

Functions	**Structures** *All structures are to be learnt in polite/plain, and negative/positive and present/past/present continuous forms.*
Expressing simultaneous actions	• ～ながら
Expressing when	• Noun の時(に)、Verb/Adjective + 時(に) (when)
Intensifying	• Sentence よ • Sentence ね
Giving and receiving	• A は B に C をあげます • A は（B に）C をくれます • A は B から・に C をもらいます
Becoming/resulting in	• ～になります
Expressing opinions	• ～と思います
Expressing purpose	• (verb)～ために • (noun)～のために
Giving advice	• ～た方がいいです • ～ない方がいいです
Requesting	• ～てください • ～ないでください
Prohibiting	• ～てはいけません • ～たらいけません • ～てはだめです • ～たらだめです
Demonstrating	• これ、それ、あれ、どれ • この、その、あの、どの
Locating	• A は B の C にあります （e.g. 上、下、中、外、右、左、東、西、南、北）
Expressing desires	• verb たい（ん）です • noun がほしいです
Expressing conditionals	• ～たら • ～と
Seeking permission and expressing obligation	• ～てもいいです/なくてもいいです • ～てはだめです • ～ないといけません/ないとだめです • ～なくてはいけません/なくてはだめです

Functions	**Structures** *All structures are to be learnt in polite/plain, and negative/positive and present/past/present continuous forms.*
Expressing intentions	• ～つもり • ～よてい • ～けいかく
Suggesting and explaining	• ～たらいいです • ～といいです
Deciding	• verb ことにします • noun にします
Reporting	• ～と言います
Predicting	• ～でしょう • ～かもしれません
Expressing opinions	• ～と思います
Expressing purpose	• verb ～ために • noun ～のために
Giving advice	• ～た方がいいです (you had better…) • ～ない方がいいです (you had better not…)
Requesting	• ～てください • ～ないでください
Prohibiting	• ～てはいけません • ～たらいけません • ～てはだめです • ～たらだめです
Demonstrating	• これ、それ、あれ、どれ • この、その、あの、どの
Locating	• A は B の C にあります • （e.g: 上、下、中、外、右、左、東、西、南、北）
Expressing desires	• verb たい（ん）です • noun がほしいです
Expressing conditional	• ～たら • ～と

Functions	**Structures** *All structures are to be learnt in polite/plain, and negative/positive and present/past/present continuous forms.*
Seeking permission and expressing obligation	• ～てもいいです/なくてもいいです • ～てはだめです • ～ないといけません/ないとだめです • ～なくてはいけません/なくてはだめです
Expressing intentions	• ～つもり • ～よてい • ～けいかく
Suggesting and explaining	• ～たらいいです • ～といいです
Deciding	• verb ことにします • noun にします
Reporting	• ～と言います
Predicting	• ～でしょう • ～かもしれません

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
Text forms		
Polite Informal Form (PIF)	-요	가요 먹어요?
Formal Form	ㅂ니다 습니다	ㅂ니까? 습니까?
Informal Casual Form (Banmal)	Drop '요' from PIF	가, 먹어 / 가? 먹어?
Particles and Suffixes		
Topic particles	N+는 (V) N+은 (C)	순이는 상훈은
Subject particles	N+가 (V) N+이 (C)	미나 준영이
Object particles	N+를 (V) N+을 (C)	나는 드라마를 좋아해요 나는 운동을 싫어해요
Locative particle	에	슈퍼마켓에
Particle indicating place	에서	수영장에서 수영해요
Particle indicating time	에	오전에

Grammatical Items	Formation or example(s)	In phrases or sentences
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, each, every, all	만 마다	학생들만 들어오세요 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) (or)	와/과 하고 (이)랑 (이)나	어머니와 아버지, 선생님과 학생 미술하고 음악 친구랑 같이 갔어요 어머니나 아버지, 선생님이나 학생
Adjectival suffix	VST +ㄴ (V) VST +은 (C) VST +는 (C)	조용한 (조용하+ㄴ) 좋은 (좋+은) 재미있는 (재미있+는)

Grammatical Items	Formation or example(s)	In phrases or sentences
Adverbial suffix	VST +게	바쁘게 (바쁘+게)
Comparative suffix (than)	보다	우리 형는 나보다 키가 커요
Honorific suffix	(으)시	우리 학교에 오셔서 반가워요 (셔=시+어) 어서 오십시오
Numerals		
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
Nouns		
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 - dependent 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 쯤 짜리	선생님, 사람들, 한시쯤, 100 원 짜리
Pronouns		
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

Grammatical Items	Formation or example(s)	In phrases or sentences
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?
Adverbs		
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.

