

Stage 2

ENGLISH AS AN ADDITIONAL LANGUAGE



SACE
Board of SA



ASSESSMENT TYPE 1 ACADEMIC LITERACY STUDY (30%)

Students develop their academic literacy skills through creating written and oral academic texts and extending their communication skills and strategies.

Students investigate a question or a topic and present their findings in an academic style by producing two tasks:

- a written report
- an oral interaction, such as a tutorial or discussion.

When investigating the question or topic, students use a range of sources. One of the sources must include a listening and/or multimodal presentation on an aspect of the question or topic studied (e.g. public lecture, online lecture, conference keynote address, public address, seminar, broadcast, podcast, TED talk, interview, speech).

In presenting their findings, students use language appropriate to an academic context.

Written Report

The written report consists of the findings of the study, which should be a maximum of 1500 words. The written report must be structured with an introduction that indicates the question or topic. The body of the report should be organised under headings and subheadings. Elements such as an abstract, a sources analysis, an annotated bibliography, or an account of the research methodology may be included as part of the report, provided that they are within the word count. The conclusion should summarise the findings, evaluate information, and/or make recommendations. The report must include references to sources, using consistent referencing.

Oral Interaction

In the oral interaction, within a group context, students should:

- briefly present the findings of their study or an aspect of their study
- answer questions posed by other group members, and/or lead a group discussion, and/or contribute collaboratively to the group.

The oral interaction focuses on the spontaneous use of language within a prepared structure.

Students may use technology to aid the presentation of the oral interaction.

The oral interaction should be a maximum of 10 minutes.



ASSESSMENT TYPE 2 RESPONSES TO TEXTS (40%)

The responses to texts focus on developing comprehension skills and language and text analysis strategies.

In developing comprehension skills, students evaluate facts and opinions in texts. They also explain personal, social, and cultural perspectives reflected in texts. Each response to texts should focus on at least one of these perspectives, but it is not necessary for all three to be covered each time.

In developing language and text analysis strategies, students analyse the effects of persuasive techniques and how language features and conventions influence audiences.

Students complete four responses to a range of texts, at least one of which must be a literary text. (A suggested text list is available on the subject minisite.) At least one response must be presented in oral form and two must be in written form. These responses must include:

- a response to one or more texts with a focus on a theme or issue
- a creative response to a text or texts (e.g. a journal entry written by a character in the text; a narrative from a minor character's viewpoint; a speech by a character from the text; a role play)
- an analysis of a persuasive text or the emotive elements of a text (e.g. poem, short story, film trailer).

Students also complete a fourth, free-choice response (i.e. teachers and students may choose the form of this response). The responses should total a maximum of 3000 words or the equivalent in oral or multimodal form, where 6 minutes is equivalent to 1000 words.



ASSESSMENT TYPE 3 EXAMINATION (30%)

Students complete a 2½-hour external examination that is divided into two sections:

- Section 1: Comprehending Multimodal Texts
- Section 2: Written Paper.

Section 1: Comprehending Multimodal Texts

This section takes approximately 1 hour. It is divided into two parts (Part A is approximately 20 minutes and Part B is approximately 40 minutes in length). In both parts students respond to aural and/or visual texts. In their answers to questions, students must use information from the texts. Texts may be drawn from a range of oral and visual text types such as discussions, interviews, broadcasts, podcasts, lectures, and advertisements.

Part A

The text for Part A is presented twice. Students may make notes during the presentation. Between the first and second presentations there is a pause during which students may write notes. After the second presentation students are given 10 minutes to complete their answers.

In answering the questions, students may be required to, for example:

- take notes from a lecture
- insert information in a table, chart, or diagram
- respond to cues in the text or texts
- provide a summary of the text
- plan the structure of an extended response.

Part B

For Part B, students analyse one or more texts. The text(s) may have an aural component (e.g. excerpt from a radio broadcast, recording of an interview, aural advertisement) or an aural and visual component (e.g. film trailer, television interview, video recording of a lecture, YouTube). Students demonstrate an understanding of the text(s) and analyse how language is used to persuade an audience.

The text or texts for Part B are presented twice. Students may make notes during the presentation of the text(s). Between the first and second presentations there is a pause during which students may write notes. After the second presentation students are given time to complete their answers.

Students may be required, for example, to:

- analyse the texts
- evaluate how successfully the texts achieve their intended purpose
- consider the techniques (for example, persuasive language in an advertisement or arguments in a short debate)
- focus on the language, purpose, audience, or context.

Section 2: Written Paper

Students are required to read and interpret related texts. Texts presented could contain information, opinions, and descriptions of experiences. The texts could also include information in the form of graphs, diagrams, or pictures.

Students use the information and opinions in the texts to produce an extended written response in the form of an essay, a persuasive piece, or a report.

This section takes approximately 1½ hours.

It is anticipated that from 2018 students will use word processors when responding to the external examination.

Communication

The specific features are as follows:

- C1 Clarity and coherence in written and spoken communication, using appropriate vocabulary.
- C2 Grammatical control and complexity.

Comprehension

The specific features are as follows:

- Cp1 Comprehension and evaluation of information, ideas, and opinions in texts.
- Cp2 Comprehension of ways in which texts are composed for purposes, audiences, and contexts.

Analysis

The specific features are as follows:

- An1 Analysis and evaluation of personal, social, and/or cultural perspectives in texts.
- An2 Analysis of the relationship between the purpose, conventions, and language features of texts.

Application

The specific features are as follows:

- Ap1 Use of language features and conventions to produce texts for different purposes, audiences, and contexts.
- Ap2 Selection and use of evidence and examples from a range of sources, with appropriate referencing.