



# Advanced Modern Languages

Including Language Specific Features

**A / T / M**

Cover Art provided by Canberra College student Aidan Giddings

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## The ACT Senior Secondary System

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

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

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

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

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

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

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

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

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

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

## **ACT Senior Secondary Certificate**

Courses of study for the ACT Senior Secondary Certificate:

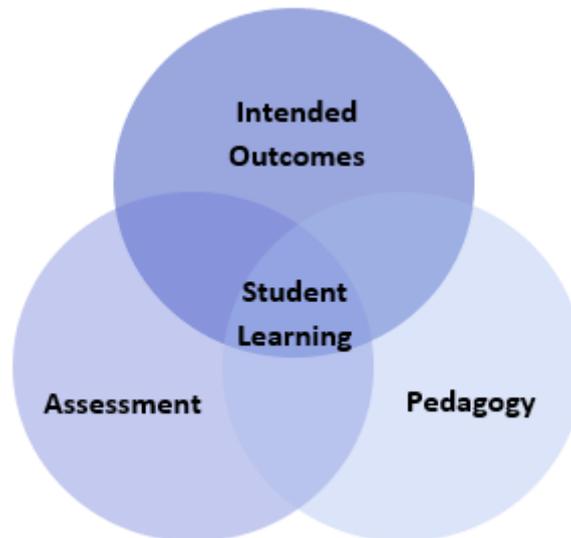
- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in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

Each course of study:

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

## Underpinning beliefs

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



## Learning Principles

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

## General Capabilities

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

The capabilities include:

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

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

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

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

### Literacy

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

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

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

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

## **Numeracy**

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

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

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

## **Critical and Creative Thinking**

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

## **Personal and Social**

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

## **Ethical Understanding**

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

## **Intercultural Understanding**

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

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

## **Cross-Curriculum Priorities**

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

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

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

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

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

### **Sustainability**

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

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

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

# Advanced Modern Languages

## A/T/M

### Rationale

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

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

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

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

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

### Goals

This course should enable students to:

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

### Unit Titles

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

## **Organisation of Content**

### **The Individual**

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

### **Society and Community**

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

### **The Changing World**

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

### **Diverse Perspectives**

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

### **Independent Study**

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

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

## Assessment

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

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

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

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

### Assessment Criteria

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

- communicating
- understanding.

## Assessment Task Types

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

### Additional Assessment Information

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

## **Achievement Standards**

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

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

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

**Achievement Standards for Languages Advanced A Course – Year 11**

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Understanding</b>	<ul style="list-style-type: none"> <li>explains language and culture in a range of authentic and unfamiliar contexts</li> <li>explains interconnections between own values, beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts</li> <li>explains perspectives represented in short, topical texts</li> </ul>	<ul style="list-style-type: none"> <li>describes language and culture in authentic and unfamiliar contexts</li> <li>describes interconnections between own beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts</li> <li>describes perspectives represented in short, topical texts</li> </ul>	<ul style="list-style-type: none"> <li>describes some language and culture in authentic and unfamiliar contexts</li> <li>describes some interconnections between own beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts</li> <li>identifies perspectives represented in short, topical texts</li> </ul>	<ul style="list-style-type: none"> <li>identifies some features of language and culture in authentic and unfamiliar contexts</li> <li>identifies some interconnections between own beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts</li> <li>identifies some perspectives represented in short, topical texts</li> </ul>	<ul style="list-style-type: none"> <li>identifies few or no features of language and culture in authentic and unfamiliar contexts</li> <li>identifies few or no interconnections between own beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts</li> <li>identifies few or no perspectives represented in short, topical texts</li> </ul>
<b>Communicating</b>	<ul style="list-style-type: none"> <li>produces texts displaying breadth and some depth and independence in the treatment of the topic and draws conclusions</li> <li>displays thorough knowledge and understanding of the target language and responds with examples of sustained confidence</li> <li>applies conventions of texts and takes some risks to represent ideas and experiences appropriate to audience and purpose</li> <li>displays a degree of versatility and accurate language use and a range of vocabulary and grammar both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying breadth and some depth in the treatment of the topic and draws conclusions</li> <li>displays knowledge and understanding of the target language and responds with confidence</li> <li>applies conventions of texts to represent experiences appropriate to audience and/ or purpose</li> <li>displays some versatility and accurate language use orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying some breadth and depth in the treatment of the topic and draws conclusions</li> <li>displays knowledge of the target language and responds with occasional confidence</li> <li>applies some conventions of texts to represent experiences appropriate to audience or purpose</li> <li>displays accuracy both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying some breadth in the treatment of the topic and draws minimal conclusions</li> <li>displays knowledge of the target language; however lacks confidence in responses</li> <li>applies few conventions of texts to represent experiences appropriate to audience or purpose</li> <li>displays some accuracy both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying some knowledge of the topic</li> <li>displays little or no confidence in responses to knowledge of the target language</li> <li>applies no conventions of texts to represent experiences appropriate to audience or purpose</li> <li>displays limited accuracy both orally and in writing in disjointed texts</li> </ul>

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

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Understanding</b>	<ul style="list-style-type: none"> <li>analyses particular linguistic, cultural and stylistic features of authentic texts</li> <li>analyses language and culture in range of authentic and unfamiliar contexts</li> <li>explains or compares and contrasts complex interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts</li> <li>analyses concepts and perspectives represented in texts from literature and the media</li> </ul>	<ul style="list-style-type: none"> <li>explains some linguistic, cultural and stylistic features of authentic texts</li> <li>explains language and culture in a range of authentic and unfamiliar contexts</li> <li>explains interconnections and reflect on own values between own values, beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts</li> <li>explains concepts and perspectives represented in texts from literature and the media</li> </ul>	<ul style="list-style-type: none"> <li>describes linguistic, cultural and stylistic features of authentic texts</li> <li>describes some language and culture in authentic and unfamiliar contexts</li> <li>describes interconnections and reflect on own values between own beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts</li> <li>describes concepts and perspectives represented in texts from literature and the media</li> </ul>	<ul style="list-style-type: none"> <li>identifies some linguistic, cultural and stylistic features of authentic texts</li> <li>identifies some features of language and culture in authentic and unfamiliar contexts</li> <li>identifies some interconnections between own beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts with little to no reflection</li> <li>identifies some concepts and perspectives represented in texts from literature and the media</li> </ul>	<ul style="list-style-type: none"> <li>identifies some linguistic, and cultural features of authentic texts</li> <li>identifies few or no features of language and culture in authentic and unfamiliar contexts</li> <li>identifies few or no interconnections between own beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts</li> <li>identifies few or no concepts and perspectives represented in texts from literature and the media</li> </ul>
<b>Communicating</b>	<ul style="list-style-type: none"> <li>creates texts displaying independence, depth and breadth in the treatment of the topic, substantiates decisions and constructs conclusions</li> <li>displays thorough knowledge and understanding of the target language as a system and responds with sustained confidence and sensitivity</li> <li>applies to a high degree, conventions of texts and takes risks to represent ideas and experiences appropriate to audience and purpose</li> <li>displays versatility and accurate and diverse language use, clarity of expression and a wide range of vocabulary and grammar both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>creates complex texts displaying breadth and some depth and independence in the treatment of the topic and constructs conclusions</li> <li>displays thorough knowledge and understanding of the target language as a system and responds with examples of sustained confidence and sensitivity</li> <li>applies conventions of texts and takes some risks to represent ideas and experiences appropriate to audience and purpose</li> <li>displays a degree of versatility and accurate and diverse language use and a wide range of vocabulary and grammar both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>creates texts displaying breadth in the treatment of the topic and constructs conclusions</li> <li>displays knowledge and understanding of the target language as a system and responds with occasional confidence and sensitivity</li> <li>applies conventions of texts to represent experiences appropriate to audience and purpose</li> <li>displays some versatility and accurate and diverse language use and a range of vocabulary and grammar both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>creates texts displaying some breadth in the treatment of the topic and constructs conclusions</li> <li>displays knowledge of the target language; however lacks confidence and/ or sensitivity in responses</li> <li>applies some conventions of texts to represent experiences appropriate to audience and purpose</li> <li>displays a range of vocabulary and uses grammar with some accuracy both orally and in writing in a sustained text</li> </ul>	<ul style="list-style-type: none"> <li>creates texts displaying some knowledge of the topic</li> <li>displays little or no confidence or sensitivity in responses to knowledge of the target language</li> <li>applies few conventions of texts to represent experiences appropriate to audience and purpose</li> <li>displays a range of vocabulary and uses grammar with limited accuracy both orally and in writing in disjointed texts</li> </ul>