Grammatical Items	Formation or example(s)	In phrases or sentences
Connectives		
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 생일이에요. 그래서 경희를 내 생일 파티에 초대하고 싶어요. 그러니까 경희를 내 생일 파티에 초대합시다.
Indicating cause	왜냐하면	창문을 닫으세요. 왜냐하면, 오늘은 날씨가 선선해요
Prepositions		
Simple prepositions	중에서 앞에/뒤에/옆에/안에/ 밖에/건너편에/위에/ 아래에/사이에/ 오른쪽에/왼쪽에	한국 음식 중에서 제일 맛있는 음식이 뭐예요? 우리 집은 학교 건너편에 있어요

Grammatical Items	Formation or example(s)	In phrases or sentences
Classifiers		
Using Sino-Korean numerals	년/월/일	이천이십년 삼월 십칠일(17/03/2020)
	학년, 그램/미터/리터	십일 학년 십오 그램
	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
Honorific Expressions		
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

Grammar elements	Structure	Example(s)
Nouns	• gender • number • compound nouns • common borrowed words	*el niño, la niña, el amor* *los niños, las niñas, las clases* *el supermercado* *el fútbol, el líder*

Grammar elements	Structure	Example(s)
Articles	• definite • indefinite • Contraction • used with generic nouns with names and titles with days of the week • the form lo + adjectives to express abstract ideas • masculine article with feminine noun • omission of article for example, with a profession	*el, la, los, las* *un, una, unos, unas* *al, del* *me gustan las manzanas* *el señor Suárez* *el sábado, los domingos* *lo mejor de esta idea* *el agua, el hada, un águila* *soy estudiante*
Adjective	• agreement gender number • position • demonstratives • possessives • interrogatives • apocopated (shortened) adjectives used as nouns • comparative and superlatives • irregular comparatives	 *el perro pequeño* *los gorros verdes* *la casa blanca, el último ejercicio* *este, ese, aquel* *mi, tu, su, nuestra, vuestros* *¿cuántos…?¿qué…?* *buen, algún, cien, gran* *la roja es mi favorita* *más alto, menos difícil, buenísimo* *mi mejor amigo, el peor estudiante* *Ella es la mayor/menor de sus hermanos*
Pronouns	• subject • reflexive • direct object • indirect object • possessive • demonstrative • relative • indefinite • emphatic • with prepositions • position with imperatives with two verbs with progressive tense • double object	*yo, tú, él/ella, usted, nosotros, vosotras, ellos, ustedes* *me, te, se, nos, os* *me, te, lo(s), la(s), nos, os* *me, te, le, nos, os, les* *mío, tuyo, suyo, nuestra* *esto, eso, aquél* *que* *alguien, algo, varios* *A mí me gusta mucho* *mí, ti, conmigo, contigo* *déjalo, escúchame* *lo quiero comprar, quiero comprarlo* *Estoy haciendolo ahora* *yo te lo doy, dámelos, se lo dije*

