BSSS

Advanced Modern Languages



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The ACT Senior Secondary System

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

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

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

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

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

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

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

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

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

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

ACT Senior Secondary Certificate

Courses of study for the ACT Senior Secondary Certificate:

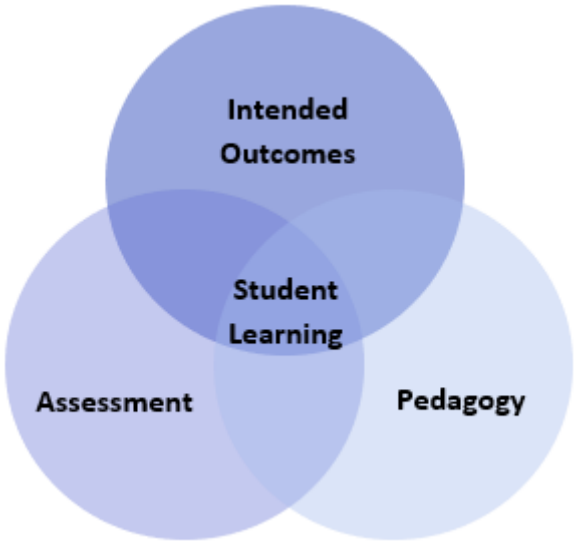
- provide a variety of pathways, to meet different learning needs and encourage students to complete their secondary education
- enable students to develop the essential capabilities for twenty-first century learners
- empower students as active participants in their own learning
- engage students in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

Each course of study:

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

Underpinning beliefs

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



Learning Principles

1. Learning builds on existing knowledge, understandings and skills.

   (Prior knowledge)

2. When learning is organised around major concepts, principles and significant real world issues, within and across disciplines, it helps students make connections and build knowledge structures.

   (Deep knowledge and connectedness)

3. Learning is facilitated when students actively monitor their own learning and consciously develop ways of organising and applying knowledge within and across contexts.

   (Metacognition)

4. Learners' sense of self and motivation to learn affects learning.

   (Self-concept)

5. Learning needs to take place in a context of high expectations.

   (High expectations)

6. Learners learn in different ways and at different rates.

   (Individual differences)

7. Different cultural environments, including the use of language, shape learners' understandings and the way they learn.

   (Socio-cultural effects)

8. Learning is a social and collaborative function as well as an individual one.

   (Collaborative learning)

9. Learning is strengthened when learning outcomes and criteria for judging learning are made explicit and when students receive frequent feedback on their progress.

   (Explicit expectations and feedback)

General Capabilities

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

The capabilities include:

- literacy
- numeracy
- digital literacy
- critical and creative thinking
- personal and social
- ethical understanding
- intercultural understanding.

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

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

Elaboration of these General Capabilities and priorities is available on the ACARA website at www.australiancurriculum.edu.au.

Literacy

Advanced Modern Language is designed to consolidate student's adult literacy in the target language as an adult, multilingual person. As a content and literature focused course, students broaden vocabulary, expressive repertoire and learn to engage with the discourses particular to a range of areas and contexts. Further, they become more adept at interpreting and using the rhetoric and complexities of the target language. As such, explicit, explanatory, and exploratory talk around language and literacy is a core element of Advanced Languages. 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.

For some students with highly develop oracy and auracy in the target language, but with less experience with the written language, Advanced Modern Language studies takes on more salience as a literacy course in which students develop and consolidate their capacity to comprehend and produce written language, including extending a repertoire of ideograms or characters. The course provides an opportunity to more fully immerse themselves in their heritage and in their heritage community by engaging with text, which his invaluable for personal and social development and developing a sense of place and being.

Numeracy

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

Digital Literacy

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

Critical and Creative Thinking

In learning a language, students interact with people and ideas from diverse backgrounds and perspectives across a wide range of topics, which provides opportunities for critical thinking and reflection and encourages creative, divergent and imaginative thinking. By learning to notice, connect, compare, and analyse aspects of the target language, students develop critical, analytic and problem-solving skills. In creating texts, they learn to apply creative processes to express their ideas and insights.

Personal and Social Capabilities

Interacting effectively in an additional language and with people of diverse language backgrounds involves negotiating, interpreting and reflecting on meaning in a range of personal, social and cultural situations. Students in Advanced Modern Languages will expand their multilingual capacity and understanding of themselves, as engaging with meaning across language and cultures will re-enforce their understanding, empathy and reflexivity, important elements of personal and social capabilities. In engaging with complex texts in the target language, they reflect on their thinking and beliefs, the world around them, and their place in it. Being open minded and recognising that people view and experience the world in different ways and learning to interact in a collaborative and respectful manner as a fluent adult within their cultures and languages are key elements of personal and social competence.

Ethical Understanding

When consolidating capability in their languages, students are taught explicitly to acknowledge and consider difference in their interactions with others and to develop awareness of diverse ways of perceiving and acting in the world. In developing a critical and reflexive approach to interacting with complex target language texts, they develop and clarify their own beliefs and develop deep insight into ways of being and knowing. Students will develop and extend their understanding of ethical practices in translation, scholarship and research. They will learn to engage fluently with the ethics of being and communicating in the target culture as an adult.

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 seamlessly between their languages and cultures is integral to the development of students' intercultural capability and adult multilingualism. By consolidating their existing languages 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 moving between languages. It is an enriching and cumulative process, which deepens and broadens the learner's repertoire for thinking, being and interacting, providing additional resources for interpreting and making meaning. Learners consolidate knowledge, understanding, and values as adult learners that are articulated through their language(s) and culture(s).

Cross-Curriculum Priorities

Aboriginal and Torres Strait Islander Histories and Cultures

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

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

Asia and Australia's Engagement with Asia

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

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

Sustainability

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

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

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

Advanced Modern Languages

A - T - M

Rationale

In Advanced Modern Languages, students have the opportunity to undertake studies in a language in which they already hold considerable capability. Studies in Advanced Modern Languages consolidates bilingualism though deepening and extending linguistic and cultural knowledge to new domains, and refining literacy for adult purposes such as further study. Further, by deep studies of significant target language texts and issues, students are immersed in the cultural practices and community discussions. Through content studies students engage with global and local issues and literature. Students refine their capacity to express their appreciation and understanding of the cultural context and better interpret, mediate and justify translations of target language texts.

In consolidating their bilingualism, students are empowered to participate in multiple language communities. For some students, this course will enable them to fully participate in family life, build confidence and pride, and maintain social networks that extend into the local community and beyond Australia. For some students, they will be able to continue and deepen connections made overseas and build new friendships in our global world. These social, emotional and community links bring with them emotional and psychological benefits that contribute to student well-being and belonging in the ACT community and beyond.

