# Concepts, perspectives, topics, and subtopics

Concepts

1. The concepts provide the content that students are expected to encounter through the prescribed topics. These concepts allow personal, community and global perspectives to be explored in [Language] and within the Australian context for language learning.
2. All concepts are to be studied across Stage 1 and Stage 2 [Language].

Perspectives

1. Students engage with the concepts through a range of prescribed topics that allow them to recognise, exchange and share ideas viewed from the personal, community and global perspectives:
2. All three perspectives are to be addressed through a range of topics over the two years of the study of [Language] at senior secondary level.

Topics

1. Through topics and tasks, students are provided with opportunities to apply key language skills, knowledge and understanding in authentic contexts and engage with content that reflects their interests and the requirements of the senior secondary study of [Language].
2. There are a total of eight prescribed topics which relate to the four concepts, and these may be studied from a personal, community or global perspective. All topics are to be studied across Stage 1 and Stage 2 [Language].

* Four of these topics are specified and are common to all languages. These are:
* Inclusivity, diversity and belonging
* Innovation
* Society
* Sustaining language and culture
* The remaining four topics may vary between languages.

See *Appendix: Grammar lists and topics by subject* for a list of the remaining four prescribed topics for each of the languages.

Selecting subtopics

The prescribed topics are designed to be flexible and can focus on a range of different perspectives, depending on the language, culture, student interests and available resources. The topics are taught through subtopics chosen by the teacher. When choosing subtopics students must be provided with opportunities to engage with:

* each of the eight topics for the [Language]
* personal, community and global perspectives
* content that has an Australian focus.

Teachers should structure and organise programs based on the concepts and prescribed topics so that they address all of the learning requirements of this subject outline.

Based on the four topics that are common to all languages, the following tables show examples of how the concepts, topics, subtopics, and perspectives could be addressed.

| Concepts | Topics | Subtopics | Perspectives |
| --- | --- | --- | --- |
| The concepts provide the content that students are expected to encounter through the prescribed topics.  The four concepts are:   * Identity * Legacy * Responsibility * Sustainability. | There are 8 topics which relate to the four concepts, and these may be studied from a personal, community or global perspective.   * **Four of these topics are specified and are common to all languages.** * The remaining four topics may vary between languages * The topics may be taught through sub-topics chosen by the teacher. | Sub-topics are *not* prescribed and allow flexibility in the way the topics are taught and studied.  When choosing subtopics students must be provided with opportunities to engage with:   * each of the 8 topics for the [Language] * personal, community and global perspectives * content that has an Australian focus. | Students engage with the concepts through a range of prescribed topics that allow them to recognise, exchange and share ideas viewed from the following three perspectives:   * personal * community * global. |
| Identity  *Identity* enables students to explore topics related to their personal world, for example, a sense of self, personal values, opinions, ideas, aspirations and relationships with others. It provides opportunities to reflect on personal identity, individuality and group affiliation in more than one language and cultural context. It enables students to explore and communicate aspects of Australian society in culturally and linguistically appropriate ways. | Specified topics  *(common to all languages)*  Inclusivity, diversity and belonging | Example subtopics and perspectives | |
| The importance of my place of birth to my identity  *or* | Personal perspective |
| The importance of sport to Australia and [country] to national identity  *or* | Community perspective |
| How successful have moves towards greater inclusivity over the last decade been in Australia and [country]. | Global perspective |
| Legacy  *Legacy* allows students to consider how people and events influence change, and how people respond to opportunities and challenges. They investigate topics related to the contributions, achievements and influence of [Language]-speaking individuals and communities throughout history to the present day. Students consider the impact and enduring nature of achievements on [Language]-speaking societies and beyond. | Innovation | Example subtopics and perspectives | |
| Innovations I can’t live without  *or* | Personal perspective |
| The impact on a famous {language} speaking person on society  *or* | Community perspective |
| Meeting the challenges of living in the 21st Century through innovation and invention | Global perspective |
| Responsibility  *Responsibility* enables students to investigate how people manage social responsibilities and influence decisions that affect individuals or groups within society. The topics associated with this concept allow students to consider issues of particular relevance to young people and other groups within [Language]-speaking communities, and to make comparisons with their own experiences. | Society | Example subtopics and perspectives | |
| Responsibilities I have in my community  *or* | Personal perspective |
| Volunteering and how to make positive changes in the community  *or* | Community perspective |
| Responsibility towards our natural environment | Global perspective |
| Sustainability  *Sustainability* provides students with the opportunity to explore topics with a focus on an aspect of sustainability, including present and future lifestyles, the environment and how language and culture can be sustained. | Sustaining language and culture | Example subtopics and perspectives | |
| Generational interactional and cultural change  *or* | Personal perspective |
| Maintaining important cultural traditions in a multicultural country  *or* | Community perspective |
| The place of slang and English influences in modern [Language] mass media. | Global perspective |

|  |  |  |  |
| --- | --- | --- | --- |
| EXAMPLE of new model | | | |
| Concept  Common to all languages | Prescribed topics | Examples of subtopics | Perspective |
| Identity | Inclusivity, diversity and belonging | How successful have moves towards greater inclusivity over the last decade been in Australia and [country]. | Community |
| Legacy | Innovation | Innovations I can’t live without | Personal |
| Responsibility | Society | Volunteering and how to make positive changes in the community | Community |
| Sustainability | Sustaining language and culture | The place of slang and English influences in modern [Language] mass media. | Global |

# Government of South Australia LogoSACE Board LogoWhat has changed

# in the renewed Nationally-assessed languages at continuers level subject outline

* Stage 1 – first year of teaching 2024
* Stage 2 – first year of teaching 2025

|  |  |
| --- | --- |
| Section | Nature of change |
| Subject description | No change |
| Capabilities | *NEW* |
| Learning requirements | *Minor change in language not intent* |
| Content | *NEW* |
| Assessment design criteria | No change |
| Stage 1 school assessment | *Minor changes to accommodate the new concepts and perspectives* |
| Stage 2 school assessment | *Minor changes to accommodate the new concepts and perspectives* |
| Stage 2 external assessment (written exam) | *NEW* |
| Stage 2 external assessment (oral exam) | *Minor change. Student’s investigation topic needs to align with the new concepts and perspectives* |
| Performance standards | No change |
| Grammar, dictionaries, lists of subtopics | *NEW* |