# SACE Board LogoGovernment of South Australia Logo2023 Khmer (continuers) Subject Assessment Advice

Overview

Subject assessment advice, based on the previous year’s assessment cycle, gives an overview of how students performed in their school and external assessments in relation to the learning requirements, assessment design criteria, and performance standards set out in the relevant subject outline. They provide information and advice regarding the assessment types, the application of the performance standards in school and external assessments, and the quality of student performance.

Teachers should refer to the subject outline for specifications on content and learning requirements, and to the subject operational information for operational matters and key dates.

School Assessment

Assessment Type 1: Folio

This year students completed four summative assessment tasks: one oral interaction task, two text analysis tasks, and one text production task that highlight contemporary issues which can be related to, evaluated, and discussed from students’ personal, local, and community perspective.

The more successful responses commonly:

* + discussed in depth the contemporary issue investigated and included an evaluation
	+ included discussion on the positive and negative aspects of the issue and suggested improvements
	+ reflected on the researched information and used this information effectively
	+ analysed the researched information and personalised responses.

The less successful responses commonly:

* + provided limited relevant information relating to the task
	+ demonstrated limited evidence of evaluation.

Assessment Type 2: In-depth Study

In this assessment type, students choose one topic from the prescribed themes set out in the subject outline: The Khmer-speaking Communities or The Changing World.

The more successful responses commonly:

* + demonstrated comprehensive evidence of research and used a wide of variety of sources
	+ showed their understanding of the interdependence of language, culture, and identity related to the chosen topic of the in-depth study
	+ delivered an oral presentation that was natural and not over-rehearsed, and included strategies such as rhetorical questions, to engage the audience, as well as using appropriate humour
	+ displayed evidence in the reflection of thorough analysis of the topic, as well as the student’s own learning in relation to the language and cultural aspects of the subject studied.

The less successful responses commonly:

* + often used formulaic and repetitive responses with limited vocabulary
	+ referred to a very limited range of sources and perspectives
	+ frequently paused for extended periods of time when speaking and presented information orally with limited fluency and correct pronunciation.

External Assessment

Assessment Type 3: Examination

The examination consists of two assessments: an oral examination and a written examination.

Oral Examination

Students generally performed very well in the oral examination, interacting with the examiners about their personal world, experiences, impressions, opinions, and their in-depth study topics.

The more successful responses commonly:

* + included an extensive amount of detail about the student’s personal world — their life, family, friends, education, interests, and aspirations
	+ communicated clearly and fluently
	+ were able to reflect in depth on the topic(s) discussed
	+ demonstrated a sound understanding of the questions asked and, if uncertain, were able to ask clarifying questions in Khmer
	+ used a wide variety of vocabulary, linguistic structures, and correct pronunciation
	+ provided concrete examples to support ideas and opinions, e.g. facts and statistics identified from the breadth of research.

The less successful responses commonly:

* + used formulaic and short, limited responses only, limiting the natural flow of conversation
	+ demonstrated a limited ability to discuss their in-depth study topic
	+ included only basic grammar and made errors in pronunciation.

Written Examination

Almost all students attempted to answer all questions in all sections of the examination. Most students demonstrated skills in comprehending, analysing, and identifying the relevant details when responding to texts. As general advice, students are reminded to focus on reading the questions carefully and analysing the content and, if appropriate, providing more than one specific example from the text(s). Students are also reminded to write legibly.

Section 1: Listening and Responding

Part A: Responses in English

Text 1

Question 1

The more successful responses commonly:

* properly explained what all the numbers in the text are related to.

The less successful responses commonly:

* poorly explained what some of the numbers in the text are related to. Example: 479: Distance from Brisbane, 10: Distance underground.

Text 2

Question 2(a)

The more successful responses commonly:

* + identified the correct text type: sport broadcast.

The less successful responses commonly:

* + identified a non-specific text type e.g. spoken text.

Question 2(b)

The more successful responses commonly:

* + comprehensively described two out of the five emotions conveyed in the text
	+ provided two examples to support these with evidence from the text.

The less successful responses commonly:

* + described only one of the emotions conveyed in the text
	+ used the incorrect word to describe the emotion identified, e.g. happiness instead of excitement
	+ did not provide clear examples to support their answer with evidence from the text.

Text 3

Question 3(a)

The more successful responses commonly:

* correctly identified how the two speakers know each other.

The less successful responses commonly:

* incorrectly identified how the two speakers know each other, e.g. they are friends.

Question 3(b)

The more successful responses commonly:

* fully provided perceptive and comprehensive understanding of the two speakers’ points of view.