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

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Understanding</b>	<ul style="list-style-type: none"> <li>analyses language and culture in range of authentic and unfamiliar contexts</li> <li>analyses complex interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts</li> <li>analyses concepts and perspectives represented in short, topical texts</li> </ul>	<ul style="list-style-type: none"> <li>explains language and culture in a range of authentic and unfamiliar contexts</li> <li>explains interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts</li> <li>explains concepts and perspectives represented in short, topical texts</li> </ul>	<ul style="list-style-type: none"> <li>describes some language and culture in authentic and unfamiliar contexts</li> <li>describes interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts</li> <li>describes concepts and perspectives represented in short, topical texts</li> </ul>	<ul style="list-style-type: none"> <li>identifies some features of language and culture in authentic and unfamiliar contexts</li> <li>identifies some interconnections with some reflection on own beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts</li> <li>identifies some concepts and perspectives represented in short, topical texts</li> </ul>	<ul style="list-style-type: none"> <li>identifies few or no features of language and culture in authentic and unfamiliar contexts</li> <li>identifies few or no interconnections with little or no reflection on own beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts</li> <li>identifies few or no concepts and perspectives represented in short, topical texts</li> </ul>
<b>Communicating</b>	<ul style="list-style-type: none"> <li>produces texts displaying independence, depth and breadth in the treatment of the topic and draws conclusions</li> <li>displays thorough knowledge and understanding of the target language and responds with sustained confidence</li> <li>applies to a high degree conventions of texts and takes risks to represent ideas and experiences appropriate to audience and purpose</li> <li>displays versatility and accurate and diverse language use, clarity of expression and a range of vocabulary and grammar both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying breadth and some depth and independence in the treatment of the topic and draws conclusions</li> <li>displays thorough knowledge and understanding of the target language and responds with examples of sustained confidence</li> <li>applies to a degree conventions of texts and takes some risks to represent ideas and experiences appropriate to audience and purpose</li> <li>displays a degree of versatility and accurate and diverse language use and a range of vocabulary and grammar both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying breadth in the treatment of the topic and draws conclusions</li> <li>displays knowledge and understanding of the target language and responds with occasional confidence</li> <li>applies conventions of texts to represent experiences appropriate to audience and/ or purpose</li> <li>displays some versatility and accurate language use orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying some breadth in the treatment of the topic and draws conclusions</li> <li>displays knowledge of the target language; however lacks confidence in responses</li> <li>applies some conventions of texts to represent experiences appropriate to audience or purpose</li> <li>displays some accuracy both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>produces texts displaying some knowledge of the topic</li> <li>displays little or no confidence in responses to knowledge of the target language</li> <li>applies few conventions of texts to represent experiences appropriate to audience or purpose</li> <li>displays limited accuracy both orally and in writing in disjointed texts</li> </ul>

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

	<i>A student who achieves an A grade typically</i>	<i>A student who achieves a B grade typically</i>	<i>A student who achieves a C grade typically</i>	<i>A student who achieves a D grade typically</i>	<i>A student who achieves an E grade typically</i>
<b>Understanding</b>	<ul style="list-style-type: none"> <li>critically analyses particular linguistic, cultural and stylistic features of authentic texts</li> <li>evaluates language and culture in a wide range of authentic and unfamiliar contexts</li> <li>analyses and synthesises complex interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts</li> <li>evaluates concepts and perspectives represented in a range of texts from literature and the media</li> </ul>	<ul style="list-style-type: none"> <li>analyses particular linguistic, cultural and stylistic features of authentic texts</li> <li>analyses language and culture in range of authentic and unfamiliar contexts</li> <li>explains and compares and contrasts complex interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts</li> <li>analyses concepts and perspectives represented in texts from literature and the media</li> </ul>	<ul style="list-style-type: none"> <li>explains some linguistic, cultural and stylistic features of authentic texts</li> <li>explains language and culture in a range of authentic and unfamiliar contexts</li> <li>explains interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts</li> <li>explains concepts and perspectives represented in texts from literature and the media</li> </ul>	<ul style="list-style-type: none"> <li>describes linguistic, cultural and stylistic features of authentic texts</li> <li>describes some language and culture in authentic and unfamiliar contexts</li> <li>describes interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts</li> <li>describes concepts and perspectives represented in texts from literature and the media</li> </ul>	<ul style="list-style-type: none"> <li>identifies some linguistic, cultural and stylistic features of authentic texts</li> <li>identifies some features of language and culture in authentic and unfamiliar contexts</li> <li>identifies some interconnections between own beliefs, practices, and ideas represented or expressed in authentic and/ or extended texts with little or no reflection</li> <li>identifies concepts and perspectives represented in texts from literature and the media</li> </ul>
<b>Communicating</b>	<ul style="list-style-type: none"> <li>creates insightful texts displaying independence, depth and breadth in the treatment of the topic, substantiates decisions and constructs conclusions</li> <li>displays clear and thorough knowledge and understanding of the target language as a system and responds with a high degree of confidence and sensitivity</li> <li>applies to a high degree conventions of texts and takes risks to represent ideas and experiences appropriate to audience and purpose</li> <li>displays versatility and accurate and diverse language use, clarity of expression and a wide range of vocabulary and grammar both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>creates complex texts displaying breadth and some depth and independence in the treatment of the topic and constructs conclusions</li> <li>displays thorough knowledge and understanding of the target language as a system and responds appropriately and with a good degree of confidence and sensitivity</li> <li>applies conventions of texts and takes some risks to represent ideas and experiences appropriate to audience and purpose</li> <li>displays a degree of versatility and accurate and diverse language use and a wide range of vocabulary and grammar both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>creates texts displaying breadth in the treatment of the topic and constructs conclusions</li> <li>displays knowledge and understanding of the target language as a system and responds with confidence and sensitivity</li> <li>applies conventions of texts to represent experiences appropriate to audience and purpose</li> <li>displays some versatility and accurate and diverse language use and a range of vocabulary and grammar both orally and in writing</li> </ul>	<ul style="list-style-type: none"> <li>creates texts displaying some breadth in the treatment of the topic and constructs conclusions</li> <li>displays knowledge of the target language and responds with some confidence and/ or sensitivity</li> <li>applies some conventions of texts to represent experiences appropriate to audience and purpose</li> <li>displays a range of vocabulary and uses grammar with some accuracy both orally and in writing in a sustained text</li> </ul>	<ul style="list-style-type: none"> <li>creates texts displaying some knowledge of the topic</li> <li>displays little or no confidence and/ or sensitivity in responses to knowledge of the target language</li> <li>applies few conventions of texts to represent experiences appropriate to audience and purpose</li> <li>displays a range of vocabulary and uses grammar with limited accuracy both orally and in writing in disjointed texts</li> </ul>

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

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

## The Individual

**Value: 1.0**

**The Individual a**

**Value 0.5**

**The Individual b**

**Value 0.5**

## Unit Description

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

## Specific Unit Goals

This unit should enable students to:

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

## Content Descriptions

All knowledge, understanding and skills below must be delivered:

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

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

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

### A guide to reading and implementing content descriptions

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

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

### Assessment

Refer to pages 9-11.

## Society and Community

**Value: 1.0**

**Society and Community a**

**Value 0.5**

**Society and Community b**

**Value 0.5**

### Unit Description

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

### Specific Unit Goals

This unit should enable students to:

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

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

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

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

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

### A guide to reading and implementing content descriptions

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

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

### Assessment

Refer to pages 9-11.

## The Changing World

**Value: 1.0**

**The Changing World a**

**Value 0.5**

**The Changing World b**

**Value 0.5**

### Unit Description

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

### Specific Unit Goals

This unit should enable students to:

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

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

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



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

### A guide to reading and implementing content descriptions

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

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

### Assessment

Refer to pages 9-11.

## Diverse Perspectives

**Value: 1.0**

**Diverse Perspectives a**

**Value 0.5**

**Diverse Perspectives b**

**Value 0.5**

### Unit Description

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

### Specific Unit Goals

This unit should enable students to:

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

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

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

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

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

### A guide to reading and implementing content descriptions

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

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

### Assessment

Refer to pages 9-11.

## Independent Study

**Value: 1.0**

**Independent Study a**

**Value 0.5**

**Independent Study b**

**Value 0.5**

### Prerequisites

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

### Unit Description

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

### Duplication of Content

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

### Specific Unit Goals

This unit should enable students to:

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

### Content Descriptions

All knowledge, understanding and skills below must be delivered:

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

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

A Course	T Course	M Course
<ul style="list-style-type: none"> <li>• use processes and strategies to make meaning when viewing, listening and reading</li> <li>• apply specific grammatical features and functions (see appendix) with a focus on communication, and increasing accuracy, complexity and fluency</li> </ul>	<ul style="list-style-type: none"> <li>• evaluate and use processes and strategies to make meaning when viewing, listening and reading</li> <li>• apply specific grammatical features and functions (see appendix) with a focus on communication, and increasing accuracy, complexity and fluency</li> </ul>	<ul style="list-style-type: none"> <li>• apply specific grammatical features and functions (see appendix)</li> </ul>
<b>Reflection</b>		
<ul style="list-style-type: none"> <li>• self-reflect on learning processes recognising cognitive, cultural, personal and linguistic elements of language acquisition</li> </ul>	<ul style="list-style-type: none"> <li>• self-reflect on learning processes recognising cognitive, cultural, personal and linguistic elements of language acquisition</li> </ul>	<ul style="list-style-type: none"> <li>• self-reflect on learning processes</li> </ul>

## A guide to reading and implementing content descriptions

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

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

## Assessment

Refer to pages 9-11.

## Appendix A – Implementation Guidelines

### Available course patterns

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

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

Units in this course can be delivered in any order.

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

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

### Arrangements for students continuing study in this course

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

### Duplication of Content Rules

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

### Guidelines for Delivery

#### Program of Learning

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

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

## **Content Descriptions**

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

### **Half standard 0.5 units**

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

## **Moderation**

Moderation is a system designed and implemented to:

- provide comparability in the system of school-based assessment
- form the basis for valid and reliable assessment in senior secondary schools
- involve the ACT Board of Senior Secondary Studies and colleges in cooperation and partnership
- maintain the quality of school-based assessment and the credibility, validity and acceptability of Board certificates.

Moderation commences within individual colleges. Teachers develop assessment programs and instruments, apply assessment criteria, and allocate Unit Grades, according to the relevant Course Framework. Teachers within course teaching groups conduct consensus discussions to moderate marking or grading of individual assessment instruments and unit grade decisions.

### **The Moderation Model**

Moderation within the ACT encompasses structured, consensus-based peer review of Unit Grades for all accredited courses over two Moderation Days. In addition to Moderation Days, there is statistical moderation of course scores, including small group procedures, for T courses.

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

Consensus-based peer review involves the review of student work against system wide criteria and standards and the validation of Unit Grades. This is done by matching student performance with the criteria and standards outlined in the Achievement Standards, as stated in the Framework. Advice is then given to colleges to assist teachers with, or confirm, their judgments. In addition, feedback is given on the construction of assessment instruments.

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

Each year, teachers of Year 11 are asked to retain originals or copies of student work completed in Semester 2. Similarly, teachers of a Year 12 class should retain originals or copies of student work completed in Semester 1. Assessment and other documentation required by the Office of the Board of Senior Secondary Studies should also be kept. Year 11 work from Semester 2 of the previous year is presented for review at Moderation Day 1 in March, and Year 12 work from Semester 1 is presented for review at Moderation Day 2 in August.

In the lead up to Moderation Day, a College Course Presentation (comprised of a document folder and a set of student portfolios) is prepared for each A, T and M course/units offered by the school and is sent into the Office of the Board of Senior Secondary Studies.

### **The College Course Presentation**

The package of materials (College Course Presentation) presented by a college for review on Moderation Days in each course area will comprise the following:

- a folder containing supporting documentation as requested by the Office of the Board through memoranda to colleges, including marking schemes and rubrics for each assessment item
- a set of student portfolios containing marked and/or graded written and non-written assessment responses and completed criteria and standards feedback forms. Evidence of all assessment responses on which the Unit Grade decision has been made is to be included in the student review portfolios.

Specific requirements for subject areas and types of evidence to be presented for each Moderation Day will be outlined by the Board Secretariat through the *Requirements for Moderation Memoranda* and Information Papers.

### **Visual evidence for judgements made about practical performances**

It is a requirement that schools' judgements of standards to practical performances (A/T/M) be supported by visual evidence (still photos or video).

The photographic evidence submitted must be drawn from practical skills performed as part of the assessment process.

Teachers should consult the BSSS website for current information regarding all moderation requirements including subject specific and photographic evidence.

## Appendix B – Course Developers

### Course Developers

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

### Language Specific Information

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

## Appendix C – Common Curriculum Elements

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

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

## Appendix D – Glossary of Verbs

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

## Appendix E – Glossary for ACT Senior Secondary Curriculum

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Appendix F – Language Specific Information

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

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

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

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

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

## Advanced 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 shape social interaction?
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.*

### Advanced Arabic Grammar

Functions & Topics	Structures	Examples
Nouns	<ul style="list-style-type: none"> <li>• Cases: Nominative, Accusative and Genitive.</li> <li>• Dual and Plural</li> </ul>	سيارتان سيارات
Adjectives	<ul style="list-style-type: none"> <li>• Agreement and placement</li> </ul>	بنيت ذكية
Long Vowels	<ul style="list-style-type: none"> <li>• Three letters: ا و ي</li> </ul>	طالب ، طول ، ميل
Prepositions	<ul style="list-style-type: none"> <li>• Location and direction</li> <li>• Time</li> </ul>	في ، إلى
Pronouns	<ul style="list-style-type: none"> <li>• relative</li> <li>• Attached</li> </ul>	الذي ، التي كتابك ، كتابه
Verbs	<ul style="list-style-type: none"> <li>• Conjugation of verbs</li> <li>• Passive voice</li> <li>• Regular and irregular verbs</li> <li>• Reflexive</li> </ul>	

Functions & Topics	Structures	Examples
Adverbs	<ul style="list-style-type: none"> <li>Time and Place</li> </ul>	حالاً
The question particles	<ul style="list-style-type: none"> <li>Using the particle: هل</li> <li>Using the particle: كم</li> </ul>	هل تذهب إلى الجامعة؟ كم سعر هذا الكتاب؟
Ordinal numbers	<ul style="list-style-type: none"> <li>the Eleventh, the Twelfth ...</li> </ul>	الحادي عشر، الثاني عشر
Cardinal numbers	<ul style="list-style-type: none"> <li>51 to 99</li> </ul>	51 إلى 99
Possessive (Idafa) structure (Continued)	<ul style="list-style-type: none"> <li>Possessive sentence</li> </ul>	مفتاح السيارة
Telling Time	<ul style="list-style-type: none"> <li>Formally and informally</li> </ul>	الساعة الواحدة
Cardinal numbers	<ul style="list-style-type: none"> <li>Hundreds and Thousands</li> </ul>	مائة ، ألف
Verbal nouns	<ul style="list-style-type: none"> <li>The root words</li> </ul>	المصدر
Weak verbs	<ul style="list-style-type: none"> <li>Verbs that do not follow the normal conjugation rules.</li> </ul>	مشى
The Conjunctive Hamza	<ul style="list-style-type: none"> <li>همزة الوصل Hamzatu-l-wasl</li> </ul>	البيت الكبير
The Disjunctive Hamza	<ul style="list-style-type: none"> <li>همزة القطع Hamzatu-l-qat</li> </ul>	أنا أسكن في كنبرا

## Advanced Chinese

### Essential Understandings

1. How have Chinese language and culture influenced other countries?
2. How does Chinese language shape the way the Chinese-speakers think and view the world?
3. How does Chinese culture and history create a national and personal identity?
4. How have Confucius philosophy and Taoism influenced Chinese thinking and ways of doing things?
5. What does it mean to identify as Chinese, as a native resident and/or in a foreign country?
6. How has migration shaped Chinese language and the Australian Chinese community?
7. In what ways have other languages and migration influenced the Chinese language?
8. How is the complexity of Chinese literary devices applied in a variety of contexts?
9. How do Chinese teens manipulate the language as a method of self-expression?
10. How does language reflect formal and informal relationships?
11. Why is it important to distinguish between the forms of oral presentations and formal writing?
12. What is the significance of syntactic sequences of verbal phrases and attributive clauses (i.e. modifiers of nouns) used in translation?
13. How do Chinese dialects contribute to the understanding of regional history and culture?
14. How are cultural values and norms, such as collectivism vs individualism, ritual respect and saving face, expressed in the Chinese language?
15. How are Chinese and English literary works understood and appreciated in modern society?

### Advanced Chinese Grammar

Functions	Structures
<b>Connective words 连词/关联词</b>	1. To add 表示增加 : moreover 更多的是, furthermore 进一步说, in the say way 同样地说来  2. To contrast 比较: conversely 反过来说, in contrast 比较而言, although this may be true 虽然这可能是真的, nevertheless 不过  3. To emphasise 表示强调: mainly 主要的是, notably definitely 可注意到的是,