Advanced and bilingual language capabilities also bring economic and professional opportunities. Advanced language and intercultural skills are valued in a wide range of occupational contexts. Further, as they reflect on the learning, values and beliefs, they clarify their own self-awareness and build their own autonomy as lifelong learners. Ultimately, consolidating an additional language equips students with essential 21st-century skills, enriching their intellectual, personal, and social development and enabling successful participation in a global society

Goals

This course should enable students to:

- Become confident communicators who can use the target language effectively in a range of contexts and for a variety of purposes, developing interpersonal skills
- Build intercultural capability by exploring the connections between experiencing language and culture, reflecting on self and others in the world, and the ways of the world, to foster respect, empathy, and local and global awareness
- Apply increasingly complex linguistic concepts to both the target language and own language(s), developing accuracy, creativity, reflexivity[1], and adaptability in interpreting, creating and exchanging meaning
- Use the target and own language(s) to gain and mediate knowledge, debate ideas, and share meanings, to enable engagement with others, collaboration, and problem-solving across cultures
- Build the confidence to learn independently, experiment with the language, and reflect on experiences to develop the creativity, open-mindedness, reflective and reflexive practices, and resilience needed to be lifelong learners

[1] See Appendix F

Unit Titles

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

Organisation of Content

The Individual

Students evaluate how people represent individual lives and experiences in the cultures of the target language. They investigate the literary and rhetorical techniques used to express ideas about individuality and shape audience experiences. Students create representations of their own and others' lives and communicate arguments about the rights and duties of individuals in the cultures of the target language. They reflect upon their own and others expression of identity and diverse ideas about individuality.

Society and Community

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

The Changing World

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

Diverse Perspectives

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

Independent Study

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

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

Assessment

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

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

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

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

Assessment Criteria

Students will be assessed on:

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

Assessment Task Types

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

The assessment suite for each unit must include tasks from each category.

Tasks may combine categories.

Weightings Advice:

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

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

Reflection on Learning and Self in the World

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

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

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

Additional Assessment Information

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

Achievement Standards

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

Year 11 and 12 students in an M unit are assessed with the same Achievement Standards. A Year 12 student in any A or T unit is assessed using the Year 12 Achievement Standards. A Year 11 student in any A or T 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.

Assessment is the responsibility of the college. An Achievement Standard cannot be used as a rubric for an individual assessment task. 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 Advanced Modern Languages A Course Year 11

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Communicating Meaning in Language	• creates comprehensive texts with breadth in the interpretation of the topic with useful evidence	• creates texts displaying some breadth in the interpretation of the topic with accurate evidence	• creates texts displaying some breadth in the interpretation of the topic with limited relevant evidence	• creates texts describing aspects of the topic with some evidence	• creates texts identifying aspects of the topic with some evidence
	• applies knowledge and understanding of the language and/or script as a system and creates/or interacts with confidence and fluency	• applies knowledge and understanding of the language and/or script as a system and creates/or interacts with some confidence and fluency	• applies knowledge and understanding of the language and/or script as a system and creates/or interacts with some fluency	• applies knowledge of the language and/or script and creates/or interacts with little confidence and/or fluency	• applies limited knowledge of the language and/or script and little confidence and/or fluency creating or interacting
	• applies or manipulates conventions of texts to mediate ideas and experiences	• applies conventions of texts to mediate ideas and experiences	• applies standard conventions of texts to mediate ideas and experiences	• applies some aspects of conventions of texts to share ideas and experiences	• applies few correct and some incorrect conventions of texts to share experiences
	• communicates accurately, selecting some context-specific vocabulary and grammar for intended purpose, and reception by audience and context	• communicates accurately selecting an appropriate range of general vocabulary and grammar for intended purpose, and reception by audience and context	• communicates accurately selecting a range of general vocabulary and grammar for intended purpose, and reception by audience and context	• communicates using some general vocabulary and grammar with some accuracy for intended purpose, and reception by audience and context	• communicates using a limited range of appropriate vocabulary and uses grammar with limited accuracy for intended purpose, and reception by audience and context
	• applies the principles of academic integrity consistently and clearly and promotes audience confidence in the ideas communicated	• applies the principles of academic integrity consistently and clearly and promotes some audience confidence in the ideas communicated	• applies the principles of academic integrity clearly	• applies the principles of academic integrity inconsistently and reduces confidence in the ideas communicated	• applies the principles of academic integrity inconsistently and unclearly and provides minimal confidence in the ideas communicated
Understanding Language and Culture	• explains structure, style and purpose of familiar texts clearly with evidence for ideas	• explains structure, style and purpose of familiar texts with evidence for ideas	• describes structure and style of familiar texts with evidence for ideas	• describes structure and style of familiar texts with limited evidence for ideas	• identifies the structure, style or purpose of familiar texts for ideas
	• applies intercultural understanding to explain reasons for the chosen register and reasons for perspectives and/or behaviours with supporting evidence	• applies intercultural understanding to explain the register and perspectives and/or behaviours with supporting evidence	• applies intercultural understanding to describe the register, perspectives and/or behaviours with supporting evidence	• applies intercultural understanding to describe the register or behaviours with some supporting evidence	• applies intercultural understanding to identify the register or behaviours with limited supporting evidence
	• analyses own and others' ideas, values, beliefs, practices, ideas in texts with reference to evidence	• explains own and others' ideas, values, beliefs, practices, ideas in texts clearly and coherently with reference to evidence	• explains own and others' ideas, values, beliefs, practices, ideas in texts with some clarity with reference to evidence	• describes own and others' ideas, values, beliefs, practices, ideas in texts with some reference to evidence	• identifies own and others' ideas, beliefs, practices, ideas in texts with limited reference to evidence
Reflection on learning and self in the world	• reflects on own language learning practices and applies feedback to propose appropriate, specific, personal improvements	• reflects on own language learning practices and applies feedback to propose some appropriate personal improvements	• Reflects on own language learning practices and applies feedback to discuss improvement generally	• Reflects on own language learning practices with reference to teacher feedback	• comments generally on language learning practices
	• reflects thoughtfully and personally on self and relationships between interlocutors, culture and language	• reflects personally on self and relationships between interlocutors, culture and language with evidence from own experience	• reflects on self and relationships between interlocutors, culture and language with some generic evidence	• reflects generally on self and relationships between interlocutors, culture or language	• comments generally on self and relationships between culture or language

