

Continuing Modern Languages

Including Language Specific Features

A / T / M

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# The ACT Senior Secondary System

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

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

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

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

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

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

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

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

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

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

# ACT Senior Secondary Certificate

Courses of study for the ACT Senior Secondary Certificate:

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

Each course of study:

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

## Underpinning beliefs

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



# Learning Principles

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

(Prior knowledge)

* 1. 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)

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

(Metacognition)

* 1. Learners’ sense of self and motivation to learn affects learning.

(Self-concept)

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

(High expectations)

* 1. Learners learn in different ways and at different rates.

(Individual differences)

* 1. Different cultural environments, including the use of language, shape learners’ understandings and the way they learn.

(Socio-cultural effects)

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

(Collaborative learning)

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

(Explicit expectations and feedback)

# General Capabilities

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

The capabilities include:

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

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

* Aboriginal and Torres Strait Islander histories and cultures
* Asia and Australia’s engagement with Asia
* Sustainability

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

### Literacy

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

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

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

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

### Numeracy

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

### Information and Communication Technology (ICT)

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

### Critical and Creative Thinking

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

### Personal and Social

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

### Ethical Understanding

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

### Intercultural Understanding

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

# Cross-Curriculum Priorities

### Aboriginal and Torres Strait Islander Histories and Cultures

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

The Aboriginal and Torres Strait Islander histories and cultures priority has been developed around the three key concepts of Country/Place, Peoples and Cultures. Each concept contains a number of organising ideas that provide a scaffold for developing related knowledge, understanding and skills. These are embedded in each learning area according to the relevance of its content to the organising ideas. An organising idea may draw on content from more than one learning area. Taken as a set, the organising ideas provide a coherent framework for the priority.

### Asia and Australia’s Engagement with Asia

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

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

The Asia and Australia’s engagement with Asia priority has been developed around three key concepts; Asia and its diversity, achievements and contributions of the peoples of Asia and Asia-Australia engagement. These concepts are regarded as fundamental to learning in the priority. Each concept comprises a number of organising ideas that provide a scaffold for developing related knowledge, understanding and skills. These are embedded in each learning area according to the relevance of its content to the organising ideas. An organising idea may draw on content from more than one learning area. Taken as a set, the organising ideas provide a coherent framework for the priority.

### Sustainability

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

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

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

The Sustainability priority has been developed around three key concepts: systems, world views and, futures. These concepts are seen as fundamental to learning about sustainability. Each key concept contains a set of organising ideas that provide a scaffold for developing related knowledge, understanding and skills. These are embedded in each learning area according to the relevance of its content to the organising idea. An organising idea may draw on content from more than one learning area. Taken as a set, the organising ideas provide a coherent framework of the priority.

**Continuing Modern Languages**

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# Rationale

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

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

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

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

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

# Goals

This course should enable students to:

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

# Unit Titles

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

# Organisation of Content

### The Individual

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

### Society and Community

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

### The Changing World

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

### Diverse Perspectives

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

### Independent Study

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

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

# Assessment

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

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

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

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

## Assessment Criteria

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

* communicating
* understanding.

## Assessment Task Types

|  |  |
| --- | --- |
| Inquiry based tasks 40% | In class tasks 60% |
| **Preparation may be collaborative or individual, and production may be interactive, the assessment is based on individual production**  **Examples:**   * Blog/Vlog * Debate * Interview * Report * Seminar * News website * Responding to multimodal texts using different outputs, including a changed context/audience/purpose (e.g. analytical, creative, persuasive) * Multimodal text with intercultural questions * Tutorial | **Individual spontaneous production of language in response to an unseen stimulus/questions**  **Examples:**   * Oral interview * Sustained writing * Responding to multimodal texts using different outputs, including a changed context/audience/purpose (e.g. analytical, creative, persuasive)   **Listening, speaking, reading and writing should be assessed in an in-class environment at least once in an academic year** |

### Additional Assessment Information

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

# Achievement Standards

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

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

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Achievement Standards for Languages Continuing A Courses – 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 |
| Understanding | * analyses language and culture in a wide range of familiar contexts | * explains language and culture in a range of familiar contexts | * describes language and culture in familiar contexts | * identifies language and culture in familiar contexts | * identifies minimal features of language and culture in familiar contexts |
| * explains some interconnections and reflect on own values, beliefs and practices, and ideas represented or expressed in texts | * describes interconnections and reflect on own values, beliefs and practices represented or expressed in texts | * identifies interconnections and reflect on own values, beliefs and practices represented or expressed in texts | * identifies some interconnections between own beliefs and practices represented or expressed in texts with little to no reflection | * identifies little or no interconnections between own beliefs and practices represented or expressed in texts |
| * analyses perspectives represented in texts | * explains perspectives represented in texts | * describes perspectives represented in texts | * identifies perspectives represented in texts | * identifies some aspects of perspectives represented in texts |
| Communicating | * produces comprehensive texts displaying breadth in the treatment of the topic | * produces knowledgeable texts displaying breadth in the treatment of the topic | * produces texts displaying knowledge of the topic | * produces texts displaying some knowledge of the topic | * produces texts displaying limited knowledge of the topic |
| * displays knowledge and understanding of the target language as a system and responds appropriately and with sensitivity | * displays knowledge and understanding of the target language as a system and responds appropriately | * displays some knowledge and understanding of the target language as a system and responds appropriately | * displays limited knowledge of the target language as a system and responds appropriately | * displays little knowledge of the target language as a system |
| * applies conventions of texts to represent ideas and experiences appropriate to audience and purpose | * applies conventions of texts to represent experiences appropriate to audience or purpose | * applies some conventions of texts to represent experiences appropriate to audience or purpose | * applies few conventions of texts to represent experiences appropriate to audience or purpose | * applies few or no conventions of texts |
| * uses accurate and diverse language, clarity of expression and a range of vocabulary and grammar both orally and in writing | * uses accurate and diverse language and a range of vocabulary and grammar both orally and in writing | * uses grammar and vocabulary with some accuracy both orally and in writing | * uses some grammar and vocabulary both orally and in writing | * displays few or no grammar and vocabulary both orally and in writing |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Achievement Standards for Languages Continuing T Courses – 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 |
| Understanding | critically analyses particular linguistic, cultural and stylistic features | analyses linguistic, cultural and stylistic features | explains linguistic, cultural and stylistic features | identifies linguistic, cultural and stylistic features | identifies some linguistic, cultural and stylistic features |
| analyses language and culture in familiar and unfamiliar contexts | analyses language and culture in familiar contexts | describes language and culture in familiar contexts | identifies language and culture in familiar contexts | identifies some features of language and culture in familiar contexts |
| analyses interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in texts | explains interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in texts | explains some interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in texts | identifies interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in texts | identifies some interconnections between own beliefs, practices, and ideas represented or expressed in texts with little to no reflection |
| analyses concepts and perspectives represented in texts | analyses perspectives represented in texts | explains perspectives represented in texts | identifies perspectives represented in texts | identifies aspects of the perspectives represented in texts |
| Communicating | produces comprehensive texts displaying depth and breadth in the treatment of the topic and constructs logical and structured texts | produces comprehensive texts displaying breadth in the treatment of the topic and constructs logical and structured texts | produces texts displaying detailed knowledge of the topic and constructs logical and structured texts | produces texts displaying some knowledge of the topic | produces texts displaying little or no understanding of the topic |
| applies appropriate conventions of texts and takes risks to represent ideas and experiences appropriate to audience and purpose | applies conventions of texts and takes some risks to represent ideas and experiences appropriate to audience and purpose | applies some conventions of texts to represent experiences appropriate to audience and purpose | applies few conventions of texts to represent experiences appropriate to audience and purpose | applies limited or no conventions of texts |
| displays accurate and diverse language use, clarity of expression and a wide range of vocabulary and grammar both orally and in writing | displays accurate and diverse language use and a wide range of vocabulary and grammar both orally and in writing | displays a wide vocabulary and uses grammar with some accuracy both orally and in writing | displays some vocabulary of the language both orally and in writing | displays limited or no vocabulary of the language both orally and in writing |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Achievement Standards for Languages Continuing A Courses – 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 |
| Understanding | analyses language and culture in a wide range of familiar contexts | explains language and culture in a range of familiar contexts | describes language and culture in familiar contexts | identifies language and culture in familiar contexts | identifies minimal features of language and culture in familiar contexts |
| analyses interconnections and reflect on own values, beliefs, practices, and ideas represented or expressed in texts | explains some interconnections and reflect on own values, beliefs and practices, and ideas represented or expressed in texts | describes interconnections and reflect on own values, beliefs and practices represented or expressed in texts | identifies interconnections between own beliefs and practices represented or expressed in texts with little to no reflection | identifies minimal interconnections between own beliefs and practices represented or expressed in texts |
| analyses perspectives represented in texts | explains perspectives represented in texts | describes perspectives represented in texts | identifies perspectives represented in texts | identifies some aspects of perspectives represented in texts |
| Communicating | produces comprehensive texts displaying breadth in the treatment of the topic | produces knowledgeable texts displaying breadth in the treatment of the topic | produces texts displaying knowledge of the topic | produces texts displaying some knowledge of the topic | produces texts displaying minimal knowledge of the topic |
| displays thorough knowledge and understanding of the target language as a system and responds appropriately and with sensitivity | displays thorough knowledge and understanding of the target language as a system and responds appropriately | displays knowledge and understanding of the target language as a system and responds appropriately | displays some knowledge of the target language and responds appropriately | displays minimal knowledge of the target language |
| applies conventions of texts to represent ideas and experiences appropriate to audience and purpose | applies conventions of texts to represent ideas and experiences appropriate to audience or purpose | applies some conventions of texts to represent experiences appropriate to audience or purpose | applies few conventions of texts to represent experiences appropriate to audience or purpose | applies few or no conventions of texts |
| displays accurate and diverse language use, clarity of expression and a wide range of vocabulary and grammar both orally and in writing | displays accurate and diverse language use and a wide range of vocabulary and grammar both orally and in writing | displays a wide vocabulary and uses grammar with some accuracy both orally and in writing | displays some vocabulary of the language both orally and in writing | displays very limited or no vocabulary of the language both orally and in writing |

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| --- | --- | --- | --- | --- | --- |
| Achievement Standards for Languages Continuing T Courses – 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 |
| Understanding | critically analyses particular linguistic, cultural and stylistic features | analyses particular linguistic, cultural and stylistic features | explains some linguistic, cultural and stylistic features | describes linguistic, cultural and stylistic features | identifies some linguistic, cultural and stylistic features |
| evaluates language and culture in familiar and unfamiliar contexts | analyses language and culture in familiar and unfamiliar contexts | explains language and culture in familiar and unfamiliar contexts | describes language and culture in familiar contexts | identifies some features of language and culture in familiar contexts |
| analyses complex interconnections and reflect on own values between own values, beliefs and practices, and ideas represented or expressed in texts | explains complex interconnections and reflect on own values between own values, beliefs and practices, and ideas represented or expressed in texts | explains interconnections and reflect on own values between own values, beliefs and practices, and ideas represented or expressed in texts | describes interconnections and reflect on own values between own beliefs and practices, and ideas represented or expressed in texts | identifies some interconnections between own beliefs and practices, and ideas represented or expressed in texts with little to no reflection |
| evaluates concepts and perspectives represented in texts | analyses concepts and perspectives represented in texts | explains concepts and perspectives represented in texts | describe concepts and perspectives represented in texts | identifies concepts and perspectives represented in texts |
| Communicating | produces insightful texts displaying independence, depth and breadth in the treatment of the topic, substantiates decisions and constructs logical conclusions | produces complex texts displaying breadth and some depth and independence in the treatment of the topic and constructs logical conclusions | produces texts displaying breadth in the treatment of the topic and constructs conclusions | produces texts displaying some detail in the treatment of the topic | produces texts displaying some knowledge of the topic |
| displays clear and thorough knowledge and understanding of the target language as a system and responds appropriately and with sensitivity | displays thorough knowledge and understanding of the target language as a system and responds appropriately and with sensitivity | displays knowledge and understanding of the target language as a system and responds appropriately | displays knowledge of the target language and responds appropriately | displays some knowledge of the target language |
| applies appropriate conventions of texts and takes risks to represent ideas and experiences appropriate to audience and purpose | applies conventions of texts and takes some risks to represent ideas and experiences appropriate to audience and purpose | applies some conventions of texts to represent experiences appropriate to audience and purpose | applies few conventions of texts to represent experiences appropriate to audience and purpose | applies limited or no conventions of texts |
| displays accurate land diverse language use, clarity of expression and a wide range of vocabulary and grammar both orally and in writing | displays accurate and diverse language use and a wide range of vocabulary and grammar both orally and in writing | displays a wide vocabulary and uses grammar with some accuracy both orally and in writing | displays some vocabulary of the language both orally and in writing | displays limited or no vocabulary of the language both orally and in writing |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Achievement Standards for Languages M Courses – Years 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 |
| Understanding | * explains language in familiar contexts with independence | * describes language in familiar contexts with some assistance | * identifies language in familiar contexts with assistance | * identifies some language in familiar contexts with continuous guidance | * identifies minimal features of language in familiar contexts with direct instruction |
| * explains culture in familiar contexts with independence | * describes culture in familiar contexts with some assistance | * identifies culture in familiar contexts with assistance | * identifies some culture in familiar contexts with continuous guidance | * identifies minimal features of culture in familiar contexts with direct instruction |
| Communicating | * produces texts in the treatment of familiar topics with independence | * produces texts in the treatment of familiar topics with some assistance | * produces texts displaying knowledge of the topic with assistance | * produces texts displaying some knowledge of the topic with continuous guidance | * produces texts displaying minimal knowledge of the topic with direct instruction |
| * applies conventions of rehearsed texts with independence | * applies conventions of rehearsed texts with some assistance | * applies some conventions of rehearsed texts with assistance | * applies few conventions of rehearsed texts with continuous guidance | * applies limited or no conventions of texts with direct instruction |
| * uses accurate language and vocabulary and grammar both orally and/or in writing with independence | * uses a range of vocabulary and grammar both orally and/or in writing with some assistance | * uses familiar grammar and vocabulary with some accuracy both orally and/or in writing with assistance | * uses some grammar and vocabulary orally and/or in writing with continuous guidance | * displays limited or no grammar and vocabulary both orally and/or in writing with direct instruction |