	<p>obviously 明显地说, in fact 实际上, in any case, 在任何情况下, positively 正面说来, surprisingly 使人惊奇的是, without doubt 毫无疑问地说, certainly 肯定的是, undeniably 无可否认的是, without reservation 毫无保留地说, more importantly 更重要的是, significantly 有意义的是</p> <p>4. To prove 证明什么的 :</p> <p>for the same reason 同理, evidently 可证明的是, that is 那就是</p> <p>5. To express an alternative 表示选择:</p> <p>alternatively 可以选择地说, on the other hand 另一方面来说</p> <p>6. To show consequence 表示结果:</p> <p>consequently 结果是, accordingly 以此说来, as a result from this reason 依此理由来看, because of this 由此来看, therefore 如此以来, with this in mind 请记住这个, under these circumstances 在这些情况下</p> <p>7. To give an example 举例:</p> <p>for example 举例来说, such as 比如, the following 下面要说的是, in another case 另一种情况是, on this occasion 在此场合, take the case of 就拿 ... .. 来说, to demonstrate 要展示的是, to illustrate 要呈现的是, as revealed by 如同 ... ..所揭示的是</p> <p>8. To start a new point 开始新的一点说法:</p> <p>with regard to 关于 ... .., with reference to 值得参考的是, turning to 转说到 ... .. as far as ... ..</p>
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	<p>As it is concerned that 目前就 ... .. 所关心的是</p> <p>9. To show cause and effect: 表示因果 consequently 结果是, subsequently 接着来说, as long as 只要</p> <p>10. To conclude 表示结尾或总结 : in conclusion 要总结的是, finally 最后, in brief 简而言之, therefore 所以说, as has been shown 如前所述</p> <p>11. To show an exception 表示例外 : Nevertheless 话说回来, even though 即使 (e.g. 即使下雨, 我也来, 既是(i.e.既然是)</p> <p>12. To show a sequence 表示顺序 : firstly 第一点/首先, secondly 第二点/再者/再说, next 下一点是, following this 以此来说, at this point 在这一点上, previously 前者说到, simultaneously 同时, eventually 最后/最终</p> <p>13. To compare 用于比较 : in comparison 比较而言, correspondingly 这样以来, in the same way 同样地</p> <p>14. To explain 解释 : that is to say 那就是说, what I want to say is 我要说的是, in other words 也就是说, this means 这个意味着, to put in another way 用另一说法是, to put it simply 简而言之</p> <p>15. To generalise 用于概述 in general 一般来说, on the whole 总的来说, in a rule 照规矩, in most cases 在多数情况下, usually 通常</p>
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	<p>16. To show time 表示时间：</p> <p>immediately 立即／马上／即刻，  a few hours later 几小时后， before 以前，  formerly 前者， next 后者， a while later 一会，  afterwards 以后／之后</p>
<p><b>Literary devices/Figure of speech</b>  <b>修辞手法</b></p>	<p>1. 比喻</p> <p>1.1 Simile 明喻：A figure of speech to compare A with B as having a same feature, using obvious words such as “like”, “as” and “resemble” to compare a similarity. 本体和喻体同时出现，它们之间是相似的关系。比喻词：象，好像，如，仿佛，似。</p> <p>她的嘴好像一颗樱桃。Her mouth is like a cherry.</p> <p>1.2 metaphor 暗喻: A figure of speech to compare A as B using words such as “is/are”, “equal to”, a word or phrase is applied to an object or action to which it is not literally applicable:</p> <p>本体和喻体同时出现，它们之间是相似的关系。比喻词：是，成为，变为，等于</p> <p>不要他做体育运动，等于毁了他。Not letting him do sports is equal to kill him.</p> <p>1.3 借喻：To compare two items only using a hidden word, a thing regarded as representative or symbolic of something else, especially something abstract.</p> <p>只出现喻体，不出现变体和喻词。直接把甲说成己。</p> <p>我们早就不说话了，我俩之间的鸿沟很难填平了。</p> <p>We do not talk anymore, so the gap between us is hardly ever bridged.</p> <p>2. Personification 比拟</p> <p>2.1 拟人: 把物或动物当作人物来描写。</p> <p>喜鹊在门前的树上唱着，我们家今天有客人来。</p> <p>Birds are singing at the entrance of our door, we may have guests to come today.</p> <p>2.2 拟物: 即把人当作物或动物来描写。</p> <p>我们比翼双飞，飞到梦幻的世界去。We are flying to our dream world like birds.</p>

	<p>3. Hyperbole 夸张</p> <p>夸张：对事物或人物的形象，特征，作用和程度等方面作笔头上的扩大或缩小。</p> <p>Exaggeration, exaggerating or minimaxing the image or future of an item or a person</p> <p>在人类社会中，每个人只是沧海一粟。Each person is just a drop of water in the sea of our society.</p> <p>看到麦当劳店，我们就嗅出汉堡版的香味来了。Seeing a McDonald shop, we can smell the yummy taste of a hamburger.</p> <p>4. Amplification 排比</p> <p>排比：由三个或三个以上结构相同的短语或句子排列在一起，用来加强语气 using three or more than three similar sentence structures in one sentence or paragraph to emphasise the meaning or attitude of a speaker.</p> <p>当人们从梦里醒来，当婴儿在梦中微笑，当草地覆盖了露珠时 ... ..</p> <p>When people are awakening from sleep, when babies are smiling in their dreams, when the grass are covered with dews ...</p> <p>5. Hypophora 设问句</p> <p>设问句：无疑而问，自问自答，目的是为了引起别人的注意。Using a question to attract attention with an answer from the person who asks the question.</p> <p>他每天都在跟病魔作斗争，坚持活下去。他的这种顽强靠的是什么？是信念。</p> <p>Every day, he is fighting with the sickness insisting that he should go on. What makes him so persistent? It is his belief.</p> <p>6. Rhetorical question 反问句</p> <p>反问句：用疑问的形式来表达确定的意思，是无疑而问。Using a question to imply a meaning but a hearer or reader does not have to answer.</p> <p>我们每天都用玩手机游戏，少玩手机游戏不也是我们成长的一部分吗？</p>
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	<p>We play games with our mobile phones daily, controlling playing less isn't part of our personal growth?!</p> <p>7. Irony 反语</p> <p>反语: 用正话反说或反话正说的方式把讥笑对方的意思表达出来。 Using a question with an opposite meaning to indicate being sarcastic</p> <p>你刚刚学会一点牛顿定律, 就骄傲自满, 你是不是要牛顿拜你为师啊?</p> <p>You have just learnt a bit of Newton principals, then you are over pride of yourself; don't you want to be a teacher of Newton?!</p> <p>8. Pun 双关</p> <p>双关: 利用语音或语义来表达双重意义。 Using words that sound alike or semantically alike but have different meanings.</p> <p>杨柳青青江水平, 闻郎江上唱歌声。东边日出西边雨, 道是无晴却有晴。这是晴雨的“晴”暗指爱情的“情”。 Willows trees are green above the river, you hear the young lad singing upper the water; the sunrays appear on the east while the rain is falling on the west, with no sunny rays but love rays.</p> <p>9. Repetition 反复句</p> <p>反复: 为强调某个意思有意识地重复使用某些词语或句子。</p> <p>Duplicating a same sentence to emphasise a meaning.</p> <p>太阳出来了; 太阳出来了! The sun is coming up! The sun is coming up!</p> <p>10. Proverbs or slangs 谚语或格言</p> <p>为使语言生动, 用谚语或格言来强调某个意思。 Quoting well-known slangs and proverbs to strengthen a meaning.</p> <p>古人云, “千里之行, 始于足下。”没有今天的努力, 也就没有光辉灿烂的明天。</p> <p>The ancestors say, “A thousand Li stars from your pace”, without our efforts today we would not have a bright future.</p>
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**Reference:**

My Mother Tongue, Wei Ha And Xu Jixing, Thomson Nelson 2006 pp.210-212

## Advanced French

### Essential Understandings

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

### Advanced French Grammar

Advanced French students will need to use French at a sophisticated level and will be expected to recognise and use all Beginning/Continuing level grammar content as well as the following:

- impersonal verbs
- verbs followed by an infinitive (with or without a preposition)
- dependent infinitives (*faire réparer*)
- perfect infinitive
- negative forms
- interrogative forms

- tenses:
  - future perfect (R)
  - conditional perfect (R)
  - pluperfect
  - past historic (R)
- passive voice:
  - present tense
  - other tenses (R)
- subjunctive mood:
  - past and present (common uses, after expressions of possibility, necessity, obligation and after conjunctions such as *bien que*)

(R): for Recognition only

### 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.

- Acronyms and abbreviations: *ANPE, RMI, TGV, SIDA, SDF ...*
- Cohesive devices: *En ce qui me concerne ... ; d'abord ... ; enfin ... ; au contraire... ; par conséquent ... ; tel que ...*
- Idiomatic expressions: *J'en ai marre ! J'ai une faim de loup. J'ai un chat dans la gorge. Il tombe des cordes*
- Pause fillers: *euh ..., ben ..., voyons ..., alors ..., bof ...*
- Slang/Verlan: *le mec, la nana, le beur, la meuf*

## Advanced German

### Essential Understandings

1. How does language shape the way German-speakers think and view the world?
2. How is German grammar applied in a variety of contexts?
3. How do regional and national varieties enrich the German language?
4. In what ways have other languages and migration influenced the German language?
5. How have German language and culture influenced other countries?
6. How does German culture and history create a national and personal identity?

Students are required to understand and apply complex grammatical structures in variety of texts. Grammar is not explicitly taught in this course. Students are expected to use a range of subordinate clauses, tenses, voice and mood. Grammatical features within the text where appropriate could be covered.