Achievement Standards Advanced Modern Languages T Course Year 11

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Communicating Meaning in Language	• creates insightful texts displaying independence, depth and breadth in the interpretation of the topic with persuasive evidence	• creates comprehensive texts displaying breadth and some independence in the interpretation of the topic with accurate evidence	• creates texts displaying breadth in the interpretation of the topic with some relevant evidence	• creates texts displaying some breadth in the interpretation of the topic with some evidence	• creates texts displaying some knowledge of the topic with limited evidence
	• applies knowledge and understanding of the language and/or script as a system and creates/or interacts with confidence and fluency	• applies knowledge and understanding of the language and/or script as a system and creates/or interacts with some confidence and fluency	• applies knowledge and understanding of the language and/or script as a system and creates/or interacts with some fluency	• applies knowledge of the language and/or script and creates/or interacts with little confidence and/or fluency	• applies limited knowledge of the language and/or script and little confidence and/ or fluency creating or interacting
	• applies or manipulates conventions of texts and takes some risks to mediate ideas and experiences	• applies or manipulates conventions of texts to mediate ideas and experiences	• applies standard conventions of texts to mediate ideas and experiences	• applies some aspects of conventions of texts to share ideas and experiences	• applies few correct and some incorrect conventions of texts to share experiences
	• communicates effectively and accurately, selecting a range of context-specific vocabulary and grammar for intended purpose, and reception by audience and context	• communicates accurately selecting some appropriate context-specific vocabulary and grammar for intended purpose, and reception by audience and context	• communicates accurately selecting an appropriate range of general vocabulary and grammar for intended purpose, and reception by audience and context	• communicates using some appropriate vocabulary and grammar with some accuracy for intended purpose, and reception by audience and context	• communicates using a limited range of appropriate vocabulary and uses grammar with limited accuracy for intended purpose, and reception by audience
	• applies the principles of academic integrity consistently and clearly and promotes audience confidence in the ideas communicated	• applies the principles of academic integrity consistently and clearly and promotes some audience confidence in the ideas communicated	• applies the principles of academic integrity clearly	• applies the principles of academic integrity inconsistently and reduces confidence in the ideas communicated	• applies the principles of academic integrity inconsistently and unclearly and provides minimal confidence in the ideas communicated
Understanding Language and Culture	• critically analyses structure, style and purpose of familiar texts using evidence	• analyses structure, style and purpose of familiar texts using evidence	• explains structure, style and purpose of familiar texts using evidence	• explains structure and style of familiar texts using evidence	• describes the structure, style or purpose of familiar texts using evidence
	• applies intercultural understanding to analyse reasons for, and impact of, the chosen register and reasons for perspectives and/or behaviours with reference to evidence	• applies intercultural understanding to analyse the choice of register and reasons for perspectives and/or behaviours with reference to evidence	• applies intercultural understanding to explain the register and reasons for perspectives and/or behaviours with reference to evidence	• applies intercultural understanding to describe the register and behaviours with some reference to evidence	• applies intercultural understanding to identify the register and behaviours with limited reference to evidence
	• critically analyses own and others' ideas, values, beliefs, practices, ideas in texts with reference to evidence	• analyses own and others' ideas, values, beliefs, practices, ideas in texts with reference to evidence	• explains own and others' ideas, values, beliefs, practices, ideas in texts with reference to evidence	• describes own and others' ideas, values, beliefs, practices, ideas in texts with some use of evidence	• identifies own and others' ideas, beliefs, practices, ideas in texts with limited use of evidence
Reflection on learning and self in the world	• reflects on own language learning practices and applies feedback to propose appropriate, specific, personal improvements	• reflects on own language learning practices and applies feedback to propose some appropriate personal improvements	• reflects on own language learning practices and applies feedback to discuss improvement generally	• reflects on own language learning practices with reference to teacher feedback	• comments generally on language learning practices
	• reflects analytically and personally on self and relationships between interlocutors, culture and language with accurate linguistic insight and with evidence	• reflects thoughtfully and personally on self and relationships between interlocutors, culture and language with some specific linguistic insight and with evidence	• reflects generally on self and relationships between interlocutors, culture and language with some generic linguistic concepts and evidence	• reflects generally on self and relationships between interlocutors, culture or language with some generic linguistic concepts and limited evidence	• comments generally on self and relationships between culture or language with limited evidence

Achievement Standards Advanced Modern Languages A Course Year 12

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Communicating Meaning in Language	• creates insightful texts displaying independence and breadth in the interpretation of the topic with useful evidence	• creates comprehensive texts displaying breadth and some independence in the interpretation of the topic with accurate evidence	• creates texts displaying breadth in the interpretation of the topic with relevant evidence	• creates texts displaying some breadth in the interpretation of the topic with some evidence	• creates texts displaying some knowledge of the topic with evidence
	• applies knowledge and understanding of the language and/or script as a system and creates/or interacts with confidence and fluency	• applies knowledge and understanding of the language and/or script as a system and creates/or interacts with some confidence and fluency	• applies knowledge and understanding of the language and/or script as a system and creates/or interacts with some fluency	• applies knowledge of the language and/or script and creates/or interacts with little confidence and/or fluency applies	• applies limited knowledge of the language and/or script and little confidence and/ or fluency creating or interacting
	• applies or manipulates conventions of texts and takes some risks to mediate ideas and experiences	• applies or manipulates conventions of texts to mediate ideas and experiences	• applies standard conventions of texts to mediate ideas and experiences	• applies some aspects of conventions of texts to share ideas and experiences	• applies few correct and some incorrect conventions of texts to share experiences
	• communicates effectively and accurately, selecting a precise range of context-specific vocabulary and grammar for intended purpose, and reception by audience and context	• communicates accurately selecting a range of context-specific vocabulary and grammar for intended purpose, and reception by audience and context	• communicates accurately selecting an appropriate range of general vocabulary and grammar for intended purpose, and reception by audience and context	• communicates using some appropriate vocabulary and grammar with some accuracy for intended purpose, and reception by audience and context	• communicates using a limited range of appropriate vocabulary and uses grammar with limited accuracy for intended purpose and reception by audience
	• applies the principles of academic integrity consistently and clearly and promotes audience confidence in the ideas presented	• applies the principles of academic integrity consistently and clearly and promotes some audience confidence in the ideas presented	• applies the principles of academic integrity clearly	• applies the principles of academic integrity inconsistently and reduces confidence in the ideas communicated	• applies the principles of academic integrity inconsistently and unclearly and provides minimal confidence in ideas communicated
Understanding Language and Culture	• analyses structure, style and purpose of familiar and unfamiliar texts using evidence	• analyses structure, style and purpose of familiar texts using evidence	• explains structure, style and purpose of familiar texts using evidence	• explains structure and style of familiar texts using evidence	• describes the structure, style or purpose pf familiar texts using evidence
	• applies intercultural understanding to analyse the appropriateness of register and reasons for perspectives and/or behaviours with reference to evidence	• applies intercultural understanding to analyse the choice of register and reasons for perspectives and/or behaviours with reference to evidence	• applies intercultural understanding to explain the register and reasons for perspectives and/or behaviours with reference to evidence	• applies intercultural understanding to describe the register and behaviours with some reference to evidence	• applies intercultural understanding to identify the register and behaviours with limited reference to evidence
	• analyses own and others' ideas, values, beliefs, practices represented in texts with reference to evidence	• explains own and others' ideas, values, beliefs, practices represented in texts clearly and coherently with reference to evidence	• explains own and others' ideas, values, beliefs, practices in texts with some clarity with reference to evidence	• describes own and others' ideas, values, beliefs, practices represented in texts with some reference to evidence	• identifies own and others' ideas, beliefs, practices in texts with limited reference to evidence
Reflection on learning and self in the world	• reflects on own language learning practices and applies feedback to propose appropriate, specific, personal improvements	• reflects on own language learning practices and applies feedback to propose some appropriate personal improvements	• reflects on own language learning practices and applies feedback to discuss improvement generally	• reflects on own language learning practices with reference to teacher feedback	• comments generally on language learning practices
	• reflects analytically on self and relationships between interlocutors, culture and language with evidence	• reflects thoughtfully on self and relationships between interlocutors, culture and language with evidence	• reflects on self and relationships between interlocutors, culture and language with evidence	• reflects on self and relationships between interlocutors, culture or language with limited evidence	• comments generally on self and relationships between interlocutors, culture or language with limited evidence