Grammar elements	Structure	Example(s)
Verbs	• regular verbs • common stem-changing verbs • common irregular verbs • auxiliaries • use of 'ser' and 'estar' • reflexives • infinitive • indicative mood: present progressive present imperfect preterite perfect future	*cantar, beber, subir* *jugar, querer, pedir* *ser, ir, tener, hacer* *haber, estar* *¿cómo están? ¿cómo son?* *era aburrido, estaba aburrido* *llamarse, lavarse* *me gusta bailar, hablar español es fácil* *canto, bebo, subo, quiero, son, vamos* *estoy cantando* *cantaba, bebía, subía, eran, querías* *canté, bebí, subí, fui, tuvimos* *ha bebido, han sido* *cantaré, beberé, subiré, serás, haremos*
	• Ir a + infinitive • conditional in common phrases • imperative mood in common phrases • subjunctive mood in common phrases	*voy a comer* *me gustaría,¿ podrías...?* *¡escucha! ¡vengan aquí!* *¡qué te vaya bien!* *¡qué tengas buen viaje! ¡venga!*
Adverbs	• location • manner • time • quantity • comparative	*aquí, allí, cerca, lejos* *bien, mal, rápidamente* *siempre, nunca, ahora, tarde, temprano* *mucho, muy, demasiado* *más, menos, tan…como*
Prepositions	• simple • compound • verbs followed by a preposition • a with direct objects that refer to people	*a, de, para, por, con, en* *al lado de, encima de, detrás de* *jugar a, acabar de, ayudar a* *quiero ver a mi madre*
Interrogatives		*¿quién? ¿qué? ¿cuándo? ¿dónde? ¿cómo? ¿cuántos? ¿cuál? ¿por qué?*
Conjunctions/connectives	• All commonly used	*y/e, o/u, ni, sin embargo, o sea, pero, porque, por eso* *e.g. madre e hija, plata u oro*

Grammar elements	Structure	Example(s)
Interjections/exclamations		*¡hola!, ¡oiga!, ¡fatal! ¡ay!*
Negation	• common negatives	*no, nada, nadie, nunca, ni…ni, ningún, tampoco*
	• double negation	*no hemos comido nada, no calla nunca, no como ni pan ni tortillas, no hablo con nadie*
Numerals	• cardinal • ordinal • quantities • time	*uno, dos* *primer(o), segundo* *dos kilos, cien gramos, un litro* *la una, las dos y media, las tres menos cuarto, las quince y quince*

In addition, students should recognize the following grammatical structures:

Function	Structure	Example(s)
Pronouns	• double object	*yo te lo doy, dámelos, se lo dije*
Verbs	• impersonal forms • indicative mood: progressive past pluperfect conditional • imperative mood • subjunctive mood: present • past	*se habla español* *estábamos comiendo, estuve comiendo* *había bebido, habían ido* *cantaría, bebería, subiría, sería, tendrían* *pongan la mesa, no te lo pierdas* *esperamos que haga buen tiempo, ¿quieres que te ayude?* *si fuera/fuese más barato lo compraría*
Numerals	• proportion	*medio, un tercio, tres cuartos, cien por cien, veinte por ciento*
Prefixes and suffixes	• common formations	*descansar, rebajas, señorita, Carlitos, muchachón*

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
Letters எழுத்துக்கள்		அ, இ, உ, எ, ஒ, க், ங், ச், ஞ் க, ங, ச
Vowels (12 letters) உயிர் எழுத்துக்கள்		அ, ஆ, இ, ஈ, உ, ஊ, எ, ஏ, ஐ, ஒ, ஓ, ஔ,
	குறில் - *Short Vowels (5 letters)*	அ, இ, உ, எ, ஒ
	நெடில் - *Long Vowels (7 letters)*	ஆ, ஈ, ஊ, ஏ, ஐ, ஓ, ஔ
Consonants (18 letters) மெய் எழுத்துக்கள்		க், ங், ச், ஞ், ட், ண், த், ந், ப், ம், ய், ர், ல், வ், ழ், ள், ற், ன்
	வல்லினம் – *Hard letters*	க, ச, ட, த, ப, ற
	மெல்லினம் –*Soft or nasal letters*	ங, ஞ,ண, ந, ம, ன

