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Nationally Assessed Languages Continuers Level

2025 Subject Outline | Stage 2

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Introduction

Subject description

A nationally assessed language at continuers level is a 10-credit or a 20-credit subject at Stage 1, and a 20-credit subject at Stage 2.

The subject outline for nationally assessed languages at continuers level has been developed from the Collaborative Curriculum and Assessment Framework for Languages (CCAFL), which is a national model for the teaching, learning, and assessment of language subjects. The three levels in the framework are:

* beginners — for students with little or no previous knowledge of the language
* continuers — for students who will have studied the language for 400 to 500 hours by the time they have completed Stage 2, or who have an equivalent level of knowledge
* background speakers — for students who have a background in the language and who have had more than 1 year’s education in a country where the language is spoken.

Eligibility criteria apply for entry to a program at beginners level, and to a program at continuers level when a program at background speakers level is also available in the language.

In nationally assessed languages at continuers level students develop their skills to communicate meaningfully with people across cultures. Students are given opportunities to develop knowledge, awareness, and understanding of other languages and cultures in relation to their own. Students reflect on their own attitudes, beliefs, and values, and develop an understanding of how culture and identity are expressed through language.

Students develop and apply linguistic and intercultural knowledge, understanding, and skills by:

* interacting with others to exchange information, ideas, opinions, and experiences in [Language]
* creating texts in [Language] for specific audiences, purposes, and contexts to express information, feelings, ideas, and opinions
* analysing a range of texts in [Language] to interpret meaning
* examining relationships between language, culture, and identity, and reflecting on the ways in which culture influences communication.

Students develop an understanding of how [Language] is used effectively and appropriately by using various combinations of the skills of listening, speaking, viewing, reading, and writing for a range of purposes in a variety of contexts. Students engage with the concepts of identity, legacy, responsibility, and sustainability, through a range of prescribed topics that allow them to recognise, exchange and share ideas viewed from personal, community and global perspectives.

Capabilities

The capabilities connect student learning within and across subjects in a range of contexts. They include essential knowledge and skills that enable people to act in effective and successful ways.

The seven capabilities are:

* literacy
* numeracy
* information and communication technology capability
* critical and creative thinking
* personal and social capability
* ethical understanding
* intercultural understanding.

The capabilities are reflected in the learning requirements, content, assessment design criteria, and performance standards of the nationally assessed languages at continuers level. In [Language] at continuers level, students develop intercultural communication skills to communicate effectively and appropriately in a variety of contexts for a range of purposes.

Literacy

In this subject, students extend and apply their literacy capability by, for example:

* communicating effectively and appropriately in [Language] for a range of purposes and audiences
* applying and transferring communication skills across a variety of contexts
* expressing and exchanging ideas, opinions, and feelings in [Language]
* interpreting and mediating meaning within and across languages and cultures
* extending and integrating their skills of listening, speaking, reading, viewing, and writing
* considering the dimensions of context and audience
* making connections and comparisons between [Language] and English and/or other languages
* recognising and experimenting with language patterns and structures
* developing an understanding of different writing scripts and/or the use of diacritics in texts.

Numeracy

In this subject, students extend and apply their numeracy capability by, for example:

* extending their understanding of concepts such as time and number in different cultures as expressed through language
* engaging in transactions involving quantity and currency
* extending their understanding of culturally specific ways of ordering place and space
* applying numbers, dates, and terms for mathematical operations in [Language]
* using tables or graphs for analysis to support an idea, opinion, or position when creating texts and interacting in [Language].

Information and communication technology (ICT) capability

In this subject, students extend and apply their ICT capability by, for example:

* using technologies to create new ways of thinking about and communicating in [Language]
* using technologies to engage with a range of audiences beyond the classroom
* engaging with a wide variety of digital texts
* appreciating ways in which technologies inspire curiosity about language and meaning
* using technologies to record, shape and refine personal language use and enhance learning
* analysing and evaluating ways in which technology influences and changes language use.

Critical and creative thinking

In this subject, students extend and apply their critical and creative thinking capability by, for example:

* extending their cognitive skills through analytical, critical, creative, and reflective thinking
* understanding and creating links between existing and new knowledge
* exploring and explaining features of [Language] such as lexicology, morphology, phonology, orthography, and syntax
* making connections and comparisons between languages in a plurilingual world
* questioning, appreciating, and being open to the value of different perspectives in texts
* creating imaginative responses to spoken, written and multimodal texts
* developing an appreciation of the value and reward of taking risks and trying out less familiar language.

Personal and social capability

* In this subject, students extend and apply their personal and social capability by, for example:
* extending their understanding of the relationship between language and culture
* interpreting and reflecting on their own intercultural experiences and considering the ways in which they might respond in the future
* reflecting on their own assumptions, beliefs, values, and perspectives
* collaborating with other learners and users of [Language] to co-construct, exchange and mediate meaning
* understanding and appreciating their own role as learners, users and mediators of [Language]
* extending their awareness of the role of languages and cultures in human interaction and identity
* appreciating the richness of linguistic and cultural diversity.