Achievement Standards Advanced Modern Languages T Course Year 12

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Communicating Meaning in Language	• creates insightful texts displaying independence, depth and breadth in the interpretation of the topic, with insightful evidence	• creates comprehensive texts displaying breadth and some depth and independence in the interpretation of the topic with useful evidence	• creates texts displaying breadth in the interpretation of the topic with accurate evidence	• creates texts displaying some breadth in the interpretation of the topic with limited evidence	• creates texts displaying some knowledge of the topic with limited evidence
	• synthesises knowledge and understanding of the language and/or script as a system and creates/or interacts with a high degree of confidence and fluency	• applies knowledge and understanding of the language and/or script as a system and creates/or interacts with a degree of confidence and fluency	• applies knowledge and understanding of the language and/or script as a system and creates/or interacts with some confidence and fluency	• applies knowledge of the language and/or script and creates/or interacts with little confidence and fluency applies	• applies limited knowledge of the language and/or script and little confidence and/or fluency creating or interacting
	• applies fluently or manipulates conventions of texts and takes risks to mediate ideas and experiences	• applies or manipulates conventions of texts and takes some risks to mediate ideas and experiences	• applies standard conventions of texts to mediate ideas and experiences	• applies some aspects of conventions of texts to share ideas and experiences	• applies few correct and some incorrect conventions of texts to share experiences
	• communicates effectively, accurately and precisely, selecting a precise context-specific vocabulary and grammar for enhancing intended purpose, and reception by audience and context	• communicates effectively and accurately selecting a range of context-specific vocabulary and grammar for intended purpose, and reception by audience and context	• communicates accurately selecting a range of general vocabulary and grammar for intended purpose, and reception by audience and context	• communicates using some appropriate vocabulary and grammar with some accuracy for intended purpose, and reception by audience and context	• communicates using a limited range of appropriate vocabulary and uses grammar with limited accuracy for intended purpose and reception by audience
	• applies the principles of academic integrity consistently and clearly to enhance audience confidence in ideas communicated	• applies the principles of academic integrity consistently and promotes some audience confidence in the ideas communicated	• applies the principles of academic integrity consistently	• applies the principles of academic integrity inconsistently and reduces confidence in the ideas communicated	• applies the principles of academic integrity inconsistently and unclearly and provides minimal confidence in the ideas communicated
Understanding Language and Culture	• critically analyses structure, style and purpose of familiar and unfamiliar texts using evidence	• analyses structure, style and purpose of familiar and unfamiliar texts using evidence	• explains structure, style and purpose of familiar and unfamiliar texts using evidence	• explains structure, style and purpose of familiar texts using evidence	• describes the structure, style or purpose of familiar texts using evidence
	• applies intercultural understanding to evaluate the appropriateness of register and reasons for perspectives and/or behaviours with reference to evidence	• applies intercultural understanding to analyse the choice of register and reasons for perspectives and/or behaviours with reference to evidence	• applies intercultural understanding to explain the register and reasons for perspectives and/or behaviours with reference to evidence	• applies intercultural understanding to describe the register and behaviours with some reference to evidence	• applies intercultural understanding to identify the register and behaviours with limited reference to evidence
	• evaluates own and others' ideas, values, beliefs, practices, ideas represented in texts with reference to evidence	• analyses own and others' ideas, values, beliefs, practices, ideas represented in texts with reference to evidence	• explains own and others' ideas, values, beliefs, practices, ideas in texts with reference to evidence	• describes own and others' ideas, values, beliefs, practices, ideas in texts with some reference to evidence	• identifies own and others' ideas, beliefs, practices, ideas in texts with limited reference to evidence
Reflection on learning and self in the world	• reflects on own language learning practices and applies feedback to propose appropriate, specific, personal improvements	• reflects on own language learning practices and applies feedback to propose some appropriate personal improvements	• reflects on own language learning practices and applies feedback to discuss improvement generally	• reflects on own language learning practices with reference to teacher feedback	• comments generally on language learning practices
	• reflects analytically and personally on self and relationships between interlocutors, culture and language with critical and/or empathetic linguistic insight and evidence	• reflects thoughtfully and personally on self and relationships between interlocutors, culture and language with evidence from own experience with linguistic insight and evidence	• reflects generally on self and relationships between interlocutors, culture and language with some generic evidence with clear, accurate linguistic concepts and evidence	• reflects generally on self and relationships between interlocutors, culture or language with some linguistic concepts and some evidence	• comments generally on self and relationships between culture or language and limited evidence

Achievement Standards Advanced Modern Languages M Course Year 11 and 12

	*A student who achieves an **A** grade typically*	*A student who achieves a **B** grade typically*	*A student who achieves a **C** grade typically*	*A student who achieves a **D** grade typically*	*A student who achieves an **E** grade typically*
Communicating Meaning in Language	• applies target language literacy skills in a variety of contexts, with independence	• applies target language literacy skills in a variety of contexts, with some independence	• applies target language literacy skills in different contexts, with assistance	• applies target language literacy skills in some contexts, with repeated cueing	• applies target language literacy skills in limited contexts, with direct instruction
	• interacts in target language effectively with independence	• interacts in target language successfully with some independence	• interacts in target language with some success, with assistance	• interacts in target language with some success, with repeated cueing	• interacts in target language with limited success with direct instruction
	• creates a variety of target language texts in different modes for different purposes, with independence	• creates a variety of target language texts in different modes for different purposes, with some independence	• creates in different target language texts for different purposes, with assistance	• creates target language texts for different purposes, with repeated cueing	• creates different target language texts, with direct instruction
	• applies the principles of academic integrity consistently and clearly for ideas communicated	• applies the principles of academic integrity consistently for ideas communicated	• applies the principles of academic integrity clearly for ideas communicated	• applies the principles of academic integrity inconsistently	• applies the principles of academic integrity inconsistently and unclearly
	• applies translation skills between target language and English with independence	• applies translation skills between target language and English with some independence	• applies translation skills between target language and English with assistance	• applies translation skills between target language and English with repeated cueing	• applies translation skills between target language and English with direct instruction
Understanding Language and Culture	• responds to a variety of target language texts for differing purposes and audiences, with independence	• responds to a variety of target language texts for differing purposes and audiences, with some independence	• responds to target language texts for differing purposes and audiences, with assistance	• responds to target language texts for differing purposes, with repeated cueing	• responds to target language texts, with direct instruction
	• explains ideas, attitudes and points of views in target language texts, with independence	• explains ideas, attitudes and points of view in target language texts, with some independence	• explains ideas and points of view in target language texts, with assistance	• explains ideas in target language texts, with repeated cueing	• identifies ideas in target language texts, with direct instruction
Reflection on learning and self in the world	• reflects with insight on their language learning, thinking and learning, with independence	• reflects with insight on their language learning, thinking and learning, with some independence	• reflects on their language learning, thinking and learning, with assistance	• reflects on their language learning, thinking and learning, with repeated cueing	• reflects in a limited way on their language learning, thinking and learning, with direct instruction
	• reflects on learning about the world and new understanding with independence	• reflects on learning about the world and new understanding with some independence	• reflects on learning about the world and new understanding, with assistance	• reflects on learning about the world and new understanding, with repeated cueing	• reflects on learning about the world and new understanding, with direct instruction

The Individual — Value: 1.0

The Individual a — **Value 0.5**

The Individual b — **Value 0.5**

Unit Description

Students evaluate how people represent individual lives and experiences in the cultures of the target language. They investigate the literary and rhetorical techniques used to express ideas about individuality and shape audience experiences. Students create representations of their own and others' lives and communicate arguments about the rights and duties of individuals in the cultures of the target language. They reflect upon their own and others expression of identity and diverse ideas about individuality.