### Advanced German Grammar

Functions	Structures
<b>Nouns</b>	<ul style="list-style-type: none"> <li>• Gender (use of definite and indefinite articles)</li> <li>• Cases (Nominative, Accusative, Dative and Genitive)</li> <li>• Infinitives used as nouns</li> <li>• Cognates</li> <li>• Regional and national varieties</li> <li>• Compound nouns</li> <li>• Capitalisation of nouns</li> </ul>
<b>Adjectives</b>	<ul style="list-style-type: none"> <li>• Adjective endings</li> <li>• Comparative and superlative</li> </ul>
<b>Adverbs</b>	<ul style="list-style-type: none"> <li>• Common adverbs of time, manner and place</li> </ul>
<b>Conjunctions</b>	<ul style="list-style-type: none"> <li>• Co-ordinating (e.g. aber, und, oder)</li> <li>• Subordinating conjunctions (e.g. weil, dass, als, wenn)</li> <li>• Infinitive clauses with “um..zu”</li> </ul>
<b>Prepositions</b>	<ul style="list-style-type: none"> <li>• Prepositions with Accusatives</li> <li>• Prepositions with Dative</li> <li>• Prepositions with Genitive</li> <li>• Two-way prepositions</li> <li>• Prepositional phrases</li> </ul>
<b>Pronouns</b>	<ul style="list-style-type: none"> <li>• Personal</li> <li>• Possessive</li> <li>• Interrogative</li> <li>• Demonstrative</li> </ul>

	<ul style="list-style-type: none"><li>• Reflexive</li><li>• Relative</li></ul>
<b>Sentence construction</b>	<ul style="list-style-type: none"><li>• Main clauses</li><li>• Subordinate clauses</li><li>• Questions<ul style="list-style-type: none"><li>○ Open questions e.g. wer, wie was, wo</li><li>○ Close questions e.g. Hast du..?</li><li>○ Indirect questions e.g. er fragt, ob ich ...</li></ul></li><li>• Time, manner, place</li></ul>
<b>Verbs</b>	<ul style="list-style-type: none"><li>• Regular and irregular verbs</li><li>• Transitive and intransitive verbs</li><li>• Tenses (present, future, perfect, pluperfect and imperfect)</li><li>• Imperatives</li><li>• Modal and auxiliary verbs</li><li>• Separable verbs</li><li>• Reflexive verbs</li><li>• Passive voice</li><li>• Subjunctive – (Konjunktiv I and II)</li></ul>

## **Advanced Hindi**

### **Essential Understanding**

1. In what ways has migration influenced the Hindi language and Indian values and customs?
2. How is Hindi grammar applied in a variety of contexts?
3. How has the development of technology impacted the use of Hindi language?
4. How do Indian customs and traditions differentiate one's personal identity?
5. How does learning Hindi broaden social and intercultural knowledge about Indian culture?
6. What is the impact of Indian culture and language on other countries?
7. How has Bollywood changed world perceptions of India?
8. How do Hindi-speaking youth modify language as a method of self expression?
9. How does Hindi language contribute to the strengthening of social relationships within and beyond the Hindi-speaking community?

### **Advanced Hindi Grammar**

Students are required to understand and apply complex grammatical structures in variety of texts. Grammar is not explicitly taught in this course. Students are expected to use a range of subordinate clause, tenses, voices and mood. Grammatical features within the text where appropriate could be covered.

## Advanced Indonesian

### Essential Understandings

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

### Advanced Indonesian Grammar

No explicit teaching of grammatical features is programmed within the Advanced Indonesian course as language specific features will be analysed where appropriate within the texts studied.

## Advanced 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 other languages influence the Italian language?
6. How do Italian culture and history create a personal and national identity?
7. How do Italian dialects contribute to the understanding of regional history, culture and traditions?
8. How is social media changing the Italian language and the way young people communicate?
9. What is the impact of Italian language and culture on other countries?
10. How do Italian history and culture influence the formation and use of idioms?

### Advanced Italian Grammar

Students at Advanced level are expected to understand and apply complex grammatical structures in a variety of context. Grammatical features that can be covered if students are not familiar with them, are:

- Verbi pronominali
- La costruzione *fare + infinito*
- Costruzioni spersonalizzanti: il *si*, il passivo, i verbi impersonali,
- Ripetizione dell'uso di tutti gli articoli e la loro omissione con alcuni nomi
- Il discorso indiretto e la concordanza dei tempi
- Interrogative indirette
- La formazione del superlativo degli aggettivi mediante i prefissi *arci-*, *stra-*, *super-* e *iper-*
- Il congiuntivo nelle frasi dislocate
- La frase scissa, esplicita ed implicita, e pseudoscissa
- Verbi difettivi del participio passato
- Il congiuntivo nella frasi indipendenti
- Le diverse funzioni del participio passato nelle frasi subordinate implicite
- Differenza tra l'uso del futuro semplice e del condizionale passato per esprimere la posteriorita'
- Il congiuntivo imperfetto e trapassato retti da un verbo al condizionale passato

- Bello e buono come intensificatori di significato di altri elementi della frase
- I pronomi relativi doppi *chi e quanto*
- Frasi temporali e causali introdotte da *se*
- L'infinito, il gerundio ed il participio al presente ed al passato
- La dislocazione a destra
- Il periodo ipotetico, incluso quello con ipotesi in forma implicita
- I connettivi ipotetici
- Il *non* neoplatonico
- Superlativi idiomatizzati (es: *nuovo di zecca, buio pesto*)
- Pronomi ed aggettivi indefiniti
- Prefissi e suffissi

## Advanced Japanese

### Essential Understandings

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

## Advanced Japanese Grammar (suggestions only)

Functions	Example Structures
Emphasising	adverb + borrowed word <ul style="list-style-type: none"> <li>• とてもラッキー</li> <li>• 非常にチャレンジング</li> </ul>
Embracing	<ul style="list-style-type: none"> <li>• 先行きに不安な気持ちを抱いている。</li> <li>• 進路に安心感を抱いている。</li> </ul>
Discounting	<ul style="list-style-type: none"> <li>• 流行に捉われずに（左右されずに）服を選ぶ。</li> <li>• 慣習に捉われずに（左右されずに）生活をする。</li> </ul>
Considering	<ul style="list-style-type: none"> <li>• 弁護士になる事を試みたいと思っています。</li> <li>• 医者になる事を試みたいと考えています。</li> </ul>
Onomatopoeia	<ul style="list-style-type: none"> <li>• 若者の行動にハラハラさせられる。</li> <li>• 著名人の言動にドキドキさせられる。</li> </ul>
Supposing	<ul style="list-style-type: none"> <li>• 体育祭で最後まで頑張って走れば、きっといいことがある。</li> <li>• 大学受験に合格するまで必死に勉強をすれば、きっと楽しいことがある。</li> </ul>
Expressing negative feelings	<ul style="list-style-type: none"> <li>• 学校によって教育方針が異なるのは実に不可解だ。</li> <li>• 先生によって採点に隔たりがあるのは実に不公平だ。</li> </ul>
Encouraging	<ul style="list-style-type: none"> <li>• きれいさっぱり汗を流そう。</li> <li>• きれいさっぱり涙を拭こう。</li> </ul>
Expressing anxiety	<ul style="list-style-type: none"> <li>• 合格通知が来るのか、来ないのか気が気じゃない。</li> <li>• 試験が終わったのか、おわっていないのか気が気じゃない。</li> </ul>
Asserting	<ul style="list-style-type: none"> <li>• 就職活動は己の実力を試すためのものである。</li> <li>• 手段は目標を達成するためのものである。</li> </ul>
Expressing results	<ul style="list-style-type: none"> <li>• 外国人に漢字を教える際に、筆順を蔑ろにすると、基礎力に欠ける羽目になる。</li> <li>• クラスとして集団行動をとる際に、団結力が乱れると、個人主義に陥る羽目になる。</li> </ul>
Comparing	<ul style="list-style-type: none"> <li>• 日本は豊かなのに対して、アフリカの国々は貧しい。</li> <li>• 職種が豊富なのに対して、採用人数は少ない。</li> </ul>

Functions	Example Structures
Contradicting	<ul style="list-style-type: none"> <li>• まだ成人になっていないのにお酒を飲むなんておかしい。</li> <li>• まだ試験が終わっていないのに試験会場を退出するなんておかしい。</li> </ul>
Confirming	<ul style="list-style-type: none"> <li>• 語学力は大丈夫でしたよね。</li> <li>• 教員資格は大丈夫でしたよね。</li> </ul>
Expressing cause and effect	<ul style="list-style-type: none"> <li>• 日本人の健康意識は高く、地域ぐるみで人間ドックの受信を推進しており、その結果癌などの早期発見に繋がっている。</li> <li>• 日本人の学習意欲は高く、学校ぐるみで補習を推進しており、その結果ストレスを感じる生徒も数多く存在する。</li> </ul>
	incorporation of borrowed words
	<ul style="list-style-type: none"> <li>• 感情をコントロールして、気持ちを落ち着かせる。</li> <li>• 商品をゲットして、友達に見せびらかす。</li> <li>• 法案は国会を通過して採択された事になる。</li> <li>• 科学技術の進歩は今日のスピード社会に貢献した事になる。</li> </ul>
Accepting	<ul style="list-style-type: none"> <li>• 専門家の助言を受け入れる。</li> <li>• カウンセラーのアドバイスを受け入れる。</li> </ul>
Considering	<ul style="list-style-type: none"> <li>• お年寄りの多くが介護を必要とする状況下であって、家族はこの問題について更に考えるべきだ。</li> <li>• 地球の温暖化が進行している環境下であって、先進国はリーダーシップを更に発揮するべきだ。</li> </ul>
Modifying	<ul style="list-style-type: none"> <li>• 客観的な描写について意見を交す。</li> <li>• 主観的な意見についてぎろんを交す。</li> </ul>
Emphasising	<ul style="list-style-type: none"> <li>• そのような事は言うまでもなく、言語道断だ。</li> <li>• この状況は考えるまでもなく、絶体絶命だ。</li> </ul>
Eventuating	<ul style="list-style-type: none"> <li>• 外国人観光客に対する受け入れ体制は徐々に改善しつつある。</li> <li>• 外国人労働者に対する認識が少しずつ変わりつつある。</li> </ul>
Explaining	<ul style="list-style-type: none"> <li>• 日本の伝統文化を象徴する言葉は侘と寂であり、古びた趣がある。</li> <li>• 京都を代表する祭事は祇園祭りであり、八坂神社の祭礼である。</li> </ul>