The less successful responses commonly:

* provided only partial or limited understanding of the two speakers’ points of view.

Part B: Responses in Khmer

Text 4

Question 4 (a)

The more successful responses commonly:

* correctly identified where this announcement would be heard, i.e. on an aeroplane/at the airport

All students responded to this question very well.

Question 4 (b)

The more successful responses commonly:

* correctly identified why the speaker is apologising.

All students responded to this question very well.

Question 4 (c)

The more successful responses commonly:

* comprehensively identified all the useful items based on information from the text and supported their answers with the evidence from the text.

The less successful responses commonly:

* did not identify all the items mentioned in the text
* did not fully support their answer with evidence from the text.

Text 5

Question 5

The more successful responses commonly:

* provided a comprehensive and perceptive explanation of how useful Dave’s advice is
* supported their answers with examples from the text.

The less successful responses commonly:

* provided only limited or partial explanation of how useful Dave’s advice is
* provided limited examples from the text to support their answers.

Text 6

Question 6 (a)

The more successful responses commonly:

* correctly identified who the speaker is likely to be
* fully supported their answers with evidence from the text.

The less successful responses commonly:

* identified who is likely be the speaker, however did not provide, or only provided limited evidence from the text to support their answers.

Question 6 (b)

The more successful responses commonly:

* comprehensively identified why the event is described as significant.

The less successful responses commonly:

* were unable to identify or only partially identify why this event is described as significant, e.g. because this event is a Buddhist ceremony.

Question 6 (c)

The more successful responses commonly:

* provided one example from the text of how the speaker uses language to show their enthusiasm for the event.

Section 2: Reading and Responding

Part A: Responses in English

Text 7

Question 7(a)

The more successful responses commonly:

* provided a suitable title for review 3 which reflected the author’s satisfaction
* provided a suitable title for review 4 which reflected the overall positive and negative reviews.

The less successful responses commonly:

* did not provide a suitable title for either review 3 and/or review 4 that reflected either the author’s satisfaction or the overall positive/negative reviews
* provided almost identical or very similar titles for both review 3 and review 4.

Question 7(b)

Students were required to either recommend or not recommend the restaurant being reviewed.

For a positive recommendation

The more successful responses commonly:

* fully justified their recommendations with evidence from review texts 1, 2, 3, and 4.

For a negative recommendation

The more successful responses commonly:

* fully justified their recommendations with evidence from review texts 3 and 4.

The less successful responses commonly:

* partially justified their recommendation with evidence from the text and/or provided irrelevant information to support their recommendation.

Question 7(c)

The more successful responses commonly:

* identified all three reviewers’ connection to Cambodia.

The less successful responses commonly:

* incorrectly identified 1 or 2 reviewers’ connection to Cambodia.

Part B: Responses in Khmer

Question 8

The more successful responses commonly:

* responded appropriately to all of the key points raised in the stimulus text
* manipulated language authentically and creatively to meet the requirements of the task
* linked ideas together effectively
* organised information and ideas logically and in accordance with the required text type conventions (writing an email to your friend Dany)
* conveyed the message culturally and appropriately.

The less successful responses commonly:

* lacked information which should have been included in the introduction section
* depended on the use of language from the text without expanding their response to persuade their friend to volunteer this year
* displayed limited accuracy with grammar, spelling and vocabulary.

Section 3: Writing in Khmer

Question 10 and 11 were the most popular questions.

Some common errors included:

* use of incorrect text type conventions for either a diary entry, an email, or especially the text of a speech
* spelling mistakes​ with common words, e.g. សួរស្តី ​
* incorrect use of words, e.g. ដែរ and ដែល, ដែរ and ផងដែរ, អ្នក and នាក់, ក៏ដូចជា rather than និង​
* incorrect use of punctuation: full stop and space​​ (sentence is too long)
* did not leave a blank line between paragraphs
* length of written response was too long (two full pages of roughly 500 words rather than 250 as required by the task).

The more successful responses commonly:

* demonstrated breadth and depth in the treatment of relevant information and ideas and/or opinions
* sequenced and structured ideas and information coherently and effectively
* showed evidence of an extensive range of vocabulary and sentence structures
* manipulated language authentically and creatively
* included accurate use of sophisticated words like ​ប្រសាសន៍ អស្ចារ្យ វត្តមាន ឧត្តមសិក្សា

The less successful responses commonly:

* demonstrated some difficulty in creating ideas for the creative story writing
* demonstrated lack of skill in organising ideas and information
* used only a limited range of vocabulary and sentence structures
* made common errors as described in ‘Some common errors’ above.