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse how people represent individual lives and experiences in the cultures of the target language	• critically analyse how people represent individual lives and experiences in the cultures of the target language	
• analyse the literary and rhetorical techniques in the texts used to express ideas about individuality and shape audience experiences and appreciate aesthetic qualities	• critically analyse the literary and rhetorical techniques in the texts used to express ideas about individuality and shape audience experiences and appreciate aesthetic qualities	• explain ideas, attitudes and points of views about individuality or individual experiences in target language texts
• create texts about their own and others' lives and communicate arguments about the rights and duties of individuals in the cultures of the target language	• create texts about their own and others' lives and communicate arguments about the rights and duties of individuals in the cultures of the target language	• create a variety of target language texts about individuality or individual experiences in different modes and for different purposes
• reflect upon their own and others expression of identity and various ideas about individuality and share their experiences	• reflect upon their own and others expression of identity and various ideas about individuality and share their experiences	• reflect upon their own and others expression of identity or ideas about individuality and share their experiences

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Communicating Meaning in Language		
• create insightful or beautiful texts about individuals, individual experiences and individuality with independence and breadth in the interpretation of the topic, with useful evidence, e.g., autobiography, biography, fan media, profile of influential figures	• create insightful or beautiful texts about individuals, individual experiences and individuality with independence, depth and breadth in the interpretation of the topic, with insightful evidence, e.g., autobiography, biography, fan media, analysis of influential figures	• create a variety of target language texts about individuals, individual experiences or individuality in different modes and for different purposes
• apply knowledge and understanding of the language and/or script as a system relating to individuals, individual experiences and individuality and creates/or interacts with confidence and fluency, e.g., rhetoric, appreciation of language, narrative structure	• synthesise knowledge and understanding of the language and/or script as a system relating to individuals, individual experiences and individuality and creates/or interacts with a high degree of confidence and fluency, e.g., rhetoric, appreciation of language, psychological insight	• apply target language literacy skills in a variety of contexts about individuals, individual experiences or individuality
• apply or manipulate conventions of texts and take some risks to mediate ideas about individuals, individual experiences and individuality, e.g., job interview, simultaneous translation simulation, creative writing about individual experiences	• apply fluently or manipulate conventions of texts and take risks to mediate ideas about individuals, individual experiences and individuality, e.g., job interview, simultaneous translation simulation, creative writing about individual experiences	• interact in target language effectively about individuals, individual experiences or individuality
• communicate effectively and accurately, selecting a precise range of context-specific vocabulary and grammar for intended purpose and reception by audience and context related to individuals, individual experiences and individuality, e.g., report on an issue promotional media	• communicate effectively, accurately and precisely, selecting precise context-specific vocabulary and grammar for enhancing intended purpose and reception by audience and context related to individuals, individual experiences and individuality, e.g., analytical essay, promotional media	• apply translation skills to texts about individuals, individual experiences or individuality between target language and English

A Course	T Course	M Course
• apply the principles of academic integrity consistently and clearly to promote audience confidence in communicating ideas about individuals, individual experiences and individuality, e.g., using reliable information sources in target language, referencing conventions in target language, using technology appropriately, integrating the most appropriate evidence persuasively	• apply the principles of academic integrity consistently and clearly to enhance audience confidence in communicating ideas about individuals, individual experiences and individuality, e.g., using reliable information sources in target language, referencing conventions in target language, using technology appropriately, integrating the most appropriate evidence persuasively	• apply the principles of academic integrity consistently and clearly for ideas communicated
Understanding Language and Culture		
• analyse structure, style and purpose, and appreciate aesthetic qualities, of familiar and unfamiliar texts about individuals, individual experiences and/or individuality, using evidence, e.g., biopic film analysis, political speeches, personal biography	• critically analyse structure, style and purpose, and appreciate aesthetic qualities, of familiar and unfamiliar texts about individuals, individual experiences and individuality, using evidence, e.g., biopic film analysis, sociological text on identity, political speeches, personal biography	• explain ideas, attitudes and points of views about individuality or individual experiences in target language texts
• apply consolidating intercultural and linguistic understanding about individual experiences to justify the appropriateness of chosen register and reasons for perspectives and/or behaviours with reference to evidence, e.g., commentary on social problems, responding to poetry/art, film and literature appreciation	• apply consolidating intercultural and linguistic understanding about individual experiences to evaluate the appropriateness of chosen register and reasons for perspectives and behaviours with reference to evidence, e.g., commentary on social/economic/scientific problems, responding to poetry/art, film and literature appreciation	• respond to a variety of target language texts about individuality or individual experiences for differing purposes and audiences
• analyse own and others' ideas, values, beliefs, and/or practices about individuals, individual experiences and/or individuality represented in texts with reference to evidence, e.g., formal debate on social issues, ethical judgements, biographical documentary analysis	• evaluate own and others' ideas, values, beliefs, practices about individuals, individual experiences and individuality represented in texts with reference to evidence, e.g., formal debate on social issues, ethical arguments, biographical documentary analysis	

Reflection on Learning and Self in the World		
• reflect analytically on self and relationships between interlocutors, culture and language in relation to ideas about individual experiences and individuality with evidence and share their experiences, e.g., insights into nature of own family life, insights into own friendships, insights into nature of own individuality	• reflect analytically and personally on self and relationships between interlocutors, culture and language in relation to ideas about individual experiences and individuality with critical and/or empathetic linguistic insight and evidence and share their experiences, e.g., insights into nature of own family life, insights into own friendships, insights into nature of own individuality	• reflect on learning about individuals, individual experiences or individuality and new understanding and share their experiences
• reflect on own language learning practices and apply feedback to propose appropriate, specific, personal improvements, e.g. effective techniques for learning characters, scheduling work, meeting goals, using feedback	• reflect on own language learning practices and apply feedback to propose appropriate, specific, personal improvements, e.g. effective techniques for learning characters, scheduling work, meeting goals, using feedback	• reflect with insight on their language learning, thinking and learning

A guide to reading and implementing content descriptions

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

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

Assessment

Refer to pages 10.

Society and Community — Value: 1.0

Society and Community a — **Value 0.5**

Society and Community b — **Value 0.5**

Unit Description

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

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse form, aesthetic qualities, information and arguments in texts about significant social and community issues	• critically analyse form, aesthetic qualities, information and arguments in texts about significant social and community issues	
• analyse how to participate in discussions in the societies and the communities of the target language in chosen mediums and share ideas	• critically analyse how to participate in discussions in the societies and the communities of the target language in chosen mediums and share ideas	• explain ideas, attitudes and points of views about significant social and community issues in target language texts and share ideas
• create texts that analyse the information and positions of commentators working in the target language to clarify their own view and communicate their own arguments	• create texts that synthesise the information and positions of commentators working in the target language to clarify their own view and communicate their own arguments	• create a variety of target language texts about significant social and community issues in different modes and for different purposes
• reflect on their views and concepts debated in society and how they are expressed in community and share their experiences	• reflect on their views and concepts debated in society and how they are expressed in community and share their experiences	• reflect upon their own and others expression of significant social and community issues and share their experiences