Functions	Example Structures
Valuing	<ul style="list-style-type: none"> <li>日本人は本音を吐かず、建て前を<b>重んじる傾向</b>がある。</li> <li>日本社会は個人主義よりも<b>集団主義を重んじる傾向</b>がある。</li> </ul>
Consenting	<p>Inversion</p> <ul style="list-style-type: none"> <li>2011年3月11日でした<b>ね</b>、東日本大震災は。</li> <li>六千人以上の犠牲者が<b>でましたね</b>、1995年の阪神淡路大震災では。</li> </ul>
Contrasting	<ul style="list-style-type: none"> <li>一方では減税だが、<b>他方では無駄使</b>いだ。</li> <li>一方では快適だが、<b>他方では割高</b>だ。</li> </ul>
Asserting	<p>Incorporating common phrases</p> <ul style="list-style-type: none"> <li>理事長は頑固で<b>取り付く島がない</b>時があるが、<b>顔は広い</b>。</li> <li>大統領の<b>歯に衣着せぬ</b>言動に対して、側近は<b>肝を冷や</b>している。</li> </ul>
Confirming	<ul style="list-style-type: none"> <li>茶道と花道の<b>共通点</b>は<b>と言うと</b>、両者とも京都で</li> <li>確立された<b>ということだ</b>。</li> <li>歌舞伎と浮世絵の<b>共通点</b>は<b>と言うと</b>、両者とも日本の<b>伝統芸術</b>ということだ。</li> </ul>
Expressing intentions	<ul style="list-style-type: none"> <li>読売新聞社や朝日新聞社を<b>始めとする</b>大手新聞社のオンラインニュースを読んで、情報収集に務める。</li> <li>アップルやマイクロソフトを<b>始めとする</b> IT 企業の先端技術製品を駆使して、現代社会に生きながらえる。</li> </ul>
Expressing possibility	<ul style="list-style-type: none"> <li>夏目漱石の「坊ちゃん」を<b>通して</b>、当時の教育制度を垣間見る<b>事ができる</b>。</li> <li>NHKの「大河ドラマ」を<b>通して</b>、日本の歴史を垣間見る<b>事ができる</b>。</li> </ul>
Describing	<ul style="list-style-type: none"> <li>手塚治虫の漫画家としての偉業は「鉄腕アトム」や「ブラックジャック」などの作品に表われている。</li> <li>宮崎駿のアニメーターとしての功績は「となりのトトロ」や「千と千尋の神隠し」などを通して実感できる。</li> </ul>
Expressing concerns	<p>use of inverted commas (direct speech)</p> <ul style="list-style-type: none"> <li>母親に「早く家を出て独立しなさい」と<b>言われたが</b>、お金がないので<b>にっちもさっちも</b>いかない。</li> </ul>

	<ul style="list-style-type: none"> <li>進路担当の先生に「もっと頑張らないと希望の大学に入れないぞ」と言われたが、どのように頑張ったらいいのかわからない。</li> </ul>
Suggesting	<ul style="list-style-type: none"> <li>文部科学省は学校における IT 教育を幅広く推進して、教育方針に革新を齎すべきである。</li> <li>大企業は地方都市におけるリクルートを幅広く推進して、経済界に刷新を齎すべきである。</li> </ul>
Expressing circumstance	<ul style="list-style-type: none"> <li>国際社会のグローバル化に伴い、語学教育の重要性が叫ばれつつある。</li> <li>多文化社会の浸透に伴い、伝統行事の開催が困難になりつつある。</li> </ul>
Restricting	<ul style="list-style-type: none"> <li>留学生は電子辞書を多用しているが、うまく使いこなしているとは限らない。</li> <li>芸能人はよくテレビに出演しているが、全員が高収入とは限らない。</li> </ul>
Clarifying	<ul style="list-style-type: none"> <li>走行中の道路で、周囲の自動車やバイクなどをあおる行為を「あおり運転」と言い、2018年度の新語・流行語大賞にノミネートされました。</li> <li>日本には元号があり、「平成」の前は「昭和」と言い、63年もの長い間続きました。</li> </ul>
Disregarding	<ul style="list-style-type: none"> <li>過ちを犯していないにも拘わらず、無理やり謝罪をさせられた。</li> <li>科学的視点から捕鯨を行ったにも拘わらず、国際社会の制裁を受けさせられた。</li> </ul>
Describing characteristics	<ul style="list-style-type: none"> <li>山形県と言えばさくらんぼとラ・フランスだが、将棋と温泉でも名を馳せている。</li> <li>北海道と言えば雪まつりとスキーだが、食べ物としてはラーメンの他にとうもろこしとじゃがいもがある。</li> </ul>
Defining	<ul style="list-style-type: none"> <li>ふるさと納税とは、ふるさとや応援したい自治体に寄付ができる制度である。</li> <li>鳥居とは、神社の参道入り口に立てて神域を示す門である。</li> </ul>
Expressing titles	<ul style="list-style-type: none"> <li>「和」を感じる造り：本競技場、東京五輪へ建設着々</li> <li>五輪に向けたサマータイム導入、自民見送り</li> </ul>
Four-character Jukugo (例) 四字熟語	<p>初志貫徹 起死回生 公明正大 自業自得 因果          応報 切磋琢磨 四面楚歌 大同小異 臨機応変          弱肉強食 大胆不敵 異口同音 東奔西走 十中          八九 独立独歩 孟母三遷 以心伝心 四海兄弟          言行一致 暗中摸索</p>

Functions	Example Structures
Idiomatic expressions (例) 諺	雨降って地固まる                      頭隠して尻隠さず 早起きは三文の徳                      石の上にも三年 石橋を叩いて渡る                      犬も歩けば棒に当たる 棚から牡丹餅                              一年の計は元旦にあり 壁に耳あり障子に目あり                      嘘つきは泥棒の始まり 嵐の前の静けさ                              猿も木から落ちる 三人寄れば文殊の知恵                      飼い犬に手を噛まれる 一期一会                                      蓼食う虫も好き好き 暑さ寒さも彼岸まで                      月とスッポン (鼈) 捕らぬ狸の皮算用                              七転び八起き 猫に小判                                      後の祭り 嘘も方便                                      帯に短し襷 (たすき) に長し
Honorific language (例) 敬語 (尊敬語と謙譲語)	<ul style="list-style-type: none"> <li>● 召し上がる・頂く</li> <li>● いらっしゃる・参る</li> <li>● ご覧になる・拝見する</li> <li>● 仰る・申し上げる</li> <li>● なさる・致す</li> <li>● ご存知・存じ上げる</li> <li>● お耳に入る・拝聴する</li> </ul>
Expressing personal feelings and the accepted view or an obligation (例)	<ul style="list-style-type: none"> <li>● つまらないものですが、どうぞ。</li> <li>● お口に合うかどうかわかりませんが、召し上がって下さい。</li> <li>● 恐縮です。(恐れ入ります。)</li> <li>● ご丁寧にありがとうございます。</li> <li>● いえいえ、それ程でもありません。</li> <li>● いらっしゃいませ。</li> <li>● ようこそ。</li> <li>● お恥ずかしい限りです。</li> <li>● またお越しく下さいませ。(またのお越しをお待ち申し上げます。)</li> </ul>

## Advanced Korean

### Essential Understandings

1. How do Korean language and culture shape the way Korean-speakers think and view the world?
2. How do Korean-speakers apply the complexity of grammar in a variety of contexts?
3. How does language reflect formal and informal relationships?
4. What is the nature and impact of 한글, the Korean script on the world?
5. How has rapid social change in Korea affected Korean language?
6. In what ways have other languages influenced the Korean language?

### Advanced Korean Grammar

Students are required to understand and apply complex grammatical structures in a variety of texts.

The expectation is that students will bring a sound knowledge of grammar, language structure and function to the course.

Grammar is not explicitly taught in this course. Grammatical features within texts studied will be analysed where appropriate.