Ethical understanding

In this subject, students extend and apply their ethical understanding capability by, for example:

* engaging with a diverse range of audiences within and across cultures
* understanding which questions to ask in different contexts
* reflecting on the impact of their own assumptions, beliefs, values, and perspectives
* appreciating, empathising with, and learning from diverse ways of knowing, being, and doing in different contexts
* appreciating and acting on the ethical implications involved in mediating meaning across languages and cultures
* reflecting on the relationship between language and identity, and what this means for individuals and communities.

Intercultural understanding

In this subject students extend and apply their intercultural understanding capability by, for example:

* considering and reflecting on their own view of the world in context, as one of many
* responding with empathy to what the relationship between language and identity means for individuals and communities
* understanding the importance of knowing how to move between languages in creating sustainable global connections
* understanding and appreciating multicultural, multi-ethnic and multilingual communities
* reflecting on how what they communicate influences the responses of their interlocutor.

Aboriginal and Torres Strait Islander knowledge, cultures, and perspectives

In partnership with Aboriginal and Torres Strait Islander communities, and schools and school sectors, the SACE Board of South Australia supports the development of high-quality learning and assessment design that respects the diverse knowledge, cultures, and perspectives of Indigenous Australians.

The SACE Board encourages teachers to include Aboriginal and Torres Strait Islander knowledge and perspectives in the design, delivery, and assessment of teaching and learning programs by:

* providing opportunities in SACE subjects for students to learn about Aboriginal and Torres Strait Islander histories, cultures, and contemporary experiences
* recognising and respecting the significant contribution of Aboriginal and Torres Strait Islander peoples to Australian society
* drawing students’ attention to the value of Aboriginal and Torres Strait Islander knowledge and perspectives from the past and the present
* promoting the use of culturally appropriate protocols when engaging with and learning from Aboriginal and Torres Strait Islander peoples and communities.

Learning scope and requirements

Learning requirements

The learning requirements summarise the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning in a Stage 2 nationally assessed language at continuers level.

In these subjects, students are expected to develop and apply linguistic and intercultural knowledge, understanding, and skills when:

1. interacting in [Language]

2. creating meaning in [Language]

3. analysing [Language] language

4. examining relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

Content

Concepts, perspectives, topics and subtopics

Concepts

The concepts provide the content that students are expected to encounter through the prescribed topics.

The four concepts are:

* Identity
* Legacy
* Responsibility
* Sustainability.

These concepts allow personal, community and global perspectives to be explored in [Language] and within the Australian context for language learning.

All concepts are to be studied across Stage 1 and Stage 2 [Language].

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.

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.

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.

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.

Perspectives

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.

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

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].

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 Grammar lists and topics by language for grammar examples and a list of 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 prescribed concepts and topics so that they address all of the learning requirements of this subject outline.

The following table provides an *example* of how the concepts, topics, subtopics, and perspectives could be addressed.

|  |  |  |  |
| --- | --- | --- | --- |
| Concept  Common to all languages | Prescribed topics\*  Common to all languages | 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]. | Personal |
| 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 |

\* *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. The remaining four topics may vary between languages. All topics are to be studied across Stage 1 and Stage 2 [Language].*

For a list of the remaining four prescribed topics for each of the languages see the support material [*Grammar lists and topics by language*](https://www.sace.sa.edu.au/documents/652891/10107864/Grammar+lists+and+topics+by+language.pdf/71c78521-ccb6-9ea6-e89f-7ef900939f90?version=1.2).

For more subtopics that align to the concepts and topics, refer to *Ideas for subtopics*.

Text Types

In their teaching, learning, and assessment programs, teachers will introduce students to a wide range of text types. Text types for receptive use in teaching, learning, and assessment are not prescribed.

In the external examination, students will be expected to be able to produce the following text types: article, blog, diary/journal entry, email, letter (formal or informal), text of an interview, message, note, report, review, script of a play, script of a speech or talk, story.

Students should be familiar with and able to produce the following kinds of writing: personal, informative, imaginative, evaluative, reflective, narrative, persuasive, descriptive.

Vocabulary

Although there are no prescribed vocabulary lists, students should be familiar with a range of vocabulary and idioms relevant to the topics prescribed in this subject outline.

Dictionaries

Students should be encouraged to use monolingual and/or bilingual printed dictionaries and develop the necessary skills and confidence to do so effectively.

Students are allowed to use printed dictionaries in the written examination.

Refer to the lists of recommended resources by subject on the SACE website.

Grammar

Refer to the separate appendix, *Grammar lists and topics by language*.

Assessment scope and requirements

All Stage 2 subjects have a school assessment component and an external assessment component.

Evidence of learning

The following assessment types enable students to demonstrate their learning in Stage 2 nationally assessed languages at continuers level:

School Assessment (70%)

* Assessment Type 1: Folio (50%)
* Assessment Type 2: In-depth Study (20%)

External Assessment (30%)

* Assessment Type 3: Examination (30%).

Students should provide evidence of their learning through eight to ten assessments, including the external assessment component. Students undertake:

* three to five assessments for the folio
* one oral presentation in [Language], one written response to the topic in [Language], and one reflective response in English for the in-depth study
* one oral examination
* one written examination.

Teachers should ensure a balance of macro skills and of knowledge, skills, and topics across the set of assessments.

Assessment design criteria

The assessment design criteria are based on the learning requirements and are used by:

* teachers to clarify for the student what they need to learn
* teachers and assessors to design opportunities for the student to provide evidence of their learning at the highest possible level of achievement.

The assessment design criteria consist of specific features that:

* students should demonstrate in their learning
* teachers and assessors look for as evidence that students have met the learning requirements.

In these subjects the assessment design criteria are:

* ideas
* expression
* interpretation and reflection.

The specific features of these criteria are described below.

The set of assessments, as a whole, must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Ideas

The specific features are as follows:

I1 Relevance

– relevance to context, purpose, audience, and topic

– conveying appropriate detail, ideas, information, or opinions

– creating interest and engaging the audience.

I2 Depth of treatment of ideas, information, or opinions

– depth and breadth of content

– elaboration of ideas and support of opinions

– planning and preparation.

Expression

The specific features are as follows:

E1 Capacity to convey information accurately and appropriately

– range of expression (i.e. linguistic structures and features)

– accuracy of expression (i.e. linguistic structures and features, grammar)

– use of cohesive devices

– appropriateness of expression, including cultural appropriateness

– clarity of expression, including fluency, pronunciation, and intonation.

E2 Coherence in structure and sequence

– organisation of information and ideas

– use of the conventions of text types.

E3 Capacity to interact and maintain a conversation and discussion

– interaction on topics (i.e. relating to interlocutor, interest in the topic)

– use of communication strategies (i.e. comprehension, responding to cues)

– fluency of responses.

Interpretation and Reflection

The specific features are as follows:

IR1 Interpretation of meaning in texts, by identifying and explaining

– the content (general and specific information)

– the context, purpose, and audience of the text

– concepts, perspectives, and ideas represented in the text.

IR2 Analysis of the language in texts

– linguistic and cultural features (e.g. word choice, expressions, idiom)

– stylistic features (e.g. tone, register, phrasing and repetition, textual features and organisation).

IR3 Reflection

– reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts

– reflection on own values, beliefs, practices, and ideas in relation to those represented or expressed in the texts studied

– reflection on own learning.

School assessment

Students should be provided with opportunities to apply key language skills, knowledge and understanding in authentic contexts and engage with content that reflects their interests.

There are a total of eight topics which relate to the four concepts, and these may be studied from a personal, community or global perspective. All topics must be studied across Stage 1 and Stage 2 [Language].

Assessment Type 1: Folio (50%)

There are three assessments for the folio:

* Interacting in language task
* Creating meaning in language task
* Analysing language task.

Students should undertake all three assessments for the folio at least once.

Interacting in Language

Students interact with others to exchange information, ideas, opinions, and experiences in spoken [Language].

Students may participate in, for example, conversations, interviews, discussions, forums or debates, or give multimodal presentations or talks to specific audiences and respond to questions in [Language] (5 to 7 minutes).

The design of the assessments should specify a context, purpose, and audience. The assessments should also specify the concept, and perspective (personal, community, global).

For interaction, students provide evidence of their learning primarily in relation to the following assessment design criteria:

* ideas
* expression.

Creating Meaning in Language

Students create a text, in which they express ideas and/or information and/or opinions and/or feelings in written [Language].

This may include writing articles, blogs, emails, diary entries, essays, reports, reviews, short stories, brochures, or broadsheets, or responding to a stimulus such as a blog, personal letter, letter to the editor, email, article, advertisement, film, or short story.

The design of the assessment(s) should specify:

* a context, purpose, and audience
* the text type for production
* the concept
* the perspective (personal, community, global)
* the kind of writing required (e.g. informative, imaginative, narrative, personal, persuasive, evaluative, or descriptive).

For text production, students provide evidence of their learning primarily in relation to the following assessment design criteria:

* ideas
* expression.

Analysing Language

Students analyse and interpret texts that are in [Language] with a response or responses in [Language] and/or English. Teachers may negotiate the form of presentation of the response with students.

Students analyse general and specific relevant information, ideas, and opinions to convey meaning; and synthesise relevant information, ideas, and opinions from different texts.

Texts may include written, spoken, and/or multimodal texts in [Language] (e.g. magazine and newspaper articles, diaries, advertisements, brochures, reports, literary texts, blogs, conversations, interviews, announcements, talks, songs, speeches, voicemail, podcasts, radio broadcasts, websites).

The design of the assessment(s) should enable students to:

* interpret meaning in texts, by identifying and explaining
* the content (general and specific information)
* the context, purpose, and audience of the text
* concepts, perspectives, and ideas represented in texts.
* analyse the language in texts (e.g. tone, register, and linguistic, cultural, and stylistic features)
* reflect on how cultures, beliefs, values, practices, and ideas are represented or expressed in texts.

When selecting texts for interpretation teachers should take into consideration the processing demands placed on students, for example, the:

* nature and complexity of ideas in the text
* reading time required to access meaning in the text (based on the length of the text and the processing demands of the writing system of the language).

For text analysis, students provide evidence of their learning primarily in relation to the following assessment design criteria:

* expression
* interpretation and reflection.

Assessment Type 2: In-depth Study (20%)

There are three assessments for the in-depth study:

* one oral presentation in [Language] (3 to 5 minutes)
* one written response to the topic in [Language] (maximum of 600 characters/500 words)
* one reflective response in English (maximum of 600 words, or 5 to 7 minutes).

Students should undertake all three assessments for the in-depth study.

The three assessments should differ in context, audience, purpose, concept and perspective (personal, community, global), and be supported by evidence of research, interpretation, text analysis, and preparation.

Students undertake an in-depth study demonstrating research and personal reflection on an aspect or aspects of a topic associated with one of the four concepts Identity, Legacy, Responsibility, Sustainability. The in-depth study is intended to be more than learning a body of facts and reporting on them. It requires analysis and reflection.

The subject of the in-depth study will be the focus of the discussion section of the external oral examination. Details of the discussion are under ‘External Assessment — Oral Examination — Section 2: Discussion’.

Teachers may *either* choose the topic of the in-depth study and the associated texts or support materials that the class will study, or allow each student to choose their own topic, and give advice and assistance in selecting and analysing appropriate texts. If the teacher chooses the topic of the in-depth study, then each student should research a different aspect of this topic.

It is important that there is some individuality in the research focus, so that students bring their own knowledge, insights, and opinions to their study. Students should participate as much as possible in selecting their own topic, so that they take ownership and view the study as a personal investigation of relevance and meaning to them. Some topics may enable students to make comparisons between their learning and their personal experience.

The texts that form the basis of the in-depth study will depend upon the availability of appropriate resources. These could include, for example, guest speakers, newspaper articles, websites, documentaries, films, short stories, songs, interviews, and oral histories, either in their original form or adapted for language learning. Texts used may also be subtitled, or produced in English, if appropriate.

A range of different texts relating to the topic of the in-depth study should be selected for analysis and interpretation, so that students are able to explore their topic in sufficient depth. At least three of the texts should be in [Language].

Students collate evidence of their preparation for the in-depth study for verification. Such evidence may include:

* a list of words, phrases, or expressions
* a draft of the response in [Language]
* a draft of the response in English
* personal notes, paragraphs, or short summaries relating to texts analysed in the student’s own words
* personal reflections
* charts, maps, diagrams, pictures, as appropriate
* a bibliography or references.

The assessment of the in-depth study should enable students to demonstrate what they have learnt about the topic and to share findings, information, opinions, and interpretations with others.

An oral presentation in [Language] (3 to 5 minutes)

Students present ideas, opinions, information, and experiences in spoken [Language] about an aspect of their in-depth study. Students may participate in, for example, a multimodal presentation or a talk for a specific audience.

The design of the assessment should specify a context, purpose, and audience. The assessment should also specify the concept, and perspective (personal, community, global).

A written response to the topic in [Language] (maximum of 600 characters/500 words)

Students write one text in [Language], in which they express ideas and/or information and/or opinions in relation to their in-depth study.

The design of the assessment should specify:

* a context, purpose, perspective, and audience
* the text type for production
* the kind of writing required (e.g. informative, imaginative, narrative, personal, persuasive, or descriptive).

A reflective response in English (maximum of 600 words, or 5 to 7 minutes)

Students reflect on, for example, their experience in undertaking the in-depth study in English.

Students may reflect on:

* how the research experience was similar to or different from their preconceptions
* how the research has influenced their thinking about language and culture
* how cultures, values, ideas, practices, and beliefs are represented or expressed in the texts studied
* how the research has influenced their own understandings or perspectives on issues/topics
* learning that was new, surprising, or challenging
* how the learning may have changed their thinking
* how the in-depth study has increased their understanding of the [Language]-speaking communities
* how their learning in their in-depth study has contributed to their understanding of themselves (e.g. identity, culture(s), values)
* their own values, beliefs, practices, and ideas in relation to those represented or expressed in the texts studied
* how they may use this experience in the future.

Students are required to:

* write a reflective response (e.g. a reflective essay, a personal journal entry, a blog)

or

* give, for example, an oral presentation or talk to a specific audience.

For this assessment type, students provide evidence of their learning in relation to the following assessment design criteria:

* ideas
* expression
* interpretation and reflection.

External Assessment

Assessment Type 3: Examination (30%)

The examination consists of two assessments:

* an oral examination
* a written examination.

Oral examination

The oral examination is designed to assess primarily students’ knowledge and skill in using spoken [Language]. The oral examination takes approximately 15 minutes and has two sections.

Section 1: Conversation (approximately 7 minutes)

The examination begins with a conversation between the student and the examiner(s). It consists of a general conversation about the student’s personal world (e.g. life, family and friends, interests and aspirations).

Section 2: Discussion (approximately 8 minutes)

After the conversation the student indicates to the examiner(s) the subject of the in-depth study chosen for the discussion. The student explores with the examiner(s) the subject of the in-depth study and refers to the texts studied. The student may also refer to personal experiences related to the subject of the in-depth study.

The student may support the conversation and discussion with objects such as photographs, pictures, and maps. Notes and cue cards are not permitted.

Written examination

Format

The examination will be in the form of a question-and-answer booklet.

Answers are to be written in the spaces provided in the question-and-answer booklet.

The examination will consist of two sections.

The total marks for the examination will be 65 marks.

Section 1 Responding to texts

Section 1 will be worth a total of 30 marks.

The total length of the two listening texts in Questions 1 and 2 will be approximately 3–3½ minutes.

Question 1: Listening in [Language], responding in English

Question 1 is worth 7 marks.

Items in Question 1 will be phrased in English for a response in English.

In Question 1, students will hear one listening text in [Language] (Text 1). The text will be related to one of the prescribed topics and will represent a different text type from the listening texts in Questions 2 and 3. Question 1 may include multiple items, each requiring a response in English.

The listening text will be read twice. There will be a pause between the first and second reading of the text. There will be an announcement at the start of the first reading of the text and a sound to alert students before the start of the second reading of the text. After the second reading, students will be given time to complete their responses. Students may make notes in the question-and-answer booklet at any time during the two readings of the text in the designated note-taking space. These notes will not be assessed.

Question 2: Listening and responding in [Language]

Question 2 is worth 8 marks.

Items in Question 2 will be phrased in [Language] and English for a response in [Language].

In Question 2, students will hear one listening text in [Language] (Text 2). The text will be related to one of the prescribed topics and will represent a different text type from the listening texts in Questions 1 and 3. Question 2 may include multiple items, each requiring a response in [Language].

The listening text will be read twice. There will be a pause between the first and second reading of the text. There will be an announcement at the start of the first reading of the text and a sound to alert students before the start of the second reading of the text. After the second reading, students will be given time to complete their responses. Students may make notes in the question-and-answer booklet at any time during the two readings of the text in the designated note-taking space. These notes will not be assessed.

Question 3: Reading and listening in [Language], responding in English

Question 3 is worth 15 marks.

The length of the listening text in Question 3 will be approximately 1½ minutes.

The reading text will be approximately 300 words in [Language].

Items in Question 3 will be phrased in English for a response in English.

In Question 3, students will be required to read one text in [Language] (Text 3A) and listen to one text in [Language] (Text 3B). A visual text may also be provided with Text 3A.

The texts will be related to one of the prescribed topics and will be related in subject matter and/or context. Each text will represent a different text type. The text types will be different to those used in Questions 1, 2 and 4. Question 3 may include multiple items, each requiring a response in English.

There will be a pause for students to read Text 3A and Question 3 before the listening text is played. The listening text will be read twice. There will be a pause between the first and second reading of the listening text. There will be an announcement at the start of the first reading of the text and a sound to alert students before the start of the second reading of the text. After the second reading, students will be given time to complete their responses. Students may make notes in the question-and-answer booklet at any time during the two readings of the text in the note-taking space. These notes will not be assessed.

Items in Question 3 will relate to the reading text, the listening text and both texts. Students may be required to extract, summarise, interpret, evaluate or synthesise information, compare aspects of the texts, or a combination of these. Students may also be required to comment on the target audience, the purpose of a text and/or the way in which language is used in a text to achieve a specific purpose.

Section 2 Creating texts

Section 2 will be worth a total of 35 marks.

Question 4: Reading and responding in [Language]

Question 4 is worth 15 marks.

The reading text will be approximately 150 words in [Language].

Students will be required to write a response of approximately 150 words in [Language].

Question 4 will be phrased in [Language] and English, for a response in [Language].

In Question 4, students will be required to read one text in [Language] (Text 4) and respond to information and ideas provided in the text. A visual text may also be provided with Text 4.

Students will produce a text in [Language] in their response, in which they present ideas, opinions and/or arguments based on evidence in the text(s). Question 4 will specify a context, purpose, audience, text type and style of writing for the student response. The text type that students will be required to produce will be drawn from those listed for productive use on pages [24–25]. The text type and style of writing will be different to that of the stimulus text and texts presented in Questions 3, 5 and 6.

Question 5: Writing in [Language]

or

Question 6: Writing in [Language]

Students choose **one** question which will be worth 20 marks. Students choose **either** Question 5 or Question 6.

Question 5 and Question 6 will be phrased in [Language] and English for a response in the language.

The student will be required to write a response of approximately 250 words in [Language].

Students will be required to write an original text that presents ideas, information, opinions and/or arguments. There will be a choice of two questions: Question 5 or Question 6. Students must attempt **one** of these questions.

A visual text may be included as a stimulus for one or both of Question 5 and Question 6.

Each question will be related to one of the prescribed topics. Each question will specify a different context, purpose, audience, text type and style of writing. The text type that students will be required to produce will be drawn from those listed for productive use on pages [24–25].

The text type and style of writing required in Question 5 and Question 6 will differ from those required in Questions 3 and 4.

Summary of Examination Specifications

Oral Examination (time allocation — 15 minutes)

Section 1: Conversation — approximately 7 minutes (10 marks)

Section 2: Discussion — approximately 8 minutes (15 marks)

Written Examination (time allocation — 130 minutes)

Section 1: Responding to Texts (30 marks)

Question 1: Listening in [Language] and responding in English (7 marks)

Text 1 — one listening text in [Language]

Question 2: Listening and responding in [Language] (8 marks)

Text 2 — one listening text in [Language]

Question 3: Reading and listening in [Language] and responding in English (15 marks)

Text 3A — one reading text in [Language]

Text 3B — one listening text in [Language]

Section 2: Creating Texts (35 marks)

Question 4: Reading and responding in [Language] (15 marks)

Text 4 — one reading text in [Language]

Students choose one of the following (20 marks)

Question 5: Writing in [Language]

or

Question 6: Writing in [Language]

(Total: 65 marks)

Additional information on texts

The total length of one reading of the three listening texts will be 4½–5 minutes.

The total length of the two reading texts will be approximately 450 words.

There will be one or two visual texts in the examination. The visual text(s) may appear in any of questions 3, 4, 5, or 6.

Performance standards

The performance standards describe five levels of achievement, A to E.

Each level of achievement describes the knowledge, skills, and understanding that teachers refer to in deciding how well a student has demonstrated their learning on the basis of the evidence provided.

During the teaching and learning program the teacher gives students feedback on their learning, with reference to the performance standards.

At the student’s completion of study of a subject, the teacher makes a decision about the quality of the student’s learning by:

* referring to the performance standards
* assigning a grade between A and E for the assessment type.

The student’s school assessment and external assessment are combined for a final result, which is reported as a grade between A and E.

A generic set of performance standards has been developed for languages at continuers level.

The complexity of language and ideas in texts selected for interpretation, and the complexity of ideas exchanged and expressed by students when interacting and creating texts, will vary between languages. The complexity of language and ideas is based on, for example, the nature of the writing system and the linguistic and cultural distance of the language from English.

Performance Standards for Stage 2 Nationally Assessed Languages (continuers)

| - | Ideas | Expression | | Interpretation and Reflection |
| --- | --- | --- | --- | --- |
| A | *Relevance*  Responses are consistently relevant to context, purpose, audience, and topic.  Responses consistently convey the appropriate detail, ideas, information, and opinions.  Responses successfully create the desired impact and interest, and engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Depth and breadth in the treatment of the topic and content are very detailed and varied.  Ideas are elaborated, opinions and arguments are supported and justified, and complex ideas are communicated effectively, with originality and creativity.  Comprehensive evidence of planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of an extensive range of complex linguistic structures and features with a high degree of accuracy to achieve interest, flow, and cohesion.  A few errors may be evident when attempting to use more complex language, but errors do not impede meaning.  Effective use of a range of sophisticated cohesive devices to connect ideas.  Expression consistently appropriate to the cultural and social context.  Very effective communication with a high degree of fluency. Pronunciation is accurate, and there is little hesitation in the choice of linguistic resources. Intonation and stress are used effectively to enhance meaning.  *Coherence in Structure and Sequence*  Information and ideas are organised logically and coherently.  Conventions of the text type are observed. | *Capacity to Interact and Maintain a Conversation and Discussion*  Interaction is initiated, sustained, and spontaneous across a wide range of topics. Comments or opinions are adjusted or elaborated on in response to reactions and comments. Interest and enthusiasm for the topic of discussion are conveyed.  A variety of communication strategies are used with effect during interaction (e.g. using new vocabulary encountered during interaction, seeking clarification, using appropriate pause fillers).  Responses are quick, confident, and fluent. Topic shifts and unpredictable elements are handled well. | *Interpretation of Meaning in Texts*  Detailed and appropriate use of evidence from texts to support arguments/ conclusions. Interpretations are enhanced by making connections within and/or between texts (e.g. comparing and contrasting information, ideas, and opinions).  Conclusions are drawn about the purpose, audience, and message (argument) of the text, and justified with evidence from the text.  Concepts, perspectives, and ideas represented in the text are identified and explained with clarity and insight.  *Analysis of the Language in Texts*  The functions of particular linguistic and cultural features in the text are explained with clarity and insight.  Detailed explanation of how stylistic features are used for effect in the text (e.g. register, tone, textual features/ organisation).  *Reflection*  Critical reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts.  Sophisticated recognition and explanation of connections between own values, beliefs, practices, and ideas, and those explored in texts.  Critical reflection on own learning. |
| B | *Relevance*  Responses are mostly relevant to context, purpose, audience, and topic.  Responses mostly convey the appropriate detail, ideas, information, and opinions.  Responses generally create the desired impact and interest, and engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Breadth and some depth in the treatment of the topic.  Ideas are elaborated by offering additional details, and opinions are supported with examples. When dealing with unfamiliar topics, ideas are presented as a series of statements rather than as an argued position.  Sound planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of a range of linguistic structures and features, with good control, to convey meaning.  Mostly accurate use of high-frequency vocabulary and sentence structures. Attempts are made to use some complex language, and errors sometimes impede meaning.  A range of cohesive devices are used to connect ideas.  Expression is mostly appropriate to the cultural and social context.  Effective communication, with some degree of fluency. Reasonably accurate pronunciation and intonation.  *Coherence in Structure and Sequence*  Mostly coherent organisation of information and ideas.  Most conventions of the text type are observed. | *Capacity to Interact and Maintain a Conversation and Discussion*  Interaction is maintained on a range of familiar topics. Some clarification or repetition is required to comprehend topic shifts into unfamiliar areas or when complex sentence constructions are used. Interest in the topic is conveyed effectively.  A number of communication strategies are used to maintain interaction (e.g. self-correcting, responding to correction by the interlocutor, seeking support and clarification).  Occasional pauses to process questions and to search for linguistic resources. | *Interpretation of Meaning in Texts*  Key ideas represented in texts are identified and explained. Interpretations of meaning are supported with some appropriate examples.  Some conclusions are drawn about the purpose, audience, and message (argument) of the text and supported with some relevant examples from the text.  Concepts, perspectives, and ideas represented in the text are generally identified and explained with some clarity.  *Analysis of the Language in Texts*  The functions of particular linguistic and cultural features in the text are described.  Some detail in explaining stylistic features in the text (e.g. register, tone, textual features/organisation).  *Reflection*  Some depth in reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts.  Some depth in reflection on own values, beliefs, practices, and ideas in relation to those represented in texts.  Thoughtful reflection on own learning. |
| C | *Relevance*  Responses are generally relevant to topic and purpose, with some relevance to context and audience.  Responses generally convey simple ideas and opinions with generally appropriate information.  Responses generally create some interest, and partly engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Some variety in the treatment of information and simple ideas or opinions on mostly familiar topics.  Simple sentences usually containing one idea are used with some effectiveness to convey meaning and support an opinion.  Competent planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of a range of linguistic structures and features to convey meaning. Reliance on rehearsed patterns.  Accuracy tends to be variable, with some basic errors. Generally accurate when using formulaic expressions and rehearsed patterns.  Cohesive devices are simple and repetitive. Reliance on a limited range of cohesive devices to connect ideas at sentence, paragraph, and whole text level.  Expression is generally appropriate to the cultural and social context.  Some hesitancy in responding. Pronunciation and intonation are understandable.  *Coherence in Structure and Sequence*  Generally coherent organisation of information and ideas.  Responses generally conform to the conventions of the text type. | *Capacity to Interact and Maintain a Conversation and Discussion*  Use of well-rehearsed language to maintain an interaction by responding to questions on familiar topics. Some reliance on the interlocutor to take the lead. Some interest in the topic is conveyed.  Use of prepared phrases to indicate lack of comprehension and ask for support. Often relies on the interlocutor’s sentence patterns to respond.  Occasional silences because of lack of comprehension and time required to process more complex language and to search for words. Responses may be repetitive. Some hesitation in communication when dealing with unfamiliar contexts. | *Interpretation of Meaning in Texts*  Identifies and explains some relevant information from texts on familiar topics containing predictable and familiar language structures.  Competent understanding of context, purpose, and audience, supported with isolated examples from the text.  Main concepts, ideas, and one or more perspectives in the text are identified, with some explanation.  *Analysis of the Language in Texts*  Particular linguistic and cultural features of the text are identified.  Identification of stylistic features in the text (e.g. idioms, rhetoric, expressions).  *Reflection*  Some reflection on cultures, values, beliefs, practices, and ideas represented or expressed in texts.  Some reflection on, with mostly description of, own values, beliefs, practices, and ideas in relation to those represented in texts.  Some reflection on own learning. |
| D | *Relevance*  Responses partially relevant to the topic and purpose.  Responses convey some basic information that may be appropriate.  Responses include one or more elements of interest that may engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Some basic treatment of information or ideas relating to simple aspects of familiar topics.  Simple sentences are used with partial effectiveness to convey an idea or opinion. Sentences may be short or incomplete.  Some planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of simple vocabulary, short sentences, formulaic expressions, and rehearsed patterns to convey meaning. When attempts are made to elaborate, the structure is often based on word order derived from English.  Frequent errors and incorrect selection of words from the dictionary impede meaning.  A cohesive device may be used, with some effectiveness.  Expression occasionally appropriate to cultural and social context.  Frequent hesitancy in responding. Pronunciation may impede meaning.  *Coherence in Structure and Sequence*  Some basic organisation of information and/or ideas.  Some use of very basic conventions of the text type. | *Capacity to Interact and Maintain a Conversation and Discussion*  Routine courtesy phrases and basic structures are used to respond to simple questions on familiar topics. Reliance on the interlocutor to take the lead and maintain interaction. Some interest in the topic may be conveyed.  Reliance on repetition and rephrasing of questions. Partial understanding of questions may lead to a response that is not relevant.  Frequent silences may occur because of lack of comprehension and time required to search for words and construct answers. | *Interpretation of Meaning in Texts*  Keywords and some supporting detail are identified in texts dealing with familiar situations.  Some basic understanding of context, purpose, and/or audience.  Identification of one or more concepts or ideas, with specific information in texts transcribed rather than interpreted.  *Analysis of the Language in Texts*  One or more basic linguistic and/or cultural features of the text are identified.  One or more stylistic features are identified.  *Reflection*  One or more familiar aspects of cultures, values, beliefs, practices, or ideas represented or expressed in texts are identified.  Some of the student’s own values, beliefs, practices, or ideas in relation to those represented in texts are described.  Learning experiences are recounted. |
| E | *Relevance*  Responses have limited relevance to the topic and purpose.  Responses attempt to convey some basic information, with limited appropriateness.  Responses attempt to include an element of interest.  *Depth of Treatment of Ideas, Information, or Opinions*  Attempted treatment of simple information relating to one or more aspects of familiar topics.  Responses are brief and often rely on a keyword to convey basic meaning.  Attempted planning or preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of a very limited range of vocabulary and sentence structures, with single words and set formulaic expressions to convey basic information. Reliance on anglicisms to convey meaning.  Frequent errors impede meaning.  Attempted use of a cohesive device, with limited effectiveness.  Limited appropriateness of expression.  Always or mostly hesitant in responding. Pronunciation impedes meaning.  *Coherence in Structure and Sequence*  Limited organisation of information or ideas.  Limited evidence of conventions of text type. | *Capacity to Interact and Maintain a Conversation and Discussion*  Reliance on interlocutor to assist with communication breakdowns to complete sentences or to interpret intended meanings.  Repetition, rephrasing of questions, and a slowed rate of speech are required for comprehension. Utterances rarely consist of more than two or three words. Frequent misunderstandings of simple questions.  Frequent long pauses to process questions and to search for words. May resort to using English to convey meaning. | *Interpretation of Meaning in Texts*  Isolated items of information are identified in texts on familiar topics containing simple language.  Identification of a context, purpose, or audience.  Understanding of information is limited to occasional isolated words (e.g. borrowed words, high-frequency social conventions).  *Analysis of the Language in Texts*  Attempted identification of a basic linguistic feature of the text.  Attempted identification of a stylistic feature.  *Reflection*  One or more formulaic cultural expressions are identified.  One or more of own values, beliefs, practices, or ideas are identified.  Learning experiences are listed. |

Assessment integrity

The SACE Assuring Assessment Integrity Policy outlines the principles and processes that teachers and assessors follow to assure the integrity of student assessments. This policy is available on the SACE website (www.sace.sa.edu.au) as part of the SACE Policy Framework.

The SACE Board uses a range of quality assurance processes so that the grades awarded for student achievement in the school assessment are applied consistently and fairly against the performance standards for a subject, and are comparable across all schools.

Information and guidelines on quality assurance in assessment at Stage 1 are available on the SACE website (www.sace.sa.edu.au).

Support materials

Subject-specific advice

Online support materials are provided for each subject and updated regularly on the SACE website (www.sace.sa.edu.au). Examples of support materials are sample learning and assessment plans, annotated assessment tasks, annotated student responses, and recommended resource materials.

Advice on ethical study and research

Advice for students and teachers on ethical study and research practices is available in the guidelines on the ethical conduct of research in the SACE on the SACE website (www.sace.sa.edu.au).