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Communicating Meaning in Language		
• create insightful and/or beautiful/ engaging texts about social and community issues displaying independence and breadth in the interpretation of the topic, with useful evidence, e.g., short stories, popular music, annotated social change campaign	• create insightful and/or beautiful/engaging texts about social and community issues displaying independence, depth and breadth in the interpretation of the topic, with insightful evidence, e.g., short stories, poetry, annotated social change campaign	• create a variety of target language texts about significant social and community issues in different modes and for different purposes
• apply knowledge and understanding of the language and/or script as a system relating to communities and social issues and creates/or interacts with confidence and fluency, e.g., poetic and literary techniques, discussion of social issues	• synthesise knowledge and understanding of the language and/or script as a system relating to communities and social issues and creates/or interacts with a high degree of confidence and fluency, e.g., poetic and literary techniques, allusion, intertextuality	• apply target language literacy skills in a variety of contexts about significant social and community issues
• apply or manipulate conventions of texts and take some risks to mediate ideas and about society and community issues and experiences, e.g., online forum posts, small group discussions, round table discussions	• apply fluently or manipulate conventions of texts and take risks to mediate ideas and about society and community issues and experiences, e.g., online forum posts, spontaneous interview on an issue, interactive oral on stimulus, round table discussion	• interact in target language effectively about significant social and community issues
• communicate effectively and accurately, selecting a precise range of context-specific vocabulary and grammar for intended purpose and reception by audience and context related to communities and social and community issues and discussions, e.g., literary analysis, creating literature, popular media articles on issues	• communicate effectively, accurately and precisely, selecting precise context-specific vocabulary and grammar for enhancing intended purpose and reception by audience and context related to communities and social and community issues and discussions, e.g., literary analysis, creating literature, academic argumentation and discourse	• apply translation skills between target language and English to texts about significant social and community issues

A Course	T Course	M Course
• apply the principles of academic integrity consistently and clearly to promote audience confidence in communicating ideas about communities and social and community issues and discussions, e.g., using reliable information sources in target language, referencing conventions in target language, using technology appropriately, integrating the most appropriate evidence	• apply the principles of academic integrity consistently and clearly to enhance audience confidence in communicating ideas about communities and social and community issues and discussions, e.g., using reliable information sources in target language, referencing conventions in target language, using technology appropriately, integrating the most appropriate evidence	• apply the principles of academic integrity consistently and clearly for ideas communicated
Understanding Language and Culture		
• analyse structure, style, aesthetic qualities, and purpose of familiar and unfamiliar texts about significant social and community issues using evidence, e.g., popular media text on patriotism, dramatic monologue, political speeches	• critically analyse structure, style, aesthetic qualities, and purpose of familiar and unfamiliar texts about significant social and community issues using evidence, e.g., sociological text on patriotism, dramatic monologue, political speeches	• explain ideas, attitudes and points of views about significant social and community issues in target language texts
• apply consolidating intercultural and linguistic understanding to justify the appropriateness of chosen register and reasons for perspectives and/or behaviours in society and community, with reference to evidence, e.g., literature with social issues, campaigns on social/economic/environmental issues, documentary on issues	• apply consolidating intercultural understanding to evaluate the appropriateness of chosen register and reasons for perspectives and behaviours in society and community, with reference to evidence, e.g., literature of social commentary, campaigns on social/economic/environmental issues, documentary on issues	• respond to a variety of target language texts about significant social and community issues for differing purposes and audiences
• analyse own and others' ideas, values, beliefs, and/or practices regarding social and/or community issues, debates represented in texts with reference to evidence, e.g., formal debate on social issues, ethical judgements, novel reviews/commentary	• evaluate own and others' ideas, values, beliefs, practices regarding social and community issues, discussions and debates represented in texts with reference to evidence, e.g., formal debate on social issues, ethical arguments, novel analysis	

A Course	T Course	M Course
Reflection on Learning and Self in the World		
• reflect analytically on own self and relationships between interlocutors, culture and language in relation to society, communities and communal life with evidence, and share their experiences, e.g., insights into nature of own community life, insights into own community, and society	• reflect analytically and personally on self and relationships between interlocutors, culture and language in relation to society, communities and communal life with critical and/or empathetic linguistic insight and evidence, and share their experiences, e.g., insights into nature of own community life, insights into own community and society	• reflect on learning about significant social and community issues and new understanding
• reflect on own language learning practices and applies feedback to propose appropriate, specific improvements, e.g., comparing textual analysis techniques, scheduling work, meeting goals, using feedback	• reflect on own language learning practices and applies feedback to propose appropriate, specific, personal improvements, e.g., comparing textual analysis techniques, scheduling work, meeting goals, using feedback	• reflect with insight on their language learning, thinking and learning

A guide to reading and implementing content descriptions

Content descriptions specify the knowledge, understanding and skills that students are expected to learn and that teachers are expected to teach. Teachers are required to develop a program of learning that allows students to demonstrate all the content descriptions. The lens which the teacher uses to demonstrate the content descriptions may be either guided through provision of electives within each unit or determined by the teacher when developing their program of learning. A program of learning is what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasise some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

Assessment

Refer to pages 10.

The Changing World — Value: 1.0

The Changing World a — **Value 0.5**

The Changing World b — **Value 0.5**

Unit Description

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

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse arguments about how individuals and communities have and continue to change the world across the past, present and/or future and share ideas	• critically analyse arguments about how individuals and communities have and continue to change the world across the past, present and/or future and share ideas	
• analyse target language texts and techniques used to generate aesthetic qualities and express ideas about the nature of changes in the world	• critically analyse target language texts and techniques used to generate aesthetic qualities and express ideas about the nature of changes in the world	• explain ideas, attitudes and points of views about global issues, solutions and change in the world in target language texts
• create texts that analyse research into change, rhetoric, and the techniques of text types used to create impact and persuade people to new points of view about global issues and change	• create texts that synthesise research into change, rhetoric, and the techniques of text types used to create impact and persuade people to new points of view about global issues and change	• create a variety of target language texts about global issues and change in different modes and for different purposes
• reflect on challenges and opportunities for positive change in the world today and share their experiences	• reflect on challenges and opportunities for positive change in the world today and share their experiences	• reflect on challenges and opportunities for positive change in the world today

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Understanding Language and Culture		
• create insightful and beautiful/engaging texts about global issues and change displaying independence and breadth in the interpretation of the topic, with useful evidence, e.g., persuasive texts, analysing social media posts, analysing data	• create insightful and or beautiful/ engaging texts about global issues and change displaying independence, depth and breadth in the interpretation of the topic, with insightful evidence, e.g., persuasive texts, analysing social media posts, evaluating data	• create a variety of target language texts about global issues, solutions and change in different modes and for different purposes
• apply knowledge and understanding of the language and/or script as a system relating to global issues and change and creates/or interacts with confidence and fluency, e.g., speech, vlog, persuasive environmental text	• synthesise knowledge and understanding of the language and/or script as a system relating to global issues and change and creates/or interacts with a high degree of confidence and fluency, e.g., speech, vlog, persuasive environmental text	• apply target language literacy skills in a variety of contexts about global issues, solutions, and change
• apply or manipulate conventions of texts and take some risks to mediate ideas about personal, local and/or global change and experiences, e.g., social change campaign, argumentative essay	• apply fluently or manipulate conventions of texts and take risks to mediate ideas about personal, local and global change and experiences, e.g., Model United Nations, social change campaign, persuasive essay	• interact in target language effectively about global issues, solutions and change
• communicate effectively and accurately, selecting a precise range of context-specific vocabulary and grammar for intended purpose and reception by audience and context related to personal, local and/or global change and experiences, e.g., popular media editorials, dystopian fiction, family saga literature	• communicate effectively, accurately and precisely, selecting precise context-specific vocabulary and grammar for enhancing intended purpose and reception by audience and context related to personal, local and global change and experiences, e.g., rhetoric of political speeches, dystopian fiction, family saga literature	• apply translation skills between target language and English to texts about global issues, solutions and change
• apply the principles of academic integrity consistently and clearly to promote audience confidence in communicating ideas about personal, local and global change	• apply the principles of academic integrity consistently and clearly to enhance audience confidence in communicating ideas about personal, local and global change	• apply the principles of academic integrity consistently and clearly for ideas communicated