## Advanced 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?

### Advanced Spanish Grammar

Funciones	Elementos gramaticales
Describir de forma detallada: el retrato. <i>El que.../El que...</i> Describir por medio de comparaciones Referirse a una acción como proceso o resultado	<ul style="list-style-type: none"> <li>• Contraste ser/estar</li> <li>• Usos de ser y estar con preposición</li> <li>• Expresiones idiomáticas con ser y estar</li> <li>• Expresiones del relativo con preposición.</li> <li>• La voz pasiva</li> </ul>
Ordenar cronológicamente momentos: <i>Primero.../ luego.../ Entonces ...</i>	<ul style="list-style-type: none"> <li>• La oración temporal con indicativo o subjuntivo.</li> <li>• “Antes de” y “después de” con infinitivo o subjuntivo.</li> </ul>
Relacionar momentos del pasado: <i>Al comienzo ..., al cabo.../ más tarde...</i>	<ul style="list-style-type: none"> <li>• Uso de los pasados para referirse a momentos anteriores.</li> </ul>

Funciones	Elementos gramaticales
Evocar un recuerdo Narrar y describir en el pasado	<ul style="list-style-type: none"> <li>• Uso y relación entre los diferentes tiempos del pasado en indicativo</li> <li>• El condicional simple con valor de pasado</li> </ul>
Expresar deseos de difícil realización o imposibles: me gustaría que .. Preferiría que .. Valoraciones – No era tan bueno como creía	<ul style="list-style-type: none"> <li>• Uso del presente y el imperfecto de subjuntivo dependiendo del presente o de pasado: me sorprendió que no me respondieras. Si fuera un astronauta ...</li> <li>• Oracional condicional con “si” el imperfecto y el pluscuamperfecto de subjuntivo en la oracional condicional.</li> <li>• El condicional simple y compuesto</li> </ul>
Expresar la opinión - lo que quería decir es que ...	<ul style="list-style-type: none"> <li>• “Aunque” con indicativo y “aunque” con subjuntivo</li> </ul>
Expresar la causa, consecuencia, modo o finalidad de algo	<ul style="list-style-type: none"> <li>• El estilo indirecto o el discurso referido al pasado.</li> <li>• Reproducir una conversación mediante la redacción de un texto.</li> </ul>
Hacer suposiciones y poner ejemplos: Pongamos que ... Expresar que un hecho no cambiará en ningún caso: <i>haga lo que haga</i> ...	<ul style="list-style-type: none"> <li>• El subjuntivo con oraciones independientes.</li> </ul>
Expresar deseos y maldiciones Expresar sentimientos Reaccionar ante algo Expresar voluntad, deseo, prohibición, mandato o ruego con la intención de influir sobre los demás	<ul style="list-style-type: none"> <li>• Oraciones subordinadas sustantivas</li> <li>• Verbos y expresiones que transmiten: reacción, voluntad, sentimiento, deseo, prohibición, mandato, consejo, ruego actividad mental, comunicación, percepción y certeza</li> <li>• Ser + adjetivo + que</li> <li>• Ojalá, así + subjuntivo</li> <li>• Correlación de tiempos indicativo/subjuntivo</li> <li>• Verbos con doble significado según se construyan con indicativo o subjuntivo.</li> </ul>
Influir sobre los demás, persuadir Dar ordenes a un interlocutor o a un grupo Conceder permiso de manera cortés Dar consejo e instrucciones Advertir Pedir Pedir algo con carácter de urgencia	<ul style="list-style-type: none"> <li>• El imperativo</li> <li>• A + infinitivo/sustantivo</li> <li>• Que + subjuntivo</li> <li>• Te tengo dicho que + presente de subjuntivo</li> <li>• No se te ocurra/no vayas a + infinitivo</li> </ul>

Funciones	Elementos gramaticales
<p>Expresar lo que se considera posible o probable</p> <p>Expresar lo que se considera posible pero lejano</p> <p>Evocar situaciones ficticias</p> <p>Expresar deseos</p> <p>Expresar sensaciones</p>	<ul style="list-style-type: none"> <li>• Futuro imperfecto y perfecto como indicadores de probabilidad</li> <li>• Condicional simple como indicador de probabilidad muy remota en el pasado</li> <li>• Expresiones para formular hipótesis y deseos.</li> </ul>
<p>Expresión de la condición</p> <p>Presentar dos opciones al oyente de similares consecuencias</p> <p>Condición con valor de advertencia y amenaza</p> <p>Condición mínima imprescindible para que se produzca algo</p> <p>Condición suficiente con la que basta para que se produzca algo</p> <p>Condición que se presenta como único impedimento</p> <p>Condición que implica una previsión de lo que puede ocurrir</p> <p>Condición que expresa un intercambio de acciones.</p>	<ul style="list-style-type: none"> <li>• Oraciones condicionales Si, De + infinitivo gerundio</li> <li>• Otras conjunciones condicionales: que ... que (no)</li> <li>• <i>Si... que (no), que ... si (no), siempre que, siempre y cuando, mientras, a no ser que, a menos que, excepto que, salvo que, con tal de que, a condición de que solo si, excepto si, en el caso de que, como a cambio de que, con que (solo)</i></li> <li>• Imperativo + y</li> </ul>
<p>Expresar la necesidad u obligación de hacer algo</p> <p>Expresar el inicio de una acción subrayando si el inicio es brusco e inesperado o no</p> <p>Expresar la duración de una acción señalando si esa duración es un proceso lento, continuado o que se interrumpa</p> <p>Expresar el final de una acción indicando como termina esa acción</p>	<ul style="list-style-type: none"> <li>• Perífrasis de infinitivo menos comunes: venir a, estar para, estar por, echar (se) a, llegar a, darle a uno por, quedar en, meterse a.</li> <li>• Perífrasis de gerundio: ir, venir, llevar, quedar (se)/dejar, salir, acabar, andar</li> <li>• Perífrasis de participio: dar pr, llevar, andar, quedar/dejar, tener, verse</li> </ul>

## Advanced Tamil

### Essential Understandings

1. Why is Tamil identified as one of the living and vibrant classical languages of the world?
2. How has Tamil endured in all forms of language over the last five thousand years?
3. How has language shape the way Tamil-speakers think and view the world?
4. How has Tamil language influenced various languages in India and overseas?
5. How has Tamil been impacted by other languages?
6. What is the significance of Tamil letters such as vowels, consonants and vowel-consonants {(consonant + vowel (eg) க் + ஆ = கா etc)} represented by a composite form of a consonant and a secondary symbol for each vowel?
7. What impact has rapid economic growth in India and migration of Tamil people to various parts of the world had on the language?
8. How has Tamil adapted itself to the technological world?
9. What features make Tamil a diglossia language?
10. How has the philosophy and moral values embedded in Tamil literature shaped and influenced the way of life?
11. What is the speciality of 'zha' garam ('ழ' கரம்) in Tamil?
12. What is the correlation between Tamil food and medicine?
13. How does Tamil contribute to fields such as literature, morality, medicine, mathematics, astronomy, business, arts, music, engineering?
14. Why is it essential to pass on literature such as Thirukural, Silapathikaram, Atthichudi and Bharathiyar kavithaigal to future generations?
15. What does it mean to be a Tamil-speaker today?
16. What are the different types of literature in the Tamil language and how have they preserved the language?
17. How have great Tamil scholars, such as Tholkapyyiar, Thriuvalluvar, Sangam Poets, Kambar, Avvaiyar, and Bharathiyar contributed to the language?
18. What is the future of the Tamil language?

**Advanced Tamil Grammar**

செயல்முறை Function	இலக்கண அமைப்பு Grammatical Structure	எடுத்துக்காட்டுக்கள் Examples
எழுத்துக்கள் Letters		அ, இ, உ, எ, ஒ, க், ங், ச், ஞ் க, ங, ச
உயிர் எழுத்துக்கள் Vowels (12 letters)		அ, ஆ, இ, ஈ, உ, ஊ, எ, ஏ, ஐ, ஒ, ஔ, ஔள.
	குறில் - Short Vowels (5 letters)	அ, இ, உ, எ, ஒ.
	நெடில் - Long Vowels (7 letters)	ஆ, ஈ, ஊ, ஏ, ஐ, ஒ, ஔ
மெய் எழுத்துக்கள் Consonants (18 letters)		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
	இடையினம் – Medial letters	ய, ர, ல, வ, ழ, ள
உயிர்மெய் எழுத்துக்கள் Vowel-consonants (216 letters)		க, ங, ச, ஞ, .... கா,நா,சா,ஞா, ..... முதலியவை
ஆய்த எழுத்து The Guttural (1 letter)		ஃ
சார்பெழுத்துக்கள் Dependent letters	குற்றியலிகரம் – Short I	வரகியாது (வரகு + யாது) என்பதியாது (என்பது + யாது), கேண்மியா (கேண் + மியா)
	குற்றியலுகரம் – Short U	கு, சு, டு, து, பு, று எ ஃகு, காசு, வண்டு, பத்து, உப்பு, கயிறு.
	ஆய்த எழுத்து - (The Guttural 1 letter)	எ ஃகு, க ஃசு, அ ஃது
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?