செயல்முறை Function	இலக்கண அமைப்பு Grammatical Structure	எடுத்துக்காட்டுக்கள் Examples
	இடையினம் – *Medial letters*	ய, ர, ல, வ, ழ, ள
Vowel-consonants (216 letters) உயிர்மெய் எழுத்துக்கள்		க, ங, ச, ஞ, ... கா,ஙா,சா,ஞா, ... முதலியவை
ஆய்த எழுத்து The Guttural (1 letter)		ஃ
அளவை அடை Quantifiers	இயல் எண் - *Cardinal numbers*	ஒன்று, இரண்டு, மூன்று, நான்கு
	வரிசையைக் குறிக்கும் எண் - *Ordinal numbers*	முதலாவது, இரண்டாவது, மூன்றாவது
	அளவைக் குறிக்கும் சொற்கள் - *Measurement terms*	கிலோ, கிராம், லிட்டர், மீட்டர்
	வரையறையில்லாத சொற்கள் - *Indefinite terms*	சில, பல
	கணிதச் சொற்கள் - *Mathematical terms*	நீளம், முக்கோணம், விட்டம் பரப்பளவு
	வினா எழுத்துக்கள் - *Question markers*	ஏன்? யார்? அவனா?
Nouns பெயர்ச்சொல்	*Gender and number* பால்	
	High class or Personal - உயர்திணை	மக்கள், தேவர், நரகர்
	ஆண்பால் - *Masculine*	அவன்
	பெண்பால் - *Feminine*	அவள்
	பலர்பால் – *Plural*	ஐந்து மனிதர்கள்
	அஃறிணை – *Non-class or Impersonal, neuter gender*	கையடக்கத் தொலைபேசி, மாடு
	ஒன்றன்பால் - *Singular*	ஒரு கணினி, அது இது
	பலவின்பால்- *Plural*	அவர் , என்ப , தம்பிமார்
	பொதுவானப் பெயர்ச்சொல் - *Common noun*	மக்கள், விலங்குகள்
	பெயர் வகையில் இடுகுறியான - *Proper noun*	எடிசன், விக்டோரியா
	காரணப் பெயர் – *Rational*	நாற்காலி, மடிக்கணினி
	இடுகுறிப்பெயர் – *Irrational*	மரம்
Pronouns சுட்டுப்பெயர்கள்	தன்மை – *First Person*	நான், நாம், நாங்கள்
	முன்னிலை - *Second person*	நீ, நீர், நீங்கள்

செயல்முறை Function	இலக்கண அமைப்பு Grammatical Structure	எடுத்துக்காட்டுக்கள் Examples
	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
Adjectives **பெயரடை/ பெயரைத் தழுவுகின்ற சொல்**	பண்புசார்ந்த - *Qualitative*	நல்ல மனிதன், பழுத்த பழம்
	வினை சார்ந்த, வினைத்திரிபான - *Verbal*	பாடிய குயில்
Adverbs **வினையடை/ வினை தழுவுசொல்**	கால வினையெச்சங்கள் - *Time*	இப்பொழுது, நேற்று, சமீபத்தில்
	இட வினையெச்சங்கள் - *Place*	இங்கு, அங்கு, எவ்விடத்திலும்
	மாதிரி வினையெச்சங்கள் - *Manner*	அழகாக, கவனமாக, வேகமாய்
	வினை யெச்சம் - *Participial verb*	படித்து, அனுப்பி, செய்து
Postposition விகுதி		கீழே, உள்ளே, மேலே
Sentences முற்றுத் தொடர்/ வாக்கியம்	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.
Verbs **வினைச்சொல்**	வெவ்வேறு மாறுபாடுகள் - *Inflectional categories*	
	தன்மை – *First Person*	வருகிறேன், கற்றேன்

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

செயல்முறை Function	இலக்கண அமைப்பு Grammatical Structure	எடுத்துக்காட்டுக்கள் Examples
	தடுக்கிற, தடைசெய்கிற - *Prohibitive*	புகை பிடிக்கக் கூடாது, குப்பை போட வேண்டாம்
	ஆற்றல் உணர்த்தும் வினைச்சொல் - *Potential*	மழை பெய்யலாம், சிறந்த மாணவனாக வரக்கூடும்
	தன்மை-முன்னிலை-படர்க்கை என்ற மூவிடங்களில் ஒன்றினைக் குறிப்பிடுகிற வினைச்சொல் - *Personal verbs*	விரும்புகிறேன், மகிழ்ச்சி அடைந்தான்

Appendix H - Course Adoption

Conditions of Adoption

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

Adoption Process

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

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

College:	
Course Title:	Beginning Modern Languages
Classification/s:	A T M
Languages wanted:	
Accredited from:	2027
Framework:	Languages