

Stage 1

ENGLISH AS AN ADDITIONAL LANGUAGE



SACE
Board of SA



ASSESSMENT TYPE 1 RESPONDING TO TEXTS (MINIMUM 20%)

For a 10-credit subject, students complete **one** written response to texts and **one** oral response to texts. *At least one response must be to a literary text.* For a 20-credit subject, students complete **two** written responses to texts and **two** oral responses to texts. *At least two responses must be to literary texts.* Evidence of learning primarily in relation to **C, Cp** and **Ap**.

Students read and view a variety of texts, including literary, media, and everyday texts, such as novels, plays, poetry, short stories, biographies, films, documentaries, web texts, social networking texts, and the everyday texts of work, family, and community life. Whole texts or parts of texts may be studied. A suggested text list is available on the subject minisite.

Students can work individually or in groups.

Written responses to texts could include, but are not limited to:

- a narrative (e.g. from the point of view of a character in the text)
- a creative text on a theme from a studied text (e.g. a shared experience, a memoir)
- an essay (refer to *Subject Outline*)

A written response should be a maximum of 600 words.

Oral responses to texts could include, but are not limited to a:

- discussion on a reading or recording (e.g. of a poem/short narrative) in an online video
- podcast
- précis of a short story (refer to *Subject Outline*)

An oral response should be a maximum of 5 minutes.



ASSESSMENT TYPE 2 INTERACTIVE STUDY (MINIMUM 20%)

For a 10-credit subject, students complete **either** the interview **or** the discussion. For a 20-credit subject, students complete **both** the interview **and** the discussion. Evidence of learning primarily in relation to **C, Cp** and **Ap**.

Interview

Students conduct an oral interview with one or more people about an issue or an aspect of cultural life. The interview **must be** conducted in English. The interviewee(s) **must be** from one of the following categories:

- a culture that is different from their own (e.g. Indian culture if the student is from a Polish culture)
- a generation that is different from their own (e.g. of their parents' or grandparents' ages; Aboriginal Elders)
- someone with expert knowledge of an issue (e.g. migration, preservation of historical monuments, globalisation, employment opportunities, internationalisation of English language, education options, intergenerational issues, nature of family, housing)
- someone with knowledge or experience of an aspect of cultural life (e.g. sport, politics, wildlife, conservation issues, agriculture, employment, geography, historical icons or events).

Students present the results of their interview in a written report. The written report should include:

- key findings of the interview
- reflection on the communication skills and strategies used in planning and conducting the interview, such as oral communication skills (e.g. pronunciation, initiating, sustaining, and concluding interactions, non-verbal cues, understanding of politeness conventions, active listening strategies, and question design).

The written report should be a maximum of 600 words.

Discussion

Students choose an idea, opinion, or perspective that arises **in at least two texts**. The texts may be those studied in class, or those selected by individual students. Students individually present, explain, and discuss with their teacher and/or a small group of students the idea, opinion, or perspective they have studied with reference to the texts.

The teacher and/or other students ask open-ended questions that require extended responses.

The student leads the discussion, with an emphasis on the spontaneous use of language to give appropriate responses to the questions or comments of the teachers/ other students.

Students may use presentation aids, including, for example, artefacts, graphs and charts, short video clips, a digital slideshow; and texts, including articles, cartoons, books, advertisements, photos, images.

Each student's discussion is assessed separately. The student's contribution to the discussion should be a maximum of 5 minutes.



ASSESSMENT TYPE 3 LANGUAGE STUDY (MINIMUM 20%)

For a 10-credit subject, students complete **one** oral, written, or multimodal language study. For a 20-credit subject, students complete **two** oral, written, or multimodal language studies. Evidence of learning primarily in relation to **C, Cp** and **An**.

For a language study, students identify and analyse aspects of language used in one or more texts (e.g. a newspaper, magazine, television extract, TED talk). Examples of the aspects of language that could be studied include:

- the language used to report a global event (e.g. achievement in sport, pop phenomenon, event)
- the language used in a popular television format (e.g. reality television program, talent show, soap opera, 24-hour news broadcast)
- the language used to reflect sociocultural aspects such as age, gender, race identity (e.g. stereotyping in films or magazines)
- the language used to persuade others (e.g. advertising, political speech, film trailer)
- use of technical language (e.g. the language used in a real-estate advertisement, food review, travel brochure, or scientific article)
- the language used to express appreciation of an object, process, or performance (e.g. customer review, thank-you letter).

Students may present their language study in written, oral, or multimodal form. Examples include:

- an annotated text(s) with additional commentary
- an oral presentation
- a written essay or report
- a tutorial
- a video
- an appropriate ICT (e.g. applications, podcasts, slideshow presentations)
- an online collaboration (e.g. shared online blog, forum, discussion board).

A written text should be a maximum of 800 words; an oral presentation should be a maximum of 5 minutes; a text in multimodal form should be of equivalent length.

Communication

The specific features are as follows:

- C1 Clarity and coherence of written and spoken expression, using appropriate vocabulary.
- C2 Demonstration of grammatical control and complexity.

Comprehension

The specific features are as follows:

- Cp1 Comprehension and interpretation of information, ideas, and opinions in texts.
- Cp2 Understanding of the purpose, structure, and language features of texts.

Analysis

The specific features are as follows:

- An1 Analysis of personal, social, and cultural perspectives in texts.
- An2 Analysis of ways in which texts are created for specific purposes and audiences.

Application

The specific features are as follows:

- Ap1 Use of language features and conventions for different purposes and audiences.
- Ap2 Selection of evidence and examples to support a point of view.