# The Individual Value: 1.0

The Individual a Value 0.5

The Individual b Value 0.5

## Unit Description

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

## Specific Unit Goals

This unit should enable students to:

|  |  |  |
| --- | --- | --- |
| **A Course** | **T Course** | **M Course** |
| * acquire language learning processes and strategies in relation to identity | * evaluate and apply language learning processes and strategies in relation to identity | * apply language learning processes and strategies in relation to identity |
| * engage with the target language and culture to explore identity | * engage with the target language and culture to express identity | * engage with the target language and culture in relation to identity |
| * understand the diversity, variability and fluidity of language use | * understand the diversity, variability and fluidity of language to express identity and belonging |  |

## Content Descriptions

All knowledge, understanding and skills below must be delivered:

|  |  |  |
| --- | --- | --- |
| **A Course** | **T Course** | **M Course** |
| Engaging with texts | | |
| * analyse a variety of increasingly complex texts that explore expressions of identity and ways of belonging such as personal relationships, experiences and wellbeing | * critically analyse a variety of increasingly complex texts that explore expressions of identity and ways of belonging such as personal relationships, experiences and wellbeing | * explore texts to develop ideas on identity and ways of belonging |
| * create a variety texts for different purposes, including conveying ideas and expressing emotions about the individual/identity | * create a variety of increasingly sustained texts for different purposes, including conveying ideas and expressing emotions about the individual/identity |  |

|  |  |  |
| --- | --- | --- |
| **A Course** | **T Course** | **M Course** |
| Contexts of language and culture | | |
| * examine how intercultural understanding enhances the ability to communicate, interact, and negotiate within and across languages and cultures, and to understand oneself and others, such as the expression of identity | * evaluate how intercultural understanding enhances the ability to communicate, interact, and negotiate within and across languages and cultures, and to understand oneself and others, such as the expression of identity | * understand how intercultural understandings enhances the ability to communicate |
| * understand the nature of intercultural communication such as register and body language | * understand the nature of intercultural communication such as register and body language | * identify aspects of intercultural communication such as register and body language |
| * understand that customs and traditions, including language, may vary within a culture, as well as between cultures, and across time | * evaluate how customs and traditions, including language, may vary within a culture, as well as between cultures, and across time | * examine the concept of custom and tradition |
| * reflect and monitor own language learning and intercultural experiences | * analyse, reflect on and monitor own language learning and intercultural experiences | * self-reflect on language learning |
| Values, beliefs and perspectives | | |
| * explore individual values, beliefs and perspectives in the expression of identity such as role and relationships | * analyse individual values, beliefs and perspectives in the expression of identity such as role and relationships | * discuss values, beliefs and perspectives as expression of identity |
| * understand how society and community are established and maintained through cultural, intercultural and intracultural perspectives | * understand how identity and belonging are constructed through cultural, intercultural and intracultural knowledge perspectives |  |
| * examine own values, beliefs, ideas and practices in relation to those represented in texts | * critically analyse own values, beliefs, ideas and practices in relation to those represented in texts |  |

|  |  |  |
| --- | --- | --- |
| **A Course** | **T Course** | **M Course** |
| Features of language use | | |
| * communicate ideas, and opinions related to the individual’s experience such as personal interests and relationships | * communicate ideas, concepts and opinions related to the individual’s experience such as personal interests and relationships | * communicate ideas related to personal interests |
| * collaborate to share ideas and understand perspectives | * collaborate to share ideas and understand perspectives | * collaborate to share ideas and understand perspectives |
| * respond appropriately to audience, purpose and context in spoken and written interactions with consideration of gender, age or dialect | * respond appropriately to audience, purpose and context in spoken and written interactions with consideration of gender, age or dialect |  |
| * use processes and strategies to make meaning when viewing, listening and reading | * evaluate and use processes and strategies to make meaning when viewing, listening and reading | * use processes and strategies to make meaning when viewing, listening and reading |
| * apply specific grammatical features and functions (see appendix) with a focus on communication, and increasing accuracy, complexity and fluency | * apply specific grammatical features and functions (see appendix) with a focus on communication, and increasing accuracy, complexity and fluency | * apply specific grammatical features and functions (see appendix) |
| Reflection | | |
| * self-reflect on learning processes recognising cognitive, cultural, personal and linguistic elements of language acquisition | * self-reflect on learning processes recognising cognitive, cultural, personal and linguistic elements of language acquisition | * self-reflect on learning processes |

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

## Assessment

Refer to pages 10-12.

# Society and Community Value: 1.0

Society and Community a Value 0.5

Society and Community b Value 0.5

## Unit Description

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

## Specific Unit Goals

This unit should enable students to:

|  |  |  |
| --- | --- | --- |
| **A Course** | **T Course** | **M Course** |
| * understand the dynamic interrelationship of language and culture, and the importance of intercultural capabilities * acquire language learning processes and strategies | * evaluate the dynamic interrelationship of language and culture, and the importance of intercultural capabilities * acquire language learning processes and strategies which enable students to communicate understandings about communities | * recognise the interrelationship of language and culture, and the importance of intercultural capabilities * acquire language learning processes and strategies |

## Content Descriptions

All knowledge, understanding and skills below must be delivered:

|  |  |  |
| --- | --- | --- |
| **A Course** | **T Course** | **M Course** |
| Engaging with texts | | |
| * analyse a variety of increasingly complex texts that explore how roles and responsibilities are shaped and defined by the expectations and values of the society such as education, occupation and tradition | * critically analyse a variety of increasingly complex texts that explore how roles and responsibilities are shaped and defined by the expectations and values of the society such as education, occupation and tradition | * explore a variety of texts |
| * create a variety texts for different purposes, that convey ideas, beliefs and/or values | * create a variety of increasingly sustained texts for different purposes, that convey ideas, beliefs and/or values | * create texts |

|  |  |  |
| --- | --- | --- |
| **A Course** | **T Course** | **M Course** |
| Contexts of language and culture | | |
| * examine how intercultural understanding enhances the ability to communicate, interact and negotiate within and across languages in society and community, to understand oneself and others | * evaluate how intercultural understanding enhances the ability to communicate, interact and negotiate within and across languages in society and community, to understand oneself and others | * describe how intercultural understanding enhances the ability to communicate |
| * understand the nature of intercultural communication such as register and body language | * understand the nature of intercultural communication such as register and body language | * identify aspects of intercultural communication such as register and body language |
| * understand that customs and traditions, including language may vary within a culture, as well as between cultures, and across time | * evaluate how customs and traditions, including language, may vary within a culture, as well as between cultures, and across time |  |
| * reflect on and monitor own language learning and intercultural experiences | * analyse, reflect on and monitor own language learning and intercultural experiences | * reflect on own language learning |
| Values, beliefs and perspectives | | |
| * explore ideas and opinions of self and others, as members of society, such as rights, responsibilities and duties | * analyse ideas and opinions of self and others, as members of society, such as rights, responsibilities and duties | * discuss ideas and opinions of self and others |
| * understand how society and community are established and maintained through cultural, intercultural and intracultural perspectives | * understand how society and community are established and maintained through cultural, intercultural and intracultural perspectives |  |
| * examine own values, beliefs, ideas and practices in relation to those represented in texts | * critically analyse own values, beliefs, ideas and practices in relation to those represented in texts | * explore values, beliefs, ideas and practices represented in texts |

|  |  |  |
| --- | --- | --- |
| **A Course** | **T Course** | **M Course** |
| Features of language use | | |
| * communicate ideas, concepts and opinions related to social organisation and engagement such as their own values, beliefs, practices and ideas | * communicate ideas, concepts and opinions related to social organisation and engagement such as their own values, beliefs, practices and ideas | * communicate ideas, concepts and opinions such as their own values, beliefs, practices and ideas |
| * collaborate to share ideas and understand perspectives | * collaborate to share ideas and understand perspectives | * collaborate to share ideas and understand perspectives |
| * respond appropriately to audience, purpose and context in spoken and written interactions with consideration of gender, age or dialect | * respond appropriately to audience, purpose and context in spoken and written interactions with consideration of gender, age or dialect | * respond to audience |
| * use processes and strategies to make meaning when viewing, listening and reading | * evaluate and use processes and strategies to make meaning when viewing, listening and reading |  |
| * apply specific grammatical features and functions (see appendix) with a focus on communication, and increasing accuracy, complexity and fluency | * apply specific grammatical features and functions (see appendix) with a focus on communication, and increasing accuracy, complexity and fluency | * apply specific grammatical features and functions (see appendix) |
| Reflection | | |
| * self-reflect on learning processes recognising cognitive, cultural, personal and linguistic elements of language acquisition | * self-reflect on learning processes recognising cognitive, cultural, personal and linguistic elements of language acquisition | * self-reflect on learning processes |

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

## Assessment

Refer to pages 10-12.

# The Changing World Value: 1.0

The Changing World a Value 0.5

The Changing World b Value 0.5

## Unit Description

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

## Specific Unit Goals

This unit should enable students to:

|  |  |  |
| --- | --- | --- |
| **A Course** | **T Course** | **M Course** |
| * acquire skills to be a global citizen | * acquire understandings and skills to be a global citizen | * describe what it means to be a global citizen |
| * understand the diversity, variability and fluidity of language use for communication | * understand the diversity, variability and fluidity of language use for communication |  |

## Content Descriptions

All knowledge, understanding and skills below must be delivered:

|  |  |  |
| --- | --- | --- |
| **A Course** | **T Course** | **M Course** |
| Engaging with texts | | |
| * analyse a variety of increasingly complex texts that explore change and the issues that impact our world, such as social, historical, political, environmental, technological and economic challenges and opportunities | * critically analyse a variety of increasingly complex texts that explore change and the issues that impact our world, such as social, historical, political, environmental, technological and economic challenges and opportunities | * explore texts, discussing challenges and opportunities for changing our world |
| * create a variety of texts for different purposes to explore trends and issues that impact on our personal, societal and global world | * create a variety of increasingly sustained texts for different purposes to explore trends and issues that impact on our personal, societal and global world | * create simple texts |

|  |  |  |
| --- | --- | --- |
| **A Course** | **T Course** | **M Course** |
| Contexts of language and culture | | |
| * examine how intercultural understanding enhances the ability to communicate, interact and negotiate within and across languages and cultures, and to understand oneself and others | * evaluate how intercultural understanding enhances the ability to communicate, interact and negotiate within and across languages and cultures, and to understand oneself and others | * demonstrate knowledge of intercultural understandings |
| * understand the nature of intercultural communication such as register and body language | * understand the nature of intercultural communication such as register and body language |  |
| * understand that customs and traditions, including language, may vary within a culture, as well as between cultures, and across time | * evaluate how customs and traditions, including language, may vary within a culture, as well as between cultures, and across time |  |
| * reflect on and monitor own language learning and intercultural experiences | * analyse, reflect on and monitor own language learning and intercultural experiences | * reflect on own learning and intercultural experiences |
| Values, beliefs and perspectives | | |
| * explore changing values, beliefs and perspectives in the search for a sustainable future such as demographic, intergenerational, traditional/modern contexts | * analyse changing values, beliefs and perspectives with empathy in the search for a sustainable future such as demographic, intergenerational, traditional/modern contexts |  |
| * understand how the changing world is perceived and communicated through cultural, intercultural and intracultural perspectives | * understand how the changing world is perceived and communicated through cultural, intercultural and intracultural perspectives |  |
| * examine own values, beliefs, ideas and practices in relation to those represented in texts | * critically analyse own values, beliefs, ideas and practices in relation to those represented in texts |  |

|  |  |  |
| --- | --- | --- |
| **A Course** | **T Course** | **M Course** |
| Features of language use | | |
| * communicate ideas, concepts and opinions related to the changing world such as challenges and opportunities to share responsibilities | * communicate ideas, concepts and opinions related to the changing world such as challenges and opportunities to share responsibilities | * communicate ideas |
| * collaborate to share ideas and understand perspectives | * collaborate to share ideas and understand perspectives | * collaborate to share ideas and understand perspectives |
| * respond appropriately to audience, purpose and context in spoken and written interactions with consideration of gender, age or dialect | * respond appropriately to audience, purpose and context in spoken and written interactions with consideration of gender, age or dialect |  |
| * use processes and strategies to make meaning when viewing, listening and reading | * evaluate and use processes and strategies to make meaning when viewing, listening and reading | * use processes and strategies to make meaning when viewing, listening and reading |
| * apply specific grammatical features and functions (see appendix) with a focus on communication, and increasing accuracy, complexity and fluency | * apply specific grammatical features and functions (see appendix) with a focus on communication, and increasing accuracy, complexity and fluency | * apply specific grammatical features and functions (see appendix) |
| Reflection | | |
| * self-reflect on learning processes recognising cognitive, cultural, personal and linguistic elements of language acquisition | * self-reflect on learning processes recognising cognitive, cultural, personal and linguistic elements of language acquisition | * self-reflect on language 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 learningis what a college provides to implement the course for a subject. It is at the discretion of the teacher to emphasis some content descriptions over others. The teacher may teach additional (not listed) content provided it meets the specific unit goals. This will be informed by the student needs and interests.

## Assessment

Refer to pages 10-12.

# Diverse Perspectives Value: 1.0

Diverse Perspectives a Value 0.5

Diverse Perspectives b Value 0.5

## Unit Description

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

## Specific Unit Goals

This unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * understand how culture and language are expressed and appreciated in diverse mediums to communicate, sustain and challenge thinking | * understand how culture and language are expressed and appreciated in diverse mediums to communicate, sustain and challenge thinking, behaviour, and systems | * understand how culture and language are expressed and appreciated in diverse mediums |
| * understand the diversity, variability and fluidity of language use | * understand the diversity, variability and fluidity of language use |  |

## Content Descriptions

All knowledge, understanding and skills below must be delivered:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| Engaging with texts | | |
| * analyse a variety of increasingly complex texts that explore diverse perspectives that sustain and/or challenge thinking, behaviour and systems, such as literary, visual and performing arts and sciences | * critically analyse a variety of increasingly complex texts that explore diverse perspectives that sustain and/or challenge thinking, behaviour and systems, such as literary, visual and performing arts and sciences | * explore and respond to a variety of literary, visual and performing arts |
| * create a variety of texts for different purposes to demonstrate an awareness of differing perspectives | * create a variety of increasingly sustained texts for different purposes to demonstrate an awareness of differing perspectives |  |

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| Contexts of language and culture | | |
| * examine how expressive and imaginative texts create aesthetic, humorous or emotional effects in ways that reflect cultural influence | * evaluate how expressive and imaginative texts create aesthetic, humorous or emotional effects in ways that reflect cultural influence | * describe how expressive and imaginative texts create aesthetic, humorous or emotional effects in ways that reflect cultural influence |
| * understand the nature of intercultural communication such as register and body language | * understand the nature of intercultural communication such as register and body language |  |
| * understand that customs and traditions, including language, may vary within a culture, as well as between cultures, and across time | * evaluate how customs and traditions, including language, may vary within a culture, as well as between cultures, and across time |  |
| * reflect on and monitor language learning and intercultural experiences in self and others | * analyse, reflect on and monitor own language learning and intercultural experiences | * self-reflect on language learning |
| Values, beliefs and perspectives | | |
| * explore how values, beliefs and perspectives are expressed through the arts, in a variety of mediums and diverse contexts, through language and images | * analyse how values, beliefs and perspectives are expressed through the arts, in a variety of mediums and diverse contexts, through language and images |  |
| * understand how diverse points of view are constructed and interpreted through cultural, intercultural and intracultural perspectives | * understand how diverse perspectives are constructed and interpreted through cultural, intercultural and intracultural perspectives |  |
| * examine own values, beliefs, ideas and practices in relation to those represented in texts | * critically analyse own values, beliefs, ideas and practices in relation to those represented in texts | * identify own values, beliefs, ideas and practices in relation to those represented in texts |

|  |  |  |
| --- | --- | --- |
| Features of language use | | |
| * communicate ideas, concepts and opinions related to diverse perspectives such as political or social behaviours and systems | * communicate ideas, concepts and opinions related to diverse perspectives such as political or social behaviours and systems | * communicate ideas |
| * collaborate to share ideas and understand perspectives | * collaborate to share ideas and understand perspectives | * collaborate to share ideas and understand perspectives |
| * respond appropriately to audience, purpose and context in spoken and written interactions with consideration of gender, age or dialect | * respond appropriately to audience, purpose and context in spoken and written interactions with consideration of gender, age or dialect |  |
| * use processes and strategies to make meaning when viewing, listening and reading | * evaluate and use processes and strategies to make meaning when viewing, listening and reading |  |
| * apply specific grammatical features and functions (see appendix) with a focus on communication, and increasing accuracy, complexity and fluency | * apply specific grammatical features and functions (see appendix) with a focus on communication, and increasing accuracy, complexity and fluency | * apply specific grammatical features and functions (see appendix) |
| Reflection | | |
| * self-reflect on learning processes recognising cognitive, cultural, personal and linguistic elements of language acquisition | * self-reflect on learning processes recognising cognitive, cultural, personal and linguistic elements of language acquisition | * self-reflect on learning processes |

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

## Assessment

Refer to pages 10-12.

# Independent Study Value: 1.0

Independent Study a Value 0.5

Independent Study b Value 0.5

## Prerequisites

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

## Unit Description

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

## Duplication of Content

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

## Specific Unit Goals

This unit should enable students to:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * acquire language learning processes and strategies | * acquire and demonstrate language learning processes and strategies | * acquire language learning processes and strategies |
| * enhance capacity to communicate and interact effectively within and across languages and cultures, and over time | * enhance capacity to communicate and interact effectively within and across languages and cultures, and over time | * develop intercultural understandings |

## Content Descriptions

All knowledge, understanding and skills below must be delivered:

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| Engaging with texts | | |
| * analyse a variety of increasingly complex texts for different purposes | * critically analyse a variety of increasingly complex texts for different purposes |  |
| * create a variety of texts for different purposes | * create a variety of increasingly sustained texts for different purposes |  |

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| Contexts of language and culture | | |
| * examine language and culture are inextricably linked | * evaluate how language and culture are inextricably linked |  |
| * understand the nature of intercultural communication such as register and body language | * understand the nature of intercultural communication such as register and body language |  |
| * understand that customs and traditions, including language, may vary within a culture, as well as between cultures, and across time | * evaluate how customs and traditions, including language, may vary within a culture, as well as between cultures, and across time |  |
| * reflect on and monitor own language learning and intercultural experiences | * analyse, reflect on and monitor own language learning and intercultural experiences | * self-reflect on language learning |
| Values, beliefs and perspectives | | |
| * explore how meaning is constructed through cultural, intercultural and intracultural knowledge | * analyse how meaning is constructed through cultural, intercultural and intracultural knowledge |  |
| * understand how society and community are established and maintained through cultural, intercultural and intracultural perspectives | * understand the significance of cultural, intercultural and intracultural perspectives | * compare own values, beliefs, ideas and practices in relation to those represented in texts |
| * examine own values, beliefs, ideas and practices in relation to those represented in texts | * critically analyse own values, beliefs, ideas and practices in relation to those represented in texts |  |
| Features of language use | | |
| * communicate ideas, concepts and opinions | * communicate ideas, concepts and opinions | * communicate ideas |
| * collaborate to share ideas and understand perspectives | * collaborate to share ideas and understand perspectives | * collaborate to share ideas and understand perspectives |

|  |  |  |
| --- | --- | --- |
| A Course | T Course | M Course |
| * respond appropriately to audience, purpose and context in spoken and written interactions with consideration of gender, age or dialect | * respond appropriately to audience, purpose and context in spoken and written interactions with consideration of gender, age or dialect |  |
| * use processes and strategies to make meaning when viewing, listening and reading | * evaluate and use processes and strategies to make meaning when viewing, listening and reading |  |
| * apply specific grammatical features and functions (see appendix) with a focus on communication, and increasing accuracy, complexity and fluency | * apply specific grammatical features and functions (see appendix) with a focus on communication, and increasing accuracy, complexity and fluency | * apply specific grammatical features and functions (see appendix) |
| Reflection | | |
| * self-reflect on learning processes recognising cognitive, cultural, personal and linguistic elements of language acquisition | * self-reflect on learning processes recognising cognitive, cultural, personal and linguistic elements of language acquisition | * self-reflect on learning processes |

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

## Assessment

Refer to pages 10-12.

# Appendix A – Implementation Guidelines

## Available course patterns

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

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

Units in this course can be delivered in any order.

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

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

### Arrangements for students continuing study in this course

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

## Duplication of Content Rules

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

## Guidelines for Delivery

### Program of Learning

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

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

### Content Descriptions

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

### Half standard 0.5 units

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

## Moderation

Moderation is a system designed and implemented to:

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

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

### The Moderation Model

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

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

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

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

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

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

### The College Course Presentation

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

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

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

### Visual evidence for judgements made about practical performances

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

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

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

# Appendix B – Course Developers

## Course Developers

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

## Language Specific Information

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

# Appendix C – Common Curriculum Elements

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

|  |  |  |
| --- | --- | --- |
| Organisers | Elements | Examples |
| create, compose and apply | apply | ideas and procedures in unfamiliar situations, content and processes in non-routine settings |
| compose | oral, written and multimodal texts, music, visual images, responses to complex topics, new outcomes |
| represent | images, symbols or signs |
| create | creative thinking to identify areas for change, growth and innovation, recognise opportunities, experiment to achieve innovative solutions, construct objects, imagine alternatives |
| manipulate | images, text, data, points of view |
| analyse, synthesise and evaluate | justify | arguments, points of view, phenomena, choices |
| hypothesise | statement/theory that can be tested by data |
| extrapolate | trends, cause/effect, impact of a decision |
| predict | data, trends, inferences |
| evaluate | text, images, points of view, solutions, phenomenon, graphics |
| test | validity of assumptions, ideas, procedures, strategies |
| argue | trends, cause/effect, strengths and weaknesses |
| reflect | on strengths and weaknesses |
| synthesise | data and knowledge, points of view from several sources |
| analyse | text, images, graphs, data, points of view |
| examine | data, visual images, arguments, points of view |
| investigate | issues, problems |
| organise, sequence and explain | sequence | text, data, relationships, arguments, patterns |
| visualise | trends, futures, patterns, cause and effect |
| compare/contrast | data, visual images, arguments, points of view |
| discuss | issues, data, relationships, choices/options |
| interpret | symbols, text, images, graphs |
| explain | explicit/implicit assumptions, bias, themes/arguments, cause/effect, strengths/weaknesses |
| translate | data, visual images, arguments, points of view |
| assess | probabilities, choices/options |
| 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. Independent study units can be proposed by a student and negotiated with their teacher, but must meet the specific unit goals and content descriptions as they appear in the course.