A Course	T Course	M Course
Communicating Meaning in Language		
• analyse structure, style, aesthetic qualities, and purpose of familiar and unfamiliar texts about global issues, solutions and change, using evidence, e.g., community forums, language of protests, historical narratives	• critically analyse structure, style aesthetic qualities, and purpose of familiar and unfamiliar texts about global issues, solutions and change, using evidence, e.g., community forums, language of protests, reflect on historical views	• explain ideas, attitudes and points of views about global issues, solutions and change in target language texts
• apply consolidating intercultural and linguistic understanding to justify the appropriateness of chosen register and reasons for perspectives and/or behaviours when discussing global issues, with reference to evidence, e.g., interpreting statistics, popular science texts, understanding subject specific terminology	• apply consolidating intercultural and linguistic understanding to evaluate the appropriateness of chosen register and reasons for perspectives and/or behaviours when discussing global issues, with reference to evidence, e.g., interpreting statistics, science texts, understanding subject specific terminology	• respond to a variety of target language texts about global issues, solutions and change for differing purposes and audiences
• analyse own and others' ideas, values, beliefs, practices about global issues and change represented in texts with reference to evidence, e.g., analysing sources, interpreting data, expressing viewpoints	• evaluate own and others' ideas, values, beliefs, practices about global issues and change represented in texts with reference to evidence, e.g., critiquing information and analysing sources, interpreting data, expressing viewpoints	

A Course	T Course	M Course
Reflection on Learning and Self in the World		
• reflect analytically on self and relationships between interlocutors, culture and language in relation to global issues and global citizenship with evidence and share their experiences	• reflect analytically and personally on self and relationships between interlocutors, culture and language in relation to global issues and global citizenship with critical and/or empathetic linguistic insight and evidence and share their experiences	• reflect on learning about global issues, solutions and change and new understanding and share their experiences
• reflect on own language learning practices and applies feedback to propose appropriate, specific, personal improvements, e.g. multimedia analysis techniques, scheduling work, meeting goals, using feedback	• reflect on own language learning practices and applies feedback to propose appropriate, specific, personal improvements, e.g. multimedia analysis techniques, scheduling work, meeting goals, using feedback	• reflect with insight on their language learning, thinking and learning

A guide to reading and implementing content descriptions

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

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

Assessment

Refer to pages 10.

Diverse Perspectives — Value: 1.0

Diverse Perspectives a — **Value 0.5**

Diverse Perspectives b — **Value 0.5**

Unit Description

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

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse different perspectives on issues and concepts and exchange ideas and responses	• critically analyse different perspectives on issues and concepts and exchange ideas and responses	
• analyse literature in the target language to conclude how creators have used literature to challenge thinking and create an aesthetic impression	• critically analyse literature in the target language to conclude how creators have used literature to challenge thinking and create an aesthetic impression	• explain diverse perspectives on issues and concepts in target language texts
• create texts that analyse research and their own view of texts in response to works studied	• create texts that synthesise research and their own view of texts in response to works studied	• create a variety of target language texts about diverse perspectives on issues and concepts in different modes and for different purposes
• reflect on their views and changing perspective about texts and the ideas analysed and share their experiences	• reflect on their views and changing perspective about texts and the ideas evaluated and share their experiences	• reflect on their views and diverse perspective about texts and ideas and share their experiences

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Understanding Language and Culture		
• analyse structure, style, aesthetic qualities, and purpose of familiar and unfamiliar literary and critical texts with diverse perspectives on issues and concepts, e.g., big questions on technology, science, arts; traditions and celebrations	• critically analyse structure, style, aesthetic qualities, and purpose of familiar and unfamiliar literary and critical texts with diverse perspectives on issues and concepts, e.g., big questions on technology, science, arts; traditions and celebrations	• explain ideas, attitudes and points of views about diverse perspectives in target language texts
• apply consolidating intercultural and linguistic understanding to analyse the appropriateness of chosen register and reasons for diverse perspectives and/or behaviours in literature and criticism that critiques, sustain and/or challenge traditions, thinking, behaviour and/or systems with reference to evidence, e.g., discuss works of art, literary discussions, technological advancements	• apply consolidating intercultural and linguistic understanding to evaluate the appropriateness of chosen register and reasons for diverse perspectives and/or behaviours in literature and criticism that critique, sustain and/or challenge traditions, thinking, behaviour and systems with reference to evidence, e.g., critique works of art, literary analysis, technological advancements	• respond to a variety of target language texts about diverse perspectives for differing purposes and audiences
• analyse own and others' ideas, values, beliefs, practices in relation to those represented in literary and critical texts with reference to evidence and exchange ideas, e.g., argumentative essay, importance of maintaining culture through celebrations	• evaluate own and others' ideas, values, beliefs, practices in relation to those represented in literary and critical texts with reference to evidence and exchange ideas, e.g., argumentative essay, review on the arts, importance of maintaining culture through celebrations	
Communicating Meaning in Language		
• create insightful and beautiful/engaging literary and critical texts displaying independence and breadth in the interpretation of diverse topics, with useful evidence, e.g., arts review, interview with a scientist, survey to understand viewpoints with a written report	• create insightful and beautiful/engaging literary and critical texts displaying independence, depth and breadth in the interpretation of diverse topics, with insightful evidence, e.g., arts review, interview with a scientist, survey to understand viewpoints with a written report	• create a variety of target language texts about diverse perspectives in different modes and for different purposes

A Course	T Course	M Course
• apply knowledge and understanding of the language and/or script as a system and creates/or interacts with confidence and fluency, e.g., formal and informal register text, interview a peer ethically	• synthesise knowledge and understanding of the language and/or script as a system for diverse literary and critical purposes and creates/or interacts with a high degree of confidence and fluency, e.g., formal and informal register text, interview a peer ethically	• apply target language literacy skills in a variety of contexts about diverse perspectives
• apply or manipulate conventions of texts and take some risks to mediate ideas from diverse perspectives and/or experiences, e.g., poetry, literary discussion, film critique, conversation about art	• apply fluently or manipulate conventions of texts and take risks to mediate ideas from diverse perspectives and experiences, e.g., poetry, literary analysis, film critique, art appreciation	• interact in target language effectively about diverse perspectives
• communicate effectively and accurately, selecting a precise range of context-specific vocabulary and grammar for intended purpose and reception by audience and context related to diverse perspectives, e.g., autobiographical/ biographical writing, literature of protest, exhibition reviews, popular science media, editorials	• communicate effectively, accurately and precisely, selecting precise context-specific vocabulary and grammar for enhancing literary and critical purpose and reception by audience and context related to diverse perspectives, e.g., autobiographical/ biographical writing, literature of protest, exhibition reviews, scientific writing, editorials	• apply translation skills between target language and English to texts about diverse perspectives
• apply the principles of academic integrity consistently and clearly to promote audience confidence in communicating ideas about literary and critical texts	• apply the principles of academic integrity consistently and clearly to enhance audience confidence in communicating ideas about literary and critical texts	• apply the principles of academic integrity consistently and clearly for ideas communicated
Reflection on Learning and Self in the World		
• reflect analytically on self and relationships between interlocutors, culture and language in relation literary and critical works with evidence	• reflect analytically and personally on self and relationships between interlocutors, culture and language in relation literary and critical works, critical and/or empathetic linguistic insight and evidence	• reflect on learning about diverse perspectives and new understanding
• reflect on own language learning practices and applies feedback to propose appropriate, specific, personal improvements	• reflect on own language learning practices and applies feedback to propose appropriate, specific, personal improvements	• reflect with insight on their language learning, thinking and learning

A guide to reading and implementing content descriptions

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

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

Assessment

Refer to pages 10.

Independent Study — Value 1.0

Independent Study a — **Value 0.5**

Independent Study b — **Value 0.5**

Prerequisites

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

Unit Description

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

Specific Unit Goals

This unit should enable students to:

A Course	T Course	M Course
• analyse perspectives and ideas on the chosen topic and exchange ideas and responses	• critically analyse perspectives and ideas on the chosen topic	
• analyse the literary and rhetorical techniques used to express ideas of, and aesthetic impressions about, the chosen topic	• critically analyse the literary and rhetorical techniques used to express ideas of, and aesthetic impressions about, the chosen topic	• explains chosen topics in target language texts and shares ideas
• create texts that analyse research and their own views of texts in response to the chosen topic	• create texts that synthesise research and their own views of texts in response to the chosen topic	• creates a variety of target language texts about chosen topics in different modes and for different purposes
• reflect on their views and changing perspective about the chosen topic and shares experiences	• reflect on their views and changing perspective about the chosen topic and shares experiences	• reflect on their views and changing perspective on chosen topic in texts and ideas and shares experiences

Content Descriptions

All knowledge, understanding and skills below must be delivered:

A Course	T Course	M Course
Communicating Meaning in Language		
• create insightful and/or beautiful texts related to the chosen topic displaying independence and breadth in the interpretation of the topic, with useful evidence	• create insightful and/ or beautiful texts related to the chosen topic displaying independence, depth and breadth in the interpretation of the topic, with insightful evidence	• create a variety of target language texts about chosen topics in different modes and for different purposes
• apply knowledge and understanding of the language and/or script as a system related to the chosen topic and creates/or interacts with confidence and fluency	• synthesise knowledge and understanding of the language and/or script as a system related to the chosen topic and creates/or interacts with a high degree of confidence and fluency	• apply target language literacy skills in a variety of contexts about chosen topics
• apply or manipulate conventions of texts related to the chosen topic and takes risks to mediate ideas and experiences	• apply fluently or manipulate conventions of texts related to the chosen topic and takes risks to mediate ideas and experiences	• interact in target language effectively about chosen topics
• communicate effectively and accurately, selecting a precise context-specific vocabulary and grammar related to the chosen topic for enhancing intended purpose, audience and context	• communicate effectively, accurately and precisely, selecting a precise context-specific vocabulary and grammar related to the chosen topic for enhancing intended purpose, audience and context	• applies translation skills between target language and English to texts about chosen topics
• apply the principles of academic integrity consistently and clearly to enhance audience confidence in ideas related to the chosen topic	• apply the principles of academic integrity consistently and clearly to enhance audience confidence in ideas related to the chosen topic	• applies the principles of academic integrity consistently and clearly for ideas communicated
Understanding Language and Culture		
• analyse structure, style, aesthetic qualities, and/or purpose of familiar and unfamiliar texts related to the chosen topic using evidence	• critically analyse structure, style, aesthetic qualities and purpose of familiar and unfamiliar texts related to the chosen topic using evidence	• explains ideas, attitudes and points of views about chosen topics in target language texts

A Course	T Course	M Course
• apply consolidating intercultural and linguistic understanding to analyse the appropriateness of chosen register and reasons for perspectives and/or behaviours related to the chosen topic with reference to evidence	• apply consolidating intercultural and linguistic understanding to evaluate the appropriateness of chosen register and reasons for perspectives and behaviours related to the chosen topic with reference to evidence	• responds to a variety of target language texts about chosen topics for differing purposes and audiences
• analyse own and others' ideas, values, beliefs, practices represented in texts related to the chosen topic with reference to evidence	• evaluate own and others' ideas, values, beliefs, practices represented in texts related to the chosen topic with reference to evidence	
Reflection on Learning and Self in the World		
• reflects analytically on self and relationships between interlocutors, culture and language in relation to the chosen topic with evidence	• reflects analytically and personally on self and relationships between interlocutors, culture and language in relation to the chosen topic with critical and/or empathetic linguistic insight and evidence	• reflects on learning about the world and new understanding with independence
• reflects on own language learning practices and applies feedback to propose appropriate, specific, personal improvements	• reflects on own language learning practices and applies feedback to propose appropriate, specific, personal improvements	• reflects with insight on their language learning, thinking and learning, with independence

A guide to reading and implementing content descriptions

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

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

Assessment

Refer to pages 10.

Appendix A – Implementation Guidelines

Available course patterns

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

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

Units in this course can be delivered in any order.

Prerequisites for the course or units within the course

To be eligible for the Advanced Modern Languages course, the school must use the Languages Eligibility Form and criteria to determine that the Advanced level of language is the most appropriate for the student. The Languages Eligibility Form is available on the BSSS website.

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

Arrangements for students continuing study in this course

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

Duplication of Content Rules

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

Guidelines for Delivery

Program of Learning

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

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

Content Descriptions

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

Half standard 0.5 units

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

Moderation

System Moderation

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

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

System Moderation:

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

The Moderation Model

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

Moderation by Structured, Consensus-based Peer Moderation

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

Preparation for Structured, Consensus-based Peer Review

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

Feedback from System Moderation

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

Appendix B – Course Developers

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

Appendix C – Common Curriculum Elements

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

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

Appendix D – Glossary of Verbs

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

Appendix E – Glossary for ACT Senior Secondary 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. An Independent Study unit can be proposed by a student and negotiated with their teacher but must meet the specific unit goals and content descriptions as they appear in the course.

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 - Reflection and Reflexivity

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

Reflective and reflexive

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

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

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

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

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

Appendix G – Language Specific Information

Advanced Languages is a text-based course as such it will be conducted almost exclusively in the language being studied. Texts and responses will predominantly be in the language studied. There may be some use of English, for example, in translation or mediation exercises, as a minor part of research, or for reflexive analysis.

As such, the particular language elements will be taught as needed when interacting with authentic texts, such as literary, academic, journalistic, and social and popular media texts.

Teachers will need to engage with literacy and literature teaching methodologies to analyse the context and purpose of texts, and the techniques and choices of the creators, such as specialised vocabulary/characters, rhetorical techniques and complex grammar. This may include activities such as analysing poetry, parsing complex sentences, translating academic texts, deconstructing advertising etc.

While there may be variability in the extent of student literacy in the language studied, this is to be expected among young people in a senior classroom.

Appendix H - Course Adoption

Conditions of Adoption

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

Adoption Process

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

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

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