செயல்முறை Function	இலக்கண அமைப்பு Grammatical Structure	எடுத்துக்காட்டுக்கள் Examples
புணரியல் Combinations	இயல்பு புணர்ச்சி – Natural combination	பனை + மரம் = பனைமரம்
	விகாரப் புணர்ச்சி - Mutation	
	தோன்றல் – Appearance of a letter or letters	ஞாயிறு + கிழமை = ஞாயிற்றுக்கிழமை
	கெடுதல் – Disappearance of a letter or letters	மரம்+வேர் = மரவேர்
	திரிதல் – Change of a letter or letters	மண் + குடம் = மட்குடம்
பெயர்ச்சொல் Nouns	பால் மற்றும் எண் - Gender and number	
	உயர்திணை – High class or Personal	மக்கள், தேவர், நரகர்
	ஆண்பால் - Masculine	அவன்
	பெண்பால் - Feminine	அவள்
	பலர்பால் – Plural	மனிதர்கள்
	அஃறிணை – No 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	
பெயரெச்சம் - Participle	படிக்கும் மாணவன், அழகிய மலர்	
வேற்றுமை Case markers	முதல் வேற்றுமை – பெயர் Nominative case	மக்கள், ஆ, முருகன்
	இரண்டாம் வேற்றுமை – ஐ - Accusative case	ஆசிரியனொடு மாணாக்கன் வந்தான்
	மூன்றாம் வேற்றுமை – ஒடு, ஆன், ஆல் Social case	வாணிகத்தான் ஆயினான், வாளால் வெட்டினான்
	நான்காம் வேற்றுமை – கு Dative case	கரும்பிற்கு வேலி, தாலிக்குப்பொன்
	ஐந்தாம் வேற்றுமை – இன் - Ablative case	கல்வியிற் பெரியன் கம்பன், தம்மின் தம் மக்கள் அறிவுடைமை

செயல்முறை Function	இலக்கண அமைப்பு Grammatical Structure	எடுத்துக்காட்டுக்கள் Examples
	ஆறாம் வேற்றுமை – அது <i>Genitive case</i>	படையது குழாம், யானையது கோடு அரசனது அரண்மைனை
	ஏழாம் வேற்றுமை – கண் <i>Locative case</i>	ஊர்க்கண் இருந்தான், கண்ணகன் ஞாலம்
	எட்டாம் வேற்றுமை (விளி வேற்றுமை) – விளி <i>Vocative case</i>	முருகா, இராமா
<b>சுட்டுப்பெயர்கள் Pronouns</b>	தன்மை – First Person	நான், நாம், நாங்கள்
	முன்னிலை - Second person	நீ, நீர், நீங்கள்
	படர்க்கை - Demonstrative	அவன், அவள், அது இவன், இவள், இது உவன், உவள், உது
	வேற்றுமை - Possessive	எனது, உன்னுடைய, அவர்களுடைய
	எல்லைவரையறுக்கிற, எல்லை விளக்குகிற - Determinative	இனிய கனிகள்
	எல்லையற்ற, வரையறப்படாத - Indefinite	யாரோ, எவரோ
<b>பெயரடை, பெயரைத் தழுவுகின்ற சொல் Adjectives</b>	பண்பு பெயரடை - Qualitative	நல்ல மனிதன், பழுத்த பழம்
	வினை சார்ந்த, வினைத்திரிபான - Verbal	பாடிய குயில்
	அளவுப் பெயரடை - Quantitative	வெகு சிலரே, முழுப் பாளை
	வண்ணப் பெயரடை - Colour	வெள்ளைக் குதிரை, சிவப்பு ரோஜா
	எண் பெயரடை - Numeral	ஐந்து விரல்கள், இரண்டு குடங்களை நிரப்புக..
	சுட்டுப் பெயரடை - Demonstrative	இந்த பொம்மை, அந்த வீடு
<b>வினையடை, வினை தழுவுசொல் Adverbs</b>	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
<b>விகுதி Postposition</b>		கீழே, உள்ளே, மேலே

செயல்முறை Function	இலக்கண அமைப்பு Grammatical Structure	எடுத்துக்காட்டுக்கள் Examples
முற்றுத் தொடர், வாக்கியம் Sentences	பெயர் சார்ந்த - <i>Nominal</i>	ஊரெல்லாம் மழை
	தொழிற்பெயர் - <i>Verbal</i>	ஆடல், பாடல், முயற்சி
	கூற்று - <i>Statement</i>	மாலன் மிகவும் நல்லவன்
	ஆணை, கட்டளை - <i>Command</i>	நடுச்சாலையில் நடக்காதே.
	வினா - <i>Questions</i>	உனக்குத் தெரியுமா?
	வியப்பிடைச்சொல் - <i>Exclamation</i>	இந்தக் கோபுரம் எவ்வளவு உயரமாக இருக்கின்றது!
	தனிச் சொற்றொடர் - <i>Simple sentence</i>	நேற்று மழை பெய்தது.
	கூட்டுச் சொற்றொடர் - <i>Compound sentence</i>	மழை பெய்ததால் வெள்ளம் வந்து மரம் விழுந்தது.
வினைச்சொல் Verbs	வெவ்வேறு மாறுபாடுகள் - <i>Inflectional categories</i>	
	தன்மை - <i>First Person</i>	வருகிறேன், கற்றேன்
	முன்னிலை - <i>Second person</i>	வருகிறாய், கற்றாய்
	படர்க்கை - <i>Third person</i>	வருகிறான், கற்றான்
	பால் மற்றும் எண் - <i>Gender and number</i>	
	உயர்திணை - <i>Rational</i>	
	ஆண்பால் - <i>Masculine</i>	பாடினான், பேசுகிறேன்
	பெண்பால் - <i>Feminine</i>	பாடினாள், பேசுகிறாய்
	பலர்பால் - <i>Plural</i>	பாடினார்கள், பேசுகிறார்கள்
	அஃறிணை - <i>Irrational</i>	
	ஒன்றன்பால் - <i>Singular</i>	சென்றது, ஓடியது
	பலவின்பால் - <i>Plural</i>	சென்றன, ஓடின
	வினைவடிவ நுட்பவேறுபாடு - <i>Aspect.</i>	
	இடையறாத - <i>Continuous</i>	எழுதிக்கொண்டிருக்கிறேன்
	செயல்முடிவு தெரிவிக்கும் வினைவடிவம் - <i>Perfect</i>	கட்டுரையை எழுதி முடித்து விட்டேன்.
	தற்கட்டான, எழுவாயையே குறிக்கிற சொல் - <i>Reflexive</i>	நானே எனக்கு ஒரு வழி அமைத்துக் கொண்டேன்.
	உறுதிசெய்யப்பட்ட - <i>Definitive</i>	நானா கட்டாயம் வருவேன்.
	காலம் - <i>Tense</i>	
	நிகழ்காலம் - <i>present</i>	படிக்கிறான்
	இறந்த காலம் - <i>past</i>	படித்தான்

செயல்முறை Function	இலக்கண அமைப்பு Grammatical Structure	எடுத்துக்காட்டுக்கள் Examples
	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
	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
	அஃறிணை வினைச்சொற்கள் - Impersonal Verbs	கத்தியது, கரைந்தது
	உடன்பாடு - Affirmative	படித்தேன், செய்தேன், போனேன்
	எதிர்மறை - Negative	படியேன், செய்யாள், போகவில்லை
	கேள்விச் சுட்டுப்பயர்கள் - Interrogative	வினையாடினாரா? செய்தாயோ?
	செயப்படுபொருள் குன்றா வினை - Transitive verb	கட்டினான், எழுதினார்
	செயப்படுபொருள் குன்றிய வினை - Intransitive verb	வந்தான், சென்றார்
	வினை வகை - Voice	
	செய் வினை - Active Voice	சாத்தன் மரத்தை வெட்டினான்
	செய்பாட்டு வினை - Passive voice	மரம் சாத்தானால் வெட்டப்பட்டது
	மறைமுக எழுவாய் வினை - Impersonal voice	அவளுக்கு மாம்பழம் சாப்பிடப் பிடிக்கும்

செயல்முறை Function	இலக்கண அமைப்பு Grammatical Structure	எடுத்துக்காட்டுக்கள் Examples
இடைச்சொற்கள் Morphemes/interjections	உம், ஓ, ஏ, என முதலியவை	யானைக்கும் அடி சறுக்கும்., யானோ அரசன்? யானே கள்வன்.
தனி எழுவாய் பயனிலையுடைய வாக்கிய சொற்றொடர் Clauses and phrases	சார்புநிலைக் குறிப்புச்சொல் - Conditional	மழை பெய்தால்
	காலம் - Time	பருவத்தே பயிர் செய்
	நோக்கம் - Purpose	கூலிக்கு வேலை
	காரண காரியப் பொருட்டு - Cause and effect	நான் தமிழ் படித்ததால் என்னால் தமிழில் எழுதமுடிந்தது.
திணை, பால், இட ஒற்றுமை Agreement	இரு திணைப் பொதுப்பெயர் - Mixed gender	ராசாத்தி இப்பசு, தந்தை இவன்
	உயர் திணைப் பொதுப்பெயர் - Mixed person	யான் நம்பி, யான் நங்கை
நேரம் குறிப்பான்கள் Time markers		நாளா, நேற்று, இன்று, முன்பு
கூற்று Speech	நேர் கூற்று – Direct speech	“உனக்குத் தமிழ் தெரியுமா?” என்று அவன் கேட்டான்
	அயல் கூற்று – Indirect speech	எனக்குத் தமிழ் தெரியுமா என்று அவன் என்னைக் கேட்டான்
இரட்டைக் கிளவி Doublets		சலசல, கலகல, கமகம
அடுக்குத் தொடர் Stacks		பிடி பிடி பிடி, வருக வருக

## **Appendix G – ACARA Languages Glossary**

A glossary of language terms is available at:

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

## Appendix H – Course Adoption

### Conditions of Adoption

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

### Adoption Process

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

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

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