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

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

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

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

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

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

# Appendix F – Language Specific Information

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

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

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

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

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

# Continuing Arabic

### Essential Understandings

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

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

### Continuing Arabic Grammar

|  |  |  |
| --- | --- | --- |
| Functions & Topics | Structures | Examples |
| Arabic Letters and Sounds | * Alif, Baa, Taa, Thaa, Jeem, … | أ ب ت ث ج |
| One-way connecting letters (Continued) | * Letters that can be connected from the right side only. * ا د ذ ر ز و | برر ، طوّر ، زوّر |
| Nouns | * Definite and indefinite * Cases: Nominative, Accusative and Genitive. | العاملُ عاملٌ |
| Adjectives | * Agreement and placement | رجلٌ فقيرٌ |
| Short Vowels | * Diacritical marks | بَ ، بِ ، بُ |
| Long Vowels | * Three letters: ا و ي | طالب ، طول ، ميل |
| Prepositions | * Location and direction * Time | في ، إلى |

|  |  |  |
| --- | --- | --- |
| Functions & Topics | Structures | Examples |
| Pronouns | * Possessive * relative | سيارتك  الذي ، التي  كتابي ، كتابه |
| Verbs | * Present tense * Imperative * Verbal phrase * Transitive | يَكْتُبُ  أُكْتُبْ  كَتَبَ الطالب واجبه  قاد الرجل سيارته |
| Negation | * Using ليس | ليس معي نقود |
| The question particles | * Using the particle: هل * Using the particle: كم | هل عندك سيارة ؟  كم معك من المال ؟ |
| Subject and Predicate | * Nominal sentences | الرجل طويل |
| Ordinal numbers | * The Sixth, the Seventh, the Eighth, the Nineth, the Tenth | السادس السابع |
| Cardinal numbers | * 11 to 50 | 11 إلى 50 |
| Possessive (Idafa) structure (Continued) | * Possessive sentence | حصة الدرس |
| Weak verbs | * Verbs that do not follow the normal conjugation rules. | قال |

# Continuing Chinese

### Essential Understandings

1. How have Chinese language and culture influenced other countries?
2. What are idioms and how are they used in the appropriate context?
3. What is the role of food in cultural festivals?
4. What are the implications of Chinese zodiac signs in understanding personality?
5. What Chinese proverbs can be used in self-expression?
6. Why is it important to distinguish between formal and informal speaking modes when addressing Chinese-speakers?
7. How does poetry display the features of the tones and intonation of Chinese?
8. How is etiquette expressed in Chinese, such as in giving and accepting presents?
9. How do regional and national varieties enrich the Chinese language?
10. How is solidarity expressed in Chinese conversations, such as asking about family members, marriage and incomes?
11. Why is the gender of nouns and adjectives so important in the Chinese language?
12. How are ideas and opinions given and justified in Chinese?
13. In what ways have other languages and migration influenced the Chinese language?
14. How are cultural values and norms, such as collectivism vs individualism, ritual respect and saving face, expressed in the Chinese language?

### Continuing Chinese Grammar

|  |  |
| --- | --- |
| Functions | Structures |
| General questions with ma, ba and ne. 用“吧”的一般疑问句 | 你是澳大利亚吧。Are you Australian? |
| Common measure words  常用量词 | Nominal measure words: number + measure word + item  个 (one of persons or one unit of items), 种 (a kind of), 只 , 条, 头 (referring to one kind of animal)，张 (one item with a surface)，台 (a machine or an equipment)，枝 /串 (a twig, a branch of )，件 (a piece of garment)，幅（one painting), 副（眼镜 one pair of glasses), 对/双 (one pair of )，块 (one block of )，斤 (half of a kilo)，粒/ 颗 (one tiny item),把 (referring to an item with a handle or support)，座 (a building of ) |

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| --- | --- |
| Functions | Structures |
| Directional words 方位词 | **（1）Simple directional words** 简单方位词  上 on, above, over; 下 under, below; 左 left，右 right前 front，后 back， 中middle，旁 beside，里 inside外 outside，东 east，南 south，西 west，北 north东北 northeast，东南 southeast，西 南southwest西北 northwest  **(2) Compound directional words** 合成方位词  上面／上边 on top，东面／东边 (in/to) east， 前面／前边 in front，后面／后边 at the back  上下，左右 and 前后 mean “approximately, about, around” and can be used to express approximation about age, height, length, weight, money and periods of time, etc.  五米左右about 5 metres, 春节前后 around Chinese New Year  **(3) Postpositional phrases** 方位词组  桌子上面，教室里面／边 on the desk, inside the classroom |
| Existential sentences 存现句 在 zai，有 you，是shi | 电影院在超市的对面。/ 超市的对面有电影院。/ 超市的对面是电影院。  The cinema is opposite the super market. |
| Expressing distance 距离的表达 | 堪培拉城离飞机场很近。Civic of Canberra is close to the airport. |
| Verbs used to express a brief action  表达短暂时段动作的动词, by duplication of verbs 动词重叠 | 我试试这件衣服。Let me try this garment on.  你读一读这首诗。You read this poem.  我翻了翻这本书， 挺好。I browsed this book, very good.  请帮帮忙。Give a hand, please |
| Adverb of scope 范围副词作状语 | 你喝茶，我们也都喝茶。You drink tea, all of us drink tea too. |
| Directional prepositions  空间方位词状语 | 从from，往 /向 towards，从 … … 到 from … to …  她向我微笑。She is smiling at me. |

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| --- | --- |
| Functions | Structures |
| Expressing an action in progress | 表达事件正在进行, using zheng or zai or zhengzai (zhe)  他正／在／正在玩电脑游戏（呢）。He is playing computer games.  The Partical “zhe” 助词“着”的用法  学生们正在唱着歌。The students are singing. |
| The particle “le” 助词“了“的用法  As an aspect particle, it occurs after a verb to indicate a completion of an action or the emergence of a new situation (used with other words). | 该做作业了。It is time to do your homework now.  你可以回家了。You may go home now.  我会说汉语了。I can speak Chinese now. |
| Negative sentences with mei (you), mei（you） used before a verb to indicate that an action has not happened.  用 “没（有）”的否定句，“没（有）”用在动词前代表动作还没有完成。 | 我还没（有）看过这个电影（了）。I have not seen this movie yet. |
| The particle “guo” indicating action that happed in the past. 助词 “过”的用法， 表示发生过的动作 | 你来过我们学校吗？Have you been to our school?  你有没有看过这部电视剧？Have you watched this TV series.  她不曾当过演员。She was not an actress. |
| Expressing similarity and dissimilarity 类同和不同的表达 | 我的手机和／跟 她的手机一样。My mobile phone is the same as hers.  我的想法和／跟他的很不一样。My views are different from his. |
| Comparative sentences 比较句 | 堪培拉的冬天比悉尼的冬天冷。Canberra’s winter is colder than Sydney’s winter.  Negative bi structures “比“字句的否定句  那条项链没有这条好看 (adjective)。That necklace is not as pretty as this one.  **The adverb “zui”** 副词“最”  上海是中国最大 (adjective) 的城市。Shanghai is the biggest city in China.  妈妈最关心（verb）我。Mum cares for me the most.  他喜欢坐在教室最前面（directional word）。He likes sitting closest to the front of the classroom. |
| Sentences with a double object 双宾语句 | 告诉老师这个好消息！ Tell the teacher about this good news. |
| Alternative questions and response 选择疑问句与回答 | Q: 你们要去西安还是上海？Do you want to go to Xi’an or Shanghai?  A1：去西安。Xi’an.  A2：西安或者上海都可以。Either Xi’an or Shanghai. |
| Pivotal sentences (a verb indicates a request or a command) 兼语句 | 请你介绍你自己。Please introduce yourself.  让我解释一下。Let me explain.  老师叫我们回答问题。The teacher is asking us questions. |
| Question tags used in requests using “zenmeyang”, “haoma”, “xingma” and “keyima”  用”怎么样？”, “好吗？” “行吗？” “可以吗？ “ 来表示请求的疑问句 | 你今天和我吃中饭，怎么样？What about you and I having lunch today? |
| Modal verbs 能愿动词 | 这儿能停车吗？Can I park here? 你现在可以走了。You can leave now.  你不应该上课迟到。You should not be late in class.  你必须参加这个会议。 You must attend this meeting.  我得回家了。I must go home now.  我不用去厕所。I don’t need to go to the toilet.  他们不得不和我们合作。They have to cooperate with us. |
| Adverbials to introduce persons 引进人物的状语 | 我要给妈妈打个电话。I’ll give mum a call.  老师对／跟我们说，“不要在上课的时候玩手机。”  The teacher says to us, “Don’t use your mobile phones in class.” |

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| --- | --- |
| Functions | Structures |
| Adverbials with proverbs of time indication 含指时间的副词 | 你怎么还在看电视？Why are you still watching TV?  他们已经到堪培拉了。They have already arrived at Canberra.  他又在玩电脑游戏了。He starts to play computer games again.  他一次又一次地让我失望。He disappointed me again and again.  我昨天晚上九点就睡了。I even went to sleep at 9.00 pm yesterday evening.  他昨天晚上十二点才睡。He only went to bed at 12.00 pm yesterday evening. |
| Complements of time 时量补语 | 你来北京多长时间了／多久了？How long have you been in Beijing?  我来北京两天了。I have stayed in Beijing for two days now.  你们看了多久的电视连续剧？How long have you been watching the TV series? |
| Complements of action 动量补语 | 我去过北京五次。I’ve been to Beijing three times.  这本书我看过两遍 I’ve read this book twice.  这个周末我要去一趟悉尼。I’ll go to Sydney this weekend.  我们只见过一面。We only met once. |
| Compound sentences with conjunctions expressing the order of actions in a sentence  使用连词的复合句, 表示先后次序 | 我们打算先去西安，然后/接着去北京。We plan to got to Xi’an first followed by Beijing.  要是／如果下雨，我们就不去悉尼了。If it is raining, then we are not going to Sydney.  她不但学习汉语，而且还学习法语。She not only studies Chinese but also studies French.  虽然他生病了，但是他还是参加了比赛。  Although he is sick today he is still playing in the match.  虽然现在是学校放假，我们仍然在中国旅行。  Although it is the school holidays we are still travelling in China. |

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| --- | --- |
| Functions | Structures |
| Complements of result 结果补语 | 作业做完了。The homework has been completed.  我们已经飞到堪培拉了。We have already flown back to Canberra.  老师的话要听清楚 。Listen carefully to what the teacher says.  你一定要学会开车。You must learn how to drive.  我没明白你说的（negating complement of result）. I didn’t understand what you are saying. |
| Complements of possibility | 表示可能的结果补语  他看得懂中文。He can read Chinese.  我写不完这么多作业。I cannot finish so much homework.  我什么都看不见。I cannot see anything.  我睡不着。I cannot fall sleep.  明天的课我上不了。I cannot go to classes tomorrow. |
| Complements of direction 趋向补语 | 你拿上来。You take it up. 坐下来，慢慢说。Sit down and talk slowly.  进来 come in，出来 come out，回来 come back，过来 come over, 上去go up, 下去 go down， 进来 come in，进去 go in，出去 go out， 回去 go back，过去 go over |
| Complements of degree 程度补语 | 他跑得很快。他跑步跑得很快。He runs fast.  她考得不太好。He didn’t do well in the test. |
| The “ba” sentences  “把“ 字句  Ba is used as a proposition followed by an object and a verb to emphasise how a person or a thing is “being acted on” | 我把头发剪短了。I cut my hair short.  我把车停在学校停车场了。I have parked my car at the school car park. |
| Notional passive (passive voice) 意义上的被动句 | 电脑修好了。The computer has been fixed. |
| The “bei” sentences  “被”动句 | 我的照相机被他（doer）摔坏了（indicating the result of an action）。My camera has been broken by him. |

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| --- | --- |
| Functions | Structures |
| Connective words 连词/关联词 | 1. To add 表示增加：  furthermore 进一步说,  2. To contrast 比较:  conversely 反过来说，  nevertheless 不过, 并不／却，要不然，否则  3. To emphasise 表示强调:  mainly 主要的是, especially 特别是,尤其是  Obviously 明显地说； in fact 实际上,   in any case, 在任何情况下，  more importantly 更重要的是，  4. To prove 证明：  because 因此/由于，therefore 所以,   for the same reason 同样的理由是，that is 那就是  5. To express an alternative 表示选择 :  on one hand, on the other hand, 一方面说……  另一方面 来说  6. To show consequence 表示结果:  consequently 结果是,  because of this 由此来看/由此可见,  under these circumstances 在这些情况下  7. To give an example 举例:  for example, 举例来说, such as 比如,  in another case 另一种情况是,  take the case of 就 拿 … … 来说,  8. To start a new point 开始新的一点说法:  with regard to 关于 … …,   with reference to 值得参考的是,  9. To show cause and effect: 表示因果  consequently 结果是, as long as 只要  10. To conclude 表示结尾或总结：  in conclusion 总而言之，finally最后，  in brief 简而言之，therefore 所以（说),  11. To show an exception 表示例外：  even though 即使（e.g. 即使下雨，我也来),   既是 (i.e.既然是) even 甚至/连  12. To show a sequence 表示顺序：  Firstly 第一点／首先,   secondly 第二点／再说／其次, next 下一点是,   at this point 在这一点上, simultaneously 同时,  eventually 最后／最终  13. To compare 用于比较：  in comparison相比较而言， rather than 还不如  14. To explain 解释：  that is to say那就是说，  what I want to say is 我要说的是，  in other words也就是说，this means 这个意味着  15. To generalise 用于概述  in general 一般来说，on the whole 总的来说，   in most cases 在多数情况下  16. To show time 表示时间：  immediately立即／马上，  a few hours later 几小时后，before 以前  formerly 前者，next 后者，a while later 一会，   afterwards 以后／之后 |
| Compound sentences: Conjunctions and conjunctives 复合句与连词 | 17. Inference 表示推论  既然 … … 就  既然你今天没空，那么就改天再见面吧 。  As you are not free today, let’s catch up some other time （emphasising the result）.  18. 既然 .. . … 还/也／那么  既然这不卖中餐，那么我们到别的地方去吧。  As they don’t sell Chinese food, let’s go somewhere else.  19. Concession 表示让步  即使 … .. 也  即使你不做，我也会坚持做完。  Even if you don’t want to do it, I’ll still persist till it’s done.  况且 moreover  20. Non-condition 表示无条件  无论 … … 都／还， 不管 … … 也  无论结果好不好，你都要试一试。  No matter what the outcome is, you should still give it a try.  不管 … … 也  不管这本书有多贵，我也要把它买下来。  No matter how expensive this book is, I’ll still buy it.  常用的条件句短语：  无论怎样／如何 no matter what  无论是谁 ／是什么人whoever  无论在哪儿 wherever  无论什么时候 whenever  无论有多少 No matter how many / much  无论如何他都不会放弃这次机会的。No matter what happens he won’t give up this opportunity.  无论是谁，都不能不选体育课。No one can skip taking P.E lessons.  无论在哪儿，我都会给你发微信信息。Wherever I am I’ll send you information through Weichat.  无论什么时候， 你们都可以给我打电话。You can call me at any time.  无论有多少工作她都会尽力完成。  No matter how much work, she does her best to complete the work.  21. Selection 表示选择： 不是 … … 就是/便是  你不是上网就是玩电脑游戏。  If you are not on the internet, you will be playing computer games.  Preference 表示选择：  宁可 … … 也 to prefer to do ... rather than to ...  我们宁可饿一下肚子也不吃垃圾食品。We prefer going hungry rather than eating junk food. |

### Reference:

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

# Continuing French

### Essential Understandings

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

### Continuing French Grammar

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

### Continuing French Grammar

|  |  |
| --- | --- |
| Functions | Structures |
| Adjectives | * regular and common irregular forms * adjectives agreement and placement * interrogative adjectives (*quel, quelle, quels, quelles*) * possessive adjectives (*mon, ma, mes, son, notre, nos…)* |
| Adverbs | * adverb placement, formation * irregular forms * negation (*ne… pas, ne… que, ne… jamais, ne… rien, ne… plus, ne… personne, ne… aucun*) |
| Articles | * in a negative construction * after expressions of quantity * omission of the article * definite and indefinite * stressed pronouns (*moi, toi, lui, elle*) * partitive article (*du, de la, del’, des and de*) |
| Conjunctions | * coordinating conjunctions (*car, donc, ensuite, puis…)* * conjunctions of conclusion (*parce que, car, comme*) * phrases followed by the indicative |
| Interrogative | * 3 question forms & sentence structure |
| Nouns | * gender * agreement * definite and indefinite articles * possessive and demonstrative adjectives |
| Numerals | * cardinals (*un, deux, trois…)* * ordinals (*premier, première, vingtième…)* * date * time |
| Prepositions | * location and direction * time |
| Pronouns | * subject pronouns (including on) * direct and indirect object pronouns (*le, la, les, lui, leur*) * relative (*qui, que*), demonstrative (*ce, cet, cette, ces),* interrogative pronouns * use of indirect pronouns, y and en * position and order of pronouns in a sentence |

|  |  |
| --- | --- |
| Functions | Structures |
| Verbs | * regular & irregular including modals, impersonal, reflexive verbs (present, imperfect, perfect,future, near future, conditional tenses) * imperative mood * present and past participles * present subjunctive mood: common uses, after expressions or possibility, necessity, obligation and after conjunctions such as *bien que* * use of *depuis* with present tense * use of *venir de* with present tense (equivalent to present perfect) * verbs followed by *à*, *de* * clauses with si + present/future |

#### Other language features

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

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

# Continuing German

### Essential Understandings

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

### Continuing German Grammar

|  |  |
| --- | --- |
| Functions | Structures |
| Nouns | * Gender (use of definite and indefinite articles) * Cases (Nominative, Accusative, Dative and Genitive) * Infinitives used as nouns * Cognates * Regional and national varieties * Compound nouns * Capitalisation of nouns |
| Adjectives | * Adjective endings * Comparative and superlative |
| Adverbs | * Common adverbs of time, manner and place |
| Conjunctions | * Co-ordinating (e.g *aber, und, oder*) * Subordinating conjunctions (e.g. *weil, dass, als, wenn*) * Infinitive clauses with “*um..zu”* |
| Prepositions | * Prepositions with Accusatives * Prepositions with Dative * Prepositions with Genitive * Two-way prepositions * Prepositional phrases |
| Functions | Structures |
| Pronouns | * Personal * Possessive * Interrogative * Demonstrative * Reflexive * Relative |
| Sentence construction | * Main clauses * Subordinate clauses * Questions * Open questions e.g. *wer, wie was, wo* * Close questions e.g. *Hast du*..? * Indirect questions e.g. *er fragt, ob ich* … * Time, manner, place |
| Verbs | * Regular and irregular verbs * Transitive and intransitive verbs * Tenses (Present, future, perfect, pluperfect and imperfect) * Imperatives * Modal and auxiliary verbs * Separable verbs * Reflexive verbs * Passive voice * Subjunctive – (Konjunktiv II) forms for *haben, sein* and modal verbs; *würde* +infinitive |

# Continuing Hindi

### Essential Understandings

1. How does the gender of Hindi nouns and adjectives influence daily communication?
2. How do verbs impact on how Indians think and view the world?
3. How do regional varieties enrich the Hindi language?
4. How do Hindi dialects contribute to the understanding of Indian history, culture and traditions?
5. How do other languages influence the Hindi language?
6. In what ways do language and body language differentiate formal and informal relationships?
7. How has migration produced ‘Hinglish’ from Hindi?
8. How has the development of technology impacted the use of Hindi Language?
9. How do Indian customs and traditions differentiate one’s personal identity?
10. How does learning Hindi widen the social intercultural knowledge about Indian culture?
11. What is the impact of Indian culture on other countries?
12. How has Bollywood changed world perceptions of India?
13. How do Hindi-speaking youth modify language as a method of self expression?
14. How does Hindi language contribute to the strengthening of social relationships within and beyond the Hindi-speaking community?

### Continuing Hindi Grammar

|  |  |  |
| --- | --- | --- |
| Functions | Structures | Examples |
| Noun | * gender (masculine and feminine) * singular * plural | * लड़का (Masculine) लड़की (Feminine) * लड़की * लड़कियां |
| Pronoun | * singular * plural * personal * possessive * demonstrative * reflexive * relative * interrogative * indefinite * oblique with different | * मैं,तुम,यह,वह * तुम, तुम लोग, आप, आप लोग, हम, हम लोग, ये, वे * मैं,हम, तुम, आप, वह, मेरा, मेरी, मेरे, तुम्हारा, उसका, उसकी, उनका, उनकी * यह, वह, ये, वे * अपना, अपनी * जो, सो * कौन, क्या * कोई, कुछ * मेरा, मुझे |
| Postposition | * possessive postposition * preposition/postposition * compound postposition | * का * बिना ,बजाए , मारे * के बारे में |
| Negation | * double negatives | * नहीं, मत, न, कहीं ऐसा ना हो जाए। भला क्यों- भला क्यों न, थोड़े ही- भला। |
| Conjunction | * copulative disjunctive | * और, एव |
| Adverb | * formation * time * place * manner * affirmation * negation * doubt * certainty * reason | * धीरे-धीरे * आज, कल, परसो, सदा * यहां वहां इधर-उधर * अचानक सहसा * हाँ, जी हाँ, ठीक * नहीं,जी नहीं * शायद, सम्भवत * अवश्य * अतः, क्यों, किस लिए * तक, मात्रा,भर * अथ, इति |
| Adjective | * Qualitative Adjective (गुणवाचक विशेषण ) * Quantative Adjective (परिमाणवाचक विशेषण) * Numerals Adjective (संख्यावाचक विशेषण) * Demonstrative Adjectives (सर्वनामिक विशेषण ) | * Big (बङा ), Small (छोटा), Tall (लंबा ) Beautiful (सुंदर) * Two Kilos (दो किलो), Two Metres (दो मीटर) * Seeta has four sisters (सीता चार बहनें हैं।)  I have two apples (मेरे पास दो सेब है।) * मेरी पुस्तक (my book) किसका काम (whose work) |
| Sentence and phrase types | * statements * questions * commands * exclamations * simple, compound and * complex sentences * compatible clauses | * मैं जाता हूँ। तुम पढ़ते हो। * क्या तुम हिंदी पढ़ते हो? वह क्यों नाराज है? * इधर आओ, उधर जाइए, यहां सफाई करवाइएगा * अरे, शाबाश, हाय, धन्य दो! * मैं यहां आती है इसलिए हूँ कि तुमसे मिल सकूं। |
| Verb construction | * subjectival * objectival * neutral construction | * राम चला। सीता चली। राम ने किताब पढ़ी। * राम ने किताब पढ़ी। * राम ने आपको देखा |

# Continuing Indonesian

### Essential Understandings

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

### Continuing Indonesian Grammar

**These are not intended to be a comprehensive list but are included as support for teachers.**

| Function | Structure | Example(s) |
| --- | --- | --- |
| Abbreviations |  | ABG, pe-de, PR, SD, SMP, SMA, HP, SIM |
| Adjectival word order | word order for ownership |  |
|  | description of nouns |  |
| Adverbs | *dengan* + base | dengan baik |
| Colloquial language | commonly used colloquial words | nggak, ndak, kok |
|  | patterns of affixations | kan/-in, me-/ng- |
| Comparatives  Conditional | comparative phrases | lebih, kurang kalau dibandingkan dengan  dapat dianggap lebih/kurang  lebih/kurang daripada  seandainya, kalau, jika |
| Conjunctions  Cultural expressions | linking phrases, devices cause and effect  various forms of ‘when’ | dan, tetapi, karena, lalu, kemudian  ketika,sewaktu, kalua,waktu  insya Allah  assalamualaikum  salam |
| Imperatives  Indefinite pronouns | commands, recommendations, requests  anything,  anyone,  anywhere,  anytime | apa saja / apa-apa / apapun  siapa-siapa/siapa pun, siapa saja  di mana saja  kapan saja |
| Interjections | exclamations | wah! aduh |
| Nouns | -an | minuman, makanan |
|  | -asi | informasi |
|  | -isi  pe-an  ke-an  pe-an nouns  per-an nouns  pe-  -wan  wati | Sukarelawati  terbang/penerbangan  ketrampilan, kedoktoran, kepribadian, kelakuan  pendidikan, penginapan, penjualan, pengobatan  perbedaan, persamaan  pembantu  wartawan  sukarelawati |
| Object focus | *di*-verb |  |
| Particles |  |  |
| Personal pronouns | 1st person  2nd person  3rd person  Other terms used in the place of pronouns | saya, aku, gue  Anda kamu lu  dia, ia, beliau, mereka  Bapak, Ibu, adik, kakak, person’s name |
| with the negator | bukan |
| Phrases  sociolinguistic conventions in everyday activity  apply appropriate social conventions in formal and informal contexts | yang (descriptive)  ways of expressing opinion  idiomatic expressions  ways of giving  use language and/or behaviour appropriate to social context,  eg: at mealtimes, accepting/ declining invitations  apply appropriate social conventions in formal and informal contexts  explanation / recommendations  language of supporting arguments  fillers, links in communication-initiating, maintaining and concluding an interaction | pada pendapat saya  saya pikir bahwa, jam karet.  saya menganjurkan…, caranya begini…, ini harus  Selamat makan/minum. Saya sudah kenyang. Baiklah, terima kasih. Maaf, saya sibuk. Lain kali saja  ditutup, Anda harus  saya vs aku, Anda/ Bapak/ Ibu vs kamu, beliau vs dia  Apa kabar? Maaf Pak/Bu, boleh saya bertanya? Sampai besok/minggu depan, Sampai nanti. |
| Prepositions | locative | Ke, dari di,  ke dalam, ke luar, ke belakang, ke bawah, ke atas, ke sebelah pada, kepada |
| Quantifiers | classifiers | orang, buah, ekor |
| Question markers  Questions | their placement in oral questions  expressing the indefinite  kah | moveable, at end in more casual conversations  siapakah, apakah |
| Relative Clause | Use of yang…ini for description in articles/profiles | hotel itu, kamarnya dilengkapi televisi dan lemari es |
| Suffix-nya | meaning ‘the’  creating noun from adjective  creating noun from verb  polite ‘your’ |  |
| Time indicators |  | baru, lalu, kemudian, sesudah, sebelum tadi, dulu, sudah, telah, baru, ketika, pada waktu, pada saat, belum, nanti, mau, akan, depan, masih, sedang, paruh waktu, penuh waktu, saat itu |
| Verbs  Yang | auxiliary  base-word verbs  *me-, ber-, di-*  accidental *ter-*  differentiation  amalgamation of words within circumfixes to become verbs  object focus statements  questions | sudah, belum, sedang, akan, mau, dapat, bisa, boleh, harus, jarang, sering  minum /minuman,menunjukkan /pertunjukan |

# Continuing Italian

### Essential Understandings

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

### Continuing Italian Grammar

|  |  |
| --- | --- |
| Functions | Structures |
| Nouns | * Sostantivi con plurali irregolari piu comuni (per esempio: uomo🡪 uomini, parti del corpo) * Il plurale delle parole tronche e delle parole straniere |
| Articles | * Articolo determinativo maschile, femminile, singolare e plurale * Articolo indeterminativo maschile e femminile * Articoli partitivi |
| Adjectives | * L'aggettivo maschile, femminile, singolare e plurale * Aggettivi possessivi * Aggettivi dimostrativi questo e quello * Forme regolari del comparativo e superlativo * Forme irregolari del comparativo e superlativo |
| Adverbs | * Uso degli avverbi * Frasi avverbiali |
| Conjunctions | * Congiunzioni, in particolare quelle che reggono il congiuntivo |

|  |  |
| --- | --- |
| Functions | Structures |
| Pronouns | * Pronomi oggetto diretti e indiretti * Pronomi combinati * I pronomi ci e ne * I pronomi interrogativi e relativi * Si impersonale |
| Verbs | * Il presente indicativo dei verbi irregolari * Verbi modali * Verbi riflessivi * Il verbo piacere * Presente progressivo * Differenze tra l’uso del passato prossimo e dell’imperfetto * Futuro presente e anteriore * Condizionale presente e passato * Imperativo informale e formale, positivo e negativo * Il passato remoto * Congiuntivo presente e passato |

# Continuing Japanese

### Essential Understandings

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

### Continuing Japanese Grammar

|  |  |
| --- | --- |
| Functions | Structures *All structures are to be learnt in polite/plain, and negative/positive and present/past/present continuous forms.* |
| Nominalising and modifying | * ～のが（好き） * nounというnoun * 〜というのは．．．のこと * 〜って何ですか．．．〜と言う(事) |

|  |  |
| --- | --- |
| Functions | Structures *All structures are to be learnt in polite/plain, and negative/positive and present/past/present continuous forms.* |
| Linking sentences and ideas | * Verb て * いadjectiveくて * なadjective/nounで |
| Listing activities | * 〜たり〜たりする |
| Expressing experience | * Verb た事がある * 〜の経験がある |
| Expressing potential | * 〜事ができる * Verbえる・られる |
| Expressing method | * Verb Stem 方 |
| Stating possibility | * 〜かもしれない |
| Expressing good and bad | * 〜にいい・悪い * 〜のいい/ わるい点 |
| Expressing purpose | * Verb plain form ために (in order to) * Verb plain formように(so that) |
| Advising | * どうしたら/どうすればいい * Verbた方がいい * Verbない方がいい |
| Describing excess | * Verb stemすぎる |
| Instructing | * Verbてください * Verbないでください |
| Permitting/denying and expressing obligation and regulation | * Verbてもいいです（か） * Verbなくてもいいです * Verbてはいけない * Verbてはだめです * Verbなければならない・なければいけない |
| Discussing frequency | * 週に・月に・年に・毎回 |
| Reasoning | * ので・から * なぜなら |
| Expressing conditionals | * Verb plain formと * Verb plain formなら * Verb plain formたら * Verb potentialえば |

|  |  |
| --- | --- |
| Functions | Structures *All structures are to be learnt in polite/plain, and negative/positive and present/past/present continuous forms.* |
| Expressing chronology and sequencing | * Verb plain form前に * Verb plain past後で * Verbてから * Verbている間に * Verb stemながら |
| Sequencing | * て、てから、すると、後で、前に |
| Deciding | * Verb plain formことにする * Verb plain formことにした * Verb plain formことにきめた |
| Inviting | * Volitionalと思う |
| Expressing the limited passive | * Verbられました |
| Expressing desire | * Nounがほしい * Nounがほしがっています * Verb stemたい * Verbたがっています * Verbてほしい * Verbてほしくない * Verb stem たくてたまらない * Adjective くてたまらない |
| Expressing preparation | * Verbておく |
| Expressing regret or completion | * Verbてしまう |
| Expressing plans and intentions | * つもり、よてい 、けいかく |
| Suggesting and explaining | * Verb conditional formばいい * Verb たらいい |
| Directing | * Eg. 右・左・まっすぐ * Eg.曲がる・わたる・とおる * Verb plain formと (eg.すると) |
| Counting | * Eg.目、杯、泊、階、軒（けん） |
| Expressing simplicity or difficulty | * Verb stem やすい * Verb stemにくい |
| Expressing similarities and differences | * 〜と同じ * 〜と違う |

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| --- | --- | --- |
| Functions | Structures  *All structures are to be learnt in polite/plain, and negative/positive and present/past/present continuous forms.* | |
| Expressing restrictions and inclusions | * だけ * しか　～ない * ～だけではなくて､～も | |
| Embedding questions | * ～かどうか | |
| Using honorific expressions | * Eg.いかが、まいりました、いただく、ごらんになる、よろしい * お〜Verb stem ください * おいでください | |
| Asking for assistance and favours | * Verbてあげる/Verbてくれる/ Verbてもらう * Verbてさしあげる/ Verbてくださる/ Verbていただく | |
| Communicating trends and popularity | * 〜が はやっている * 〜人気がある |
| Identifying a focus | * 〜について |
| Comparing | * A と B とどちらの方がadjですか Aは Bより adjectiveです * A とB とどれが一番adjectiveですか * AはBとくらべて * AとBをくらべると |
| Giving instructions | * 〜ないで下さい * 〜ないでね * 〜なさい |
| Describing similarities and resemblance | * 〜のよう * 〜のようにverb * 〜みたい * ～らしい |
| Reporting and conjecturing | * 〜と聞く * 〜と書いてある * 〜と思う * ～と言う * 〜によると〜そう * 〜らしいです * 〜そう(hearsay) |
| Making a speech | * 〜について話したいと思います * 以上で〜についてのスピーチを終わります |

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| --- | --- | --- |
| Functions | Structures  *All structures are to be learnt in polite/plain, and negative/positive and present/past/present continuous forms.* | |
| Responding to a speaker | * 〜についてもう一度説明してもらえませんか * 〜について反対です／さんせいします * 一方では…他方では… |
| Expressing opinions | * ～にとって * ～としては * ～の意見では * 〜と思う |
| Suggesting a course of action | * 〜たり〜たりしたらどう * 〜たらどう思う * 〜てみたらどう |
| Conjecturing | * 〜でしょう/だろう * 〜らしい/らしくない * 〜みたい * 〜よさそう * 〜したよう |
| Indicating moral obligation and expectation | * Verb plain formはず * Verb plain formべき |
| Expressing regret | * Verb potentialばよかった |

# Continuing Korean

### Essential Understandings

1. How do Korean language and culture shape the way Koreans think and view the world?
2. What is the nature and impact of the invention of Hangeul Korean Script?
3. How is the connection between oral and written text represented in Korean language?
4. How is the agglutinative used to organise sentence structure?
5. How are ideas and opinions communicated and justified by Korean-speakers?
6. What is the purpose of idioms and how are they used in an appropriate context?
7. How does the concept of formal and informal communication shape the social experience?
8. What is the nature of the honorific form in social interaction in Korean language?
9. How is the development of technology impacting the Korean language?
10. In what ways have other languages influenced Korean language?
11. How do Korean language and culture shape the way Koreans think and view the world?

### Continuing Korean Grammar

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| --- | --- | --- |
| Grammatical Items | Formation or example(s) | In phrases or sentences |
| Nouns | | |
| Noun Functions, Noun Type | 대한민국, 지하철, 하늘, 가방 |  |
| Dependent nouns (Bound nouns) | 것, 채, 겸, 김, 나위, 나름, 따름, 대로, 대신, 동안, 둥, 듯 , 리 , 만, 만큼, 망정, 무렵, 바, 뻔, 뿐, 수, 양, 적, 줄, 지, 참, 채, 체,탓, 터, 편, 한 | 언니가 온 것을 몰랐어요. 걱정할 거 없어요. |
| Post-Modifiers (Bound nouns) | 관계, 길, 끝, 날, 때, 도중, 마당, 모양, 바람, 반면,법, 사이, 셈,일, 정도, 지경, 통, 후, 전 | 공사 관계로 불편을 끼쳐 죄송합니다. 비가 올 모양이에요. |
| Pronouns | | |
| Personal Pronouns | 자네, 그대, 어르신, 너희들 /얘, 이들, 이이들, 아무/아무개 |  |
| Grammatical Items | Formation or example(s) | In phrases or sentences |
| Demonstrative Pronouns | 이것, 여기, 아무 것, 아무데 |  |
| Numerals | | |
| Cardinal Numerals | numerical modifier하나-한, approximate numeral 서너, 대여섯*,* days and dates 하루, 열흘/ 이천십구년 십이월 삼십일 | 소설책이 서너권 있어요. 오늘은 오월 초하루예요. |
| Ordinal Numerals | 첫번째, 열 한번째, 제삼자 | 제이의 고향입니다. |
| Verbs | | |
| Action Verbs | Infinite 가다, 먹다, 자다 |  |
| Descriptive Verbs | Infinite 좋다, 많다, 예쁘다 |  |
| The Copula -이다 | Special ending | 높은 산이로구나. 맛있는 사과(이)네요. 사실이 아님. |
| The Verb 있다 | 계시다, 있으시다, 있어라, 있습시다. | 너는 집에 있어라. |
| Verb conjugation  Conjugation and suffixes  Irregular Verbs: | *Action Verbs:* 가다, 간다, 가느냐, 가라, 가자, 가는구나, 가고, 가면, 가고 있다, 감, 가는 *Descriptive Verbs:* 좋다, *(declarative)* 좋다, 좋으냐, 좋구나, 좋으며, 좋지않다, 좋음, 좋은  먹-이-시-었-습니다: base-caus.-honorific-tense-ending  ㅅ , ㅂ, ㄷ, 르, ㅎ, ㄹ irregular verbs | 학생이 학교에 간다  날씨가 매우 좋습니다.  아이에게 밥을 먹이셨습니다.  지난번에는 참 고마웠어요 |
| Adnominals | | |
| Demonstrative/ numerical /descriptive adnominals | 이, 그, 저, 다른/ 한,두, 모든/새, 헌, 옛 | 여러 사람, 저 버스 |

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| Grammatical Items | Formation or example(s) | In phrases or sentences |
| Adverbials | | |
| Common adverbs of time, frequency, general and degree | 바로, 아주,오직, 좀, 가장, 늘/ 그리, 여간, 전혀 ---지 않다 | 바로 너 때문이야. 밥을 좀 주시겠어요? 공부를 잘 해요. |
| Derived Adverbs - Adverbial suffix | -이 -리 -히 –(으)로 | 반가이 맞아주셨어요. 빨리/천천히 오세요. |
| Conjunctive Adverbs | 그래도, 그러면서, 그렇지 않아도, 즉 |  |
| Mimetic Adverbs | Phenomimes 반짝반짝, 흔들흔들 Phonomimes 짤랑짤랑, 콜록콜록 | 아기가 방긋 방긋 웃어요. |
| Adverbial ending | -게 | 하늘이 유난히 푸르게 보입니다. |
| Position of adverbials | Adverbs immediately precede the element they modify. | 서로 도우면서 지내요. 너무 많이 먹었어요. |
| Exclamations | | |
| surprise or emotion/ to call or reply to others/ empty filler | 어머나, 아니, 여러분, 예, 어, 음 | 아이, 깜짝이야 |
| Particles | | |
| Case Particles | 이/가, 을/를, 에, 에게, 한테, 께, 에서, 에게서, 한테서, (으)로, (으)로서, (으)로써, 아/야/(이)여 |  |
| Connective Particles | 와/과, 하고, -(이)랑, -에(다가), -(이)며 |  |
| Auxiliary Particles | 까지, 는/은, (이)나, (이)나마, -도, -(이)든지, -(이)ㄴ들, -(이)라도, -(이)라든지, -(이)라서, 마다, -마저, -만, -밖에 -보고, -보다, -부터, -부터 -까지, 뿐, -처럼, |  |
| Grammatical Items | Formation or example(s) | In phrases or sentences |
| Tense | | |
| Present Tense | 간다, 갑니다, 가요, 가지 않아요 |  |
| Past Tense | 갔다, 갔습니다, 갔어요, 가지 않았어요  Past-past ending 갔었어요.  To narrate a past event 가더라, 친구더군요. |  |
| Future Tense | 가겠다, 가겠습니다, 가겠어요, 가지 않겠어요, -(으)ㄹ 거예요 |  |
| Progressive Tense | -고 있다 |  |
| Honorifics and Humilifics | | |
| Subject honorification | -(으) 시 | 어머니께서 신문을 보십니다.말씀하십시오 |
| Speech Levels: Formal speech level, Informal speech level | formal neutral form/ formal-low form 갑니다, 가자,가니? informal-high form/ informal -low form 가요, 가세요, 가 | 천천히 말합니다. 말하세요.말하자. 말하니?말해요.말해 |
| Means of Lexical Expressions | 님, 께서, 께, 모시다, 병환, 말씀, 여쭈다 | 성함이 어떻게 되세요? |
| Negation | | |
| Negation patterns  Negation in confirmation questions | - 지 않-, -지 못하, -지 말-, -이/가 아니다, -이/가 없다, 모르다  -지 않아요?/ -지 않았니?/않았습니까? | 집에 가지 말아라/가지 말자/ 한국말을 모른다  너는 벌써 밥을 먹지 않았니? |

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| Grammatical Items | Formation or example(s) | In phrases or sentences |
| Special Expressions using Conjugational Endings | | |
| Final endings | 갑니다, 갑니까?, 가십시오, 갑시다, 가는군요, Vst -ㄹ까요?, Vst -(으)ㄹ걸 요/ 그랬다, Vst -(으)ㄹ 게(요), Vst -었(았, 였)구나, Vst -겠구나, Vst-나 보다, Vst -던가(요)?, Vst -(으) ㄹ래(요), Vst-지(요) |  |
| Conjunctive endings | Vst -거나, Vst -거든, Vst -(으)려거든, , Vst - 거든(요), Vst -고 , Vst -고는, Vst -고도, Vst -고서, Vst -고서야, Vst -고자, Vst -(으)ㄴ/는가 하면, Vst -(으)나, DVst-(으)나 DVst -(으)ㄴ, Vst -느라고/ Vst -(으)ㄴ/는데, Vst -(으)니까, Vst -(으)니, Vst -다(가), Vst -었(았,였)다가, Vst -다가도, Vst -(으)려다가, Vst -어(아,여)다(가), Vst -더니, Vst -었(았,였)더라면, Vst -던데, Vst -던지, Vst -도록, Vst -도록 하다, Vst -든지, Vst -(으)ㄹ수록, Vst -(으)려고, Vst -(으)려고 하다, Vst -(으)면, Vst -(으)면서, Vst -(으)면서(도), Vst -(으)며, Vst -(으)므로, Vst -어(아,여)도, Vst -어(아,여)서, Vst -어(아,여)야, Vst -어(아,여)야 하다, Vst Vst -지, |  |
| Grammatical Items | Formation or example(s) | In phrases or sentences |
| Adnominal ending/ Nominalizer ending | AVst- 는, Vst- (으)ㄴ, Vst –(으)ㄹ,Vst-던  Vst-기, Vst-(으)ㅁ | 마음이 좋은 사람, 살던 고향, 어제 갔던 집, 살기 위해서, 벌을 받음이 당연해요. |
| Auxiliary Verbs | | |
| Progressive /Terminative/ Donatory/Exploratory/Retentive/ Desiderative/Descriptive/Negative /Inability Auxiliary Verbs | -어(아,여) 가다/오다, -고 있다-(으)러 가다/오다, -(으)러 들다, --어(아,여)내다,고 나다, -어(아,여) 버리다, 고 말다, -어(아,여)빠지다, -어(아,여)치우다, -어(아,여)주다/드리다, -어(아,여)드릴까요? -어(아,여) 주시겠습니까?/ 드리겠습니다. -어(아,여)보다, -어(아,여)볼까요? -어(아,여) 본 일이 있다/없다, -어(아,여)놓다, -어(아,여)두다, -어(아,여)가지다, - 고 싶다, -고 싶어하다, -었(았, 었) 으면 싶다, -어(아,여)있다, 어(아,여) 지다, -지 말다, -지 않다/ 못하다 | 일이 잘 되어간다. 음료수를 사 올까요? 결국 일을 해 냈어요. 잃어 버렸어요. 시어 빠진 김치, 다 집어 치우세요, 도와 두었습니다. 빌려 드릴까요? 잘 들어봅시다. 편지를 써 놓았어요. 책상에 책이 놓여 있어요. 반대하든지 말든지 진행하세요. |
| Passive and Causative | | |
| Passives | -이, -히, -리, -기 / -어(아,여)지다 | 저기 푸른하늘이 보입니다. 언젠가는 밝혀지겠지요 |
| Causatives | -이,-히,-리,-기, 우, 추/ -게 하다 | 깨우지 마세요. 옷을 입히셨어요. 옷을 입게 하셨어요. |

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| Grammatical Items | Formation or example(s) | In phrases or sentences |
| Quoted Speech | | |
| Direct Quoted Speech | (“----”) - (이) 라고 / - 하고 |  |
| Indirect Quoted Speech  Converting direct reported speech to indirect reported speech | ( - ㄴ/는다, -다 (이)라/ - (느)냐 -(이)냐 -(으)라, -자 ) 고 말하다. 간다고 합니다/간답니다/간대요 |  |
| Prefixes and Suffixes | | |
| Prefixes | 갓-, 덧-, 되-, 맞-, 새-, 생-, 알-, 외-, 잔-, 첫-, 총-,최-, 풋-, 햇-, 한-, 홀- | 갓난 아기, 덧버선, 새하얀 눈, 외아들, 첫사랑, 햇곡식 |
| Suffixes | -간, -감, -거리다/-대다,-답다,-롭다, -만하다, -스럽다, | 형제간, 장난감, 신부감, 두근거리다. 향기롭다, 사랑스럽다,수상쩍은 사람 |

# Continuing Spanish

### Essential Understandings

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

### Continuing Spanish Grammar

| Grammar elements | Structure | Example(s) |
| --- | --- | --- |
| Los artículos | * usos del articulo * contracciones * el articulo neutro ‘lo’ - usos | Voy al cine, vengo del colegio  Lo divertido es bailar |
| Adjetivos | * Posición de adjetivos * El participio pasado como adjetivo | Una chica interesante  La blanca nieve |

| Grammar elements | Structure | Example(s) |
| --- | --- | --- |
| Adverbios | * Adverbios de manera: mal, bien, mejor, cuidadosamente, etc. * Adverbios que modifican adjetivos y otros adverbios: completamente, muy tan, etc. * Adverbios de tiempo y lugar. * Usar comparativos y superlativos | Hiciste bien el trabajo.  El es el mejor de la clase  Esta completamente estropeado  Es muy bonito el vestido  Es tan elegante  Ya voy |
| Preposiciones | * Preposiciones de algunos verbos | Me abstengo de comer carne |
| Conjunciones | * Conjunciones de coordinación – (ya) sea, sino, sin embargo, es decir, etc. * Conjunciones de subordinación – puesto que, así que, etc. | Voy como sea a tu casa  Mi novio no es doctor sino dentista  Estaré en casa asi que llamame a cualquier hora |
| Pronombres | * Pronombres preposicionales * Pronombres posesivos * Doble objeto * El pronombre se * Verbos con pronombre: acordarse, hacerse, volverse, parecerse, llevarse * Los relativos: que, el que, la que, el cual, la cual, quien, lo que, cuyo, como, donde, cuando, cuanto * Relativos después de preposiciones | ¿Corres conmigo?Yo te lo doy,  Eso es mio  Dámelos, se lo dije  Se vende esta casa  Se volvió loco  Me acordé de llamarla  La chica que conocí era alta  Dime lo que estás pensando  Aqui es donde trabajo.  El mes en que se fueron |
| Acentos | * Palabras agudas, llanas y esdrújulas * Diptongos, triptongos * hiatos | Café, árbol,  Artículo  Aire, dieta, estudiáis, Paraguay  Sonríe, oído |
| El indicativo | * El presente – el infinitivo * El gerundio o presente participio * El presente progresivo * El pasado participio * El pretérito perfecto simple o indefinido * El pretérito imperfecto * El pretérito perfecto compuesto o presente perfecto * Contraste entre los pretéritos * El pretérito pluscuamperfecto * El futuro simple * El futuro compuesto o futuro perfecto * El condicional simple * El condicional compuesto o el condicional perfecto | Yo voy al colegio temprano  Se aprende mucho viajando  El esta hablando demasiado  Esos son edificios construidos hace mucho tiempo.  Yo fui a la universidad  Yo iba a la universidad antes  Yo he ido al cine esta tarde  Ella comia cuando yo llegué  Ella habia llegado a tiempo  Hoy llegaré tarde a la casa  Habrá pasado algo  ¿Me harias un favor?  A él le habría gustado ir a esa fiesta. |
| El subjuntivo | * El subjuntivo presente – regular e irregular * Hablar de acciones futuras con * cuando + subjuntivo * Usar oraciones finales con para + infinitivo y para que + subjuntivo * El pretérito imperfecto * El pretérito perfecto * El pretérito pluscuamperfecto | Espero que gane mi equipo  Es imposible que vaya hoy  Cuando regrese a mi país ...  Estudio para tener una bunea nota.  ¿Para que quieres unos aretes rojos?  Esperaba que ganara mi equipo  Es buenoque hayas arreglado tu casa.  Ojalá hubiera sabido de ese concierto. |
| El imperativo | * Formas para tu, vos y vosotros/asen la expresión afirmativa * Formas para nosotros/as, usted/ustedes * Forma negativa * Forma irregular * Los pronombres con el imperativo | Ven, canta  Cantemos, baile, cocinemos  No hable  Es posible que piense ir.  Cómpratelo, esta barato |
| Oraciones compuestas | * Oraciones sustantivas con indicativo o subjuntivo * Interrogativas indirectas * El estilo indirecto * Las oraciones adjetivas con indicativo o subjuntivo * Oraciones adverbiales * Oraciones condicionales   Si + presente del indicativo/futuro/imperativo/imperfecto de subjuntivo/ pluscuamperfecto de subjuntivo; | Creo que es técnico.  Necesito que me ayudes  Me pregunto si va a venir ahora  Dijo que necesitaba dinero  El chico que lleva una chaqueta azul es mi novo  Aquí hay alguien que te conoce bien.  Cuando terminé mi tarea, ví televison.  Si vienes a la fiesta, nos vemos  Si has acabado el trabjo, entregalo.  Si me llamas, quedaremos en vernos. |

# Continuing Tamil

### Essential Understandings

1. Why is Tamil identified as one of the living and vibrant classical languages of the world?
2. How has Tamil endured in all forms of language over the last five thousand years?
3. How does language shape the way Tamil-speakers think and view the world?
4. How has Tamil influenced various languages in India and overseas?
5. How has Tamil been impacted by other languages?
6. What impact did the rapid economic growth in India and migration of Tamil people to various parts of the world have on Tamil language?
7. What is the impact of the Tamil alphabet on the language?
8. How are different nouns addressed in Tamil?
9. What features make Tamil a diglossia language?
10. What is the significance of ‘zha’ garam (‘ழ’ கரம்) in Tamil?
11. How is Tamil used in everyday life, literature and learning?
12. What is the correlation between Tamil food and medicine?
13. What are the different types of literature in Tamil and what role has literature played in preserving the language?
14. How have great Tamil scholars contributed to the language?
15. How does learning Tamil broaden social and intercultural knowledge about Tamil culture and its heritage?
16. What does it mean to be a Tamil-speaker today?
17. How has Tamil adapted to the current technological world?

### Continuing Tamil Grammar

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| **செயல்முறை Function** | **இலக்கண அமைப்பு Grammatical Structure** | **எடுத்துக்காட்டுக்கள் Examples** |
| **எழுத்துக்கள்**  **Letters** |  | அ, இ, உ, எ, ஒ, க், ங், ச், ஞ் க, ங, ச |
| **உயிர் எழுத்துக்கள்**  **Vowels** (12 letters) |  | அ, ஆ, இ, ஈ, உ, ஊ, எ, ஏ, ஐ, ஒ, ஓ, ஒள, |
|  | குறில் - Short Vowels (5 letters) | அ, இ, உ, எ, ஒ, |
|  | நெடில் - Long Vowels (7 letters) | ஆ, ஈ, ஊ, ஏ, ஐ, ஓ, ஒள |
| **மெய் எழுத்துக்கள்**  **Consonants** (18 letters) |  | க், ங், ச், ஞ், ட், ண், த், ந், ப், ம், ய், ர், ல், வ், ழ், ள், ற், ன் |
|  | வல்லினம் – Hard letters | க, ச, ட, த, ப, ற |
|  | மெல்லினம் –Soft or nasal letters | ங, ஞ,ண, ந, ம, ன |
|  | இடையினம் – Medial letters | ய, ர, ல, வ, ழ, ள |
| **செயல்முறை Function** | **இலக்கண அமைப்பு Grammatical Structure** | **எடுத்துக்காட்டுக்கள் Examples** |
| **உயிர்மெய் எழுத்துக்கள்**  **Vowel-consonants** (216 letters) |  | க, ங, ச, ஞ, ….  கா,ஙா,சா,ஞா, ......  முதலியவை |
| ஆய்த எழுத்து  The Guttural (1 letter) |  | ஃ |
| **சார்பெழுத்துக்கள்**  **Dependent letters** | குற்றியலிகரம் – Short I | வரகியாது (வரகு + யாது) என்பதியாது (என்பது + யாது), கேண்மியா (கேண் + மியா) |
|  | குற்றியலுகரம் – Short U | கு, சு, டு, து, பு, று  எ ஃகு, காசு ,வண்டு, பத்து, உப்பு, கயிறு. |
|  | ஆய்த எழுத்து - (The Guttural 1 letter) | எ ஃகு , க ஃசு , அ ஃது |
| **அளவை அடை**  **Quantifiers** | இயல் எண் - Cardinal numbers | ஒன்று, இரண்டு, மூன்று, நான்கு |
|  | வரிசையைக் குறிக்கும் எண் - Ordinal numbers | முதலாவது, இரண்டாவது, மூன்றாவது |
|  | அளவைக் குறிக்கும் சொற்கள் - Measurement terms | கிலோ, கிராம், லிட்டர், மீட்டர் |
|  | வரையறையில்லாத சொற்கள் - Indefinite terms | சில, பல |
|  | கணிதச் சொற்கள் - Mathematical terms | நீளம், முக்கோணம், விட்டம் பரப்பளவு |
|  | வினா எழுத்துக்கள் - Question markers | ஏன்? யார்? அவனா? |
| **பெயர்ச்சொல்**  **Nouns** | **பால் மற்றும் எண் - Gender and number** |  |
|  | உயர்திணை – High class or Personal | மக்கள், தேவர், நரகர் |
|  | ஆண்பால் - Masculine | அவன் |
|  | பெண்பால் - Feminine | அவள் |
|  | பலர்பால் – Plural | ஐந்து மனிதர்கள் |
|  | அஃறிணை – No class or Impersonal, neuter gender | கையடக்கத் தொலைபேசி, மாடு |
|  | ஓன்றன்பால் - Singular | ஒரு கணினி, அது இது |
|  | பலவின்பால்- Plural | அவர் , என்ப , தம்பிமார் |
|  | பொதுவானப் பெயர்ச்சொல் - Common noun | மக்கள், விலங்குகள் |
|  | பெயர் வகையில் இடுகுறியான - Proper noun | எடிசன், விக்டோரியா |
|  | காரணப் பெயர் - Rational | நாற்காலி, மடிக்கணினி |
|  | இடுகுறிப்பெயர் - Irrational | மரம் |
|  | பெயரெச்சம் - Participle | படிக்கும் மாணவன், அழகிய மலர் |
| **செயல்முறை Function** | **இலக்கண அமைப்பு Grammatical Structure** | **எடுத்துக்காட்டுக்கள் Examples** |
| **வேற்றுமை**  **Case markers** | முதல் வேற்றுமை – **பெயர்**  Nominative case | மக்கள், ஆ, முருகன் |
|  | இரண்டாம் வேற்றுமை – **ஐ -** Accusative case | ஆசிரியனொடு மாணாக்கன் வந்தான் |
|  | மூன்றாம் வேற்றுமை – **ஒடு, ஆன்,** **ஆல்** Social case | வாணிகத்தான் ஆயினான், வாளால் வெட்டினான் |
|  | நான்காம் வேற்றுமை – **கு**  Dative case | கரும்பிற்கு வேலி, தாலிக்குப்பொன் |
|  | ஐந்தாம் வேற்றுமை – **இன் -** Ablative case | கல்வியிற் பெரியன் கம்பன்,  தம்மின் தம் மக்கள் அறிவுடைமை |
|  | ஆறாம் வேற்றுமை – **அது**  Genitive case | படையது குழாம் ,யானையது கோடு அரசனது அரண்மைனை |
|  | ஏழாம் வேற்றுமை – **கண்**  Locative case | ஊர்க்கண் இருந்தான், கண்ணகன் ஞாலம் |
|  | எட்டாம் வேற்றுமை (விளி வேற்றுமை) – **விளி**  Vocative case | முருகா, இராமா |
| **சுட்டுப்பெயர்கள்**  **Pronouns** | தன்மை – First Person | நான், நாம், நாங்கள் |
|  | முன்னிலை - Second person | நீ, நீர், நீங்கள் |
|  | படர்க்கை - Demonstrative | அவன், அவள், அது  இவன், இவள், இது  உவன் , உவள் , உது |
|  | வேற்றுமை - Possessive | எனது, உன்னுடைய, அவர்களுடைய |
|  | எல்லைவரையறுக்கிற, எல்லை விளக்குகிற - Determinative | இனிய கனிகள் |
|  | எல்லையற்ற, வரையறைப்படாத - Indefinite | யாரோ, எவரோ |
| **பெயரடை, பெயரைத் தழுவுகின்ற சொல்**  **Adjectives** | **பண்பு பெயரடை** - **Qualitative** | நல்ல மனிதன் , பழுத்த பழம் |
|  | வினை சார்ந்த, வினைத்திரிபான - Verbal | பாடிய குயில் |
|  | அளவுப் பெயரடை - Quantitative | வெகு சிலரே, முழுப் பானை |
|  | வண்ணப் பெயரடை - Colour | வெள்ளைக் குதிரை , சிவப்பு ரோஜா |
|  | எண் பெயரடை - Numeral | ஐந்து விரல்கள் , இரண்டு  குடங்களை நிறப்புக. |
|  | சுட்டுப் பெயரடை - Demonstrative | இந்த பொம்மை, அந்த வீடு |

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| **செயல்முறை Function** | **இலக்கண அமைப்பு Grammatical Structure** | **எடுத்துக்காட்டுக்கள் Examples** |
| **வினையடை, வினை தழுவுசொல்**  **Adverbs** | கால வினையெச்சங்கள் - Time | இப்பொழுது, நேற்று, சமீபத்தில் |
|  | இட வினையெச்சங்கள் - Place | இங்கு, அங்கு, எவ்விடத்திலும் |
|  | மாதிரி வினையெச்சங்கள் - Manner | அழகாக, கவனமாக, வேகமாய் |
|  | வினை யெச்சம் - Participial verb | படித்து, அனுப்பி, செய்து |
| **விகுதி**  **Postposition** |  | கீழே, உள்ளே, மேலே |
| **முற்றுத் தொடர், வாக்கியம்**  **Sentences** | பெயர் சார்ந்த - Nominal | ஊரெல்லாம் மழை |
|  | தொழிற்பெயர் - Verbal | ஆடல், பாடல், முயற்சி |
|  | கூற்று - Statement | மாலன் மிகவும் நல்லவன் |
|  | ஆணை, கட்டளை - Command | நடுச்சாலையில் நடக்காதே. |
|  | வினா - Questions | உனக்குத் தெரியுமா? |
|  | வியப்பிடைச்சொல் - Exclamation | இந்தக் கோபுரம் எவ்வளவு உயரமாக இருக்கின்றது! |
|  | தனிச் சொற்றொடர் - Simple sentence | நேற்று மழை பெய்தது. |
|  | கூட்டுச் சொற்றொடர் - Compound sentence | மழை பெய்ததால் வெள்ளம் வந்து மரம் விழுந்தது. |
| **வினைச்சொல்**  **Verbs** | வெவ்வேறு மாறுபாடுகள் -  Inflectional categories |  |
|  | தன்மை – First Person | வருகிறேன், கற்றேன் |
|  | முன்னிலை - Second person | வருகிறாய், கற்றாய் |
|  | படர்க்கை - Third person | வருகிறான், கற்றாள் |
|  | **பால் மற்றும் எண் - Gender and number** |  |
|  | உயர்திணை - Rational |  |
|  | ஆண்பால் – Masculine | பாடினான், பேசுகிறேன் |
|  | பெண்பால் – Feminine | பாடினாள், பேசுகிறாய் |
|  | பலர்பால் – Plural | பாடினார்கள், பேசுகிறார்கள் |
|  | அஃறிணை - Irrational |  |
|  | ஓன்றன்பால் - Singular | சென்றது, ஓடியது |
|  | பலவின்பால்- Plural | சென்றன, ஓடின |
|  | **வினைவடிவ நுட்பவேறுபாடு - Aspect**. |  |
|  | இடையறாத - Continuous | எழுதிக்கொண்டிருக்கிறேன் |
|  | செயல்முடிவு தெரிவிக்கும் வினைவடிவம் - Perfect | கட்டுரையை எழுதி முடித்து விட்டேன். |
| **செயல்முறை Function** | **இலக்கண அமைப்பு Grammatical Structure** | **எடுத்துக்காட்டுக்கள் Examples** |
|  | தற்சுட்டான, எழுவாயையே குறிக்கிற சொல் - Reflexive | நானே எனக்கு ஒரு வழி அமைத்துக் கொண்டேன். |
|  | உறுதிசெய்யப்பட்ட - Definitive | நாளை கட்டாயம் வருவேன். |
|  | **காலம் – Tense** |  |
|  | நிகழ்காலம் – present | படிக்கிறான் |
|  | இறந்த காலம் – past | படித்தான் |
|  | எதிர்காலம் – future | படிப்பான் |
|  | **வினைச்சொல்லின் பாங்கு - Mood** |  |
|  | ஏவலைக் குறிக்கிற – Polite/ Impolite Imperative | படி, படியுங்கள் |
|  | வாக்கியத்தின் சார்புநிலைவாசகம் - Conditional | நடந்தால், அழைத்தால், வந்தால் |
|  | விருப்பத்தை உணர்த்துகிற., வியங்கோள் - Optative | வாழ்க, வாழ்வோமாக |
|  | இசைவுதருகிற, தடையில்லாத - Permissive | ஓட்டலாமா? எடுக்கலாம் |
|  | தடுக்கிற, தடைசெய்கிற - Prohibitive | புகை பிடிக்கக் கூடாது, குப்பை போட வேண்டாம் |
|  | ஆற்றல் உணர்த்தும் வினைச்சொல் - Potential | மழை பெய்யலாம், சிறந்த மாணவனாக வரக்கூடும் |
|  | தன்மை/முன்னிலை/படர்க்கை என்ற மூவிடங்களில் ஒன்றினைக் குறிப்பிடுகிற வினைச்சொல் - Personal verbs | விரும்புகிறேன், மகிழ்ச்சி அடைந்தான் |
|  | உடன்பாடு – Affirmative | படித்தேன், செய்தேன், போனேன் |
|  | எதிர்மறை - Negative | படியேன், செய்யாள், போகவில்லை |
|  | கேள்விச் சுட்டுப்பயர்கள் - Interrogative | விளையாடினாரா? செய்தாயோ? |
|  | **வினை வகை – Voice** |  |
|  | செய் வினை – Active Voice | சாத்தன் மரத்தை வெட்டினான் |
|  | செய்பாட்டு வினை - Passive voice | மரம் சாத்தானால் வெட்டப்பட்டது |
|  | மறைமுக எழுவாய் வினை  – Impersonal voice | அவளுக்கு மாம்பழம் சாப்பிடப் பிடிக்கும் |

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

# Appendix G – ACARA Language Glossary

A glossary of language terms is available at:

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

# Appendix H – Course Adoption

**Conditions of Adoption**

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

**Adoption Process**

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

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

|  |  |
| --- | --- |
| College: |  |
| Course Title: | Continuing Modern Languages  Arabic 🞏, Chinese 🞏, French 🞏, German 🞏, Hindi 🞏, Indonesian 🞏  Italian 🞏, Japanese 🞏, Korean 🞏, Spanish 🞏, Tamil 🞏 (please select one) |
| Classification/s: | A T M |
| Accredited from: | 2020 |
| Framework: | Languages Framework 2018 |