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INTRODUCTION

SUBJECT DESCRIPTION

A locally assessed language at background speakers 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 locally assessed languages at background speakers 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.

The subject outline for Stage 1 and Stage 2 locally assessed languages at background speakers level is designed for students with a cultural and linguistic background in [Language]. Students, typically, will have been born in a country where [Language] is a major language of communication and a medium of instruction, and will have had more than 1 year’s education in that country or in a wholly [Language]-speaking environment.

In locally assessed languages at background speakers level, students develop and apply linguistic and intercultural knowledge, understanding, and skills. They interact with others to exchange and explain information, opinions, and ideas; create texts to express ideas, opinions, and perspectives on contemporary issues; and analyse, evaluate, and respond to a range of texts. Students examine relationships between language, culture, and identity and reflect on the ways in which culture influences communication.

Students develop and explain their ideas, opinions, and perspectives on prescribed themes and contemporary issues through their study of texts. They analyse and evaluate texts from linguistic and cultural perspectives, reflecting on how languages work as a system and the ways in which culture is expressed through language. Students compare and contrast texts, and analyse and evaluate the ways in which texts convey their message and have an impact on their audience.

Refer to Appendix A for language-specific information on Chinese and Vietnamese at background speakers level.

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 five capabilities that have been identified are:

- communication
- citizenship
- personal development
- work
- learning.

The capabilities for communication and citizenship are reflected in the learning requirements, content, assessment design criteria, and performance standards of this subject outline.

Communication

Students develop intercultural communication skills to interact with others and create texts effectively and appropriately in a variety of contexts for a range of purposes.

They extend and apply their linguistic and intercultural knowledge, understanding, and skills, and use a range of strategies to sustain communication.

By analysing and evaluating texts created in a range of forms, and by creating their own texts, students develop skills that allow them to understand, negotiate, and create meaning.

Students develop their capability for communication within and across languages and cultures throughout their study of [Language] at background speakers level.

Citizenship

Students develop intercultural communication skills to interact effectively and appropriately with people within and across local, regional, and global communities. The development of intercultural communication skills has the potential to contribute to social cohesiveness through better communication and understanding, and helps students to know and understand themselves, others, and the world around them.

Students develop their own understanding of different ways of knowing, being, and doing, and of how cultural concepts and practices affect the ways in which people see the world. They have opportunities to see their own view of the world in the context of the linguistic and cultural environment in which they live.

Developing the capacity to analyse and critically reflect on broad, complex, and challenging contemporary issues is essential for students' active citizenship in both personal and social contexts. By critically engaging with a range of texts, students reflect on different perspectives on complex and, at times, contentious issues.

Personal Development

Students' personal, linguistic, and cultural identity is strengthened through the study of languages. They develop their understanding of the relationship between language and culture, and an awareness of the role of languages and cultures in human interaction and identity. Students develop personal ways of responding to linguistic and cultural diversity by reflecting on their intercultural experiences.

Students reflect on their own attitudes, beliefs, and values, and those of others. In doing so, they develop awareness and understanding of the ways in which their own language(s) and culture(s) shape their actions, personal behaviour, thoughts, attitudes, perspectives, and identity.

Students have opportunities to consider alternative perspectives and respond constructively to the views of others. The study of languages at background speakers level encourages students to express personal perspectives with balance, consideration, and respect for others.

Work

Students develop an understanding that language learning helps them to live and work successfully as linguistically and culturally aware citizens of the world. They develop interpersonal and intercultural communication skills, which are valued skills for employment. Students can apply these skills to living and working in a global environment.

Learning

Language learning develops students' cognitive skills through analytical, critical, creative, independent, and reflective thinking. These skills help students to become effective and organised communicators, analysers, and researchers.

Students extend their active working knowledge of [Language] by identifying, exploring, and explaining features of [Language] such as lexicology, morphology, phonology, orthography, and syntax.

Language learning enables students to understand the dynamic nature of language and how language is used as an expression of identity.

Language learning requires students to understand and create links between existing knowledge and new knowledge. Students apply their knowledge and understanding of their own and other languages and cultures to developing their intercultural communication skills.

LITERACY IN LOCALLY ASSESSED LANGUAGES AT BACKGROUND SPEAKERS LEVEL

The study of [Language] at background speakers level enables students to extend their literacy skills in their own background language, and in this way informs the development of their literacy skills in English.

Through their study of [Language], students deepen their knowledge and understanding of how language functions. They gain insights into the nature, styles, and purposes of language, and consider the dimensions of context and audience. Students are able to make connections between [Language] and English and/or other languages through recognising patterns and by comparing similarities and differences between languages.

Students use reading, writing, viewing, listening, speaking, and information and communication technologies to create and engage effectively with a range of texts in [Language]. They analyse, evaluate, and use knowledge relevant to a range of contexts.

Students engage with, and reflect on, the ways in which texts are created for specific purposes and audiences. Individually and in groups they reflect critically on, and use, appropriate language to convey meaning and solve problems in both familiar and unfamiliar contexts. They use a range of language techniques to convey complex thoughts and ideas and to express personal and group perspectives on issues.

NUMERACY IN LOCALLY ASSESSED LANGUAGES AT BACKGROUND SPEAKERS LEVEL

Through their study of texts, students develop an understanding of concepts such as time, number, and space. In creating and responding to texts, they draw on an understanding of spatial features to comment on text layout and construction. In addition, students interpret and combine numerical symbols with pictures.

They use numeracy skills when interpreting and critiquing statistical information used to support arguments or conclusions in texts. Students may use language to describe or discuss events from texts that depend on an understanding of the position or movement of characters or the passage of time. Students also use statistical information to support their own arguments when composing written, spoken, and multimodal texts.

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.

Stage 1 Locally Assessed
Languages Background
Speakers Level

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 1 locally assessed language at background speakers level.

In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding, and skills to:

1. interact with others to exchange and explain information, opinions, and ideas in [Language]
2. create texts in [Language] to express ideas, opinions, and perspectives on contemporary issues
3. analyse, evaluate, and respond to texts that are in [Language]
4. examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

CONTENT

A Stage 1 locally assessed language at background speakers level is a 10-credit subject or a 20-credit subject.

Stage 1 [Language] at background speakers level is organised around four prescribed themes and a number of prescribed contemporary issues. These themes have been selected to enable students to extend their understanding of the interdependence of language, culture, and identity. The themes and contemporary issues are intended to be covered across Stage 1 and Stage 2.

Prescribed Themes and Prescribed Contemporary Issues

The study of themes, presented through a range of texts, enables students to reflect on how languages work as a system, and the ways in which culture is expressed through language. Students develop skills in exchanging, analysing, and evaluating information, opinions, and ideas.

Refer to Appendix A for language-specific information.

Texts and Text Types

Refer to Appendix A for language-specific information.

The term 'text' refers to any form of communication – spoken, written, visual, or multimodal. Texts are sometimes usefully grouped as 'text types'. For example, texts such as a letter, an interview, or a report, share a certain generic structure that is not arbitrary but reflects the purpose for which the text has been produced. Each text type has defining characteristics, of which students should be made aware.

Students read, listen to, and view a range of texts and text types in [Language] relevant to the prescribed themes and prescribed contemporary issues. English language texts may also provide a perspective on the themes and contemporary issues being explored. However, most of the texts studied must be in [Language]. Students should also construct a range of texts appropriate to a variety of contexts, purposes, and audiences.

Students analyse and evaluate texts from linguistic perspectives (language forms and features, structure) and cultural perspectives (thematic, contextual, social, and political), and consider the relationships between the two. Students analyse and evaluate the way in which texts convey their message and have an impact on their audience.

In this way, students develop skills in listening, speaking, reading, and writing. Students also develop skills in reflecting critically on their own cultures and those of others, and in making connections between [Language] and English and/or other languages.

Dictionaries

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

Grammar

Refer to Appendix A for language-specific information.

ASSESSMENT SCOPE AND REQUIREMENTS

Assessment at Stage 1 is school based.

EVIDENCE OF LEARNING

The following assessment types enable students to demonstrate their learning in Stage 1 locally assessed languages at background speakers level:

- Assessment Type 1: Interaction
- Assessment Type 2: Text Production
- Assessment Type 3: Text Analysis
- Assessment Type 4: Investigation.

For a 10-credit subject, students should provide evidence of their learning through five assessments.

Students undertake:

- one interaction
- one text production
- one text analysis
- one response to text(s) and one reflective response for the investigation.

Each assessment type should have a weighting of at least 20%.

For a 20-credit subject, students should provide evidence of their learning through ten assessments, with at least two assessments from each assessment type. The remaining assessments may be undertaken from any assessment type. Each assessment type should have a weighting of at least 20%.

Teachers should ensure a balance of macro skills, and of knowledge, skills, and topics across 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 he or she needs to learn
- design opportunities for the student to provide evidence of his or her learning at the highest possible level of achievement.

The assessment design criteria consist of specific features that:

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

For these subjects the assessment design criteria are:

- ideas

-
- expression
 - evaluation 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 information, opinions, and ideas
 - creating interest and impact and engaging the audience.
- I2 Depth of treatment of ideas, opinions, and perspectives on contemporary issues
 - depth and variety of content
 - elaboration of ideas and degree of analysis of contemporary issues
 - understanding and use of textual references to explain information and support opinions, ideas, and perspectives
 - evidence of planning, preparation, and research.

Expression

The specific features are as follows:

- E1 Accuracy, appropriateness, clarity, and range of expression
 - accuracy of linguistic structures and features
 - appropriateness of expression for audience and purpose (e.g. form, register)
 - clarity of expression (i.e. fluency, pronunciation, intonation, stress)
 - range of expression (i.e. linguistic structures and features).
- E2 Coherence in structure and sequence
 - structure and sequence of information, opinions, ideas, and perspectives
 - use of cohesive devices
 - observation of the conventions of text types.
- E3 Use of strategies to initiate and sustain communication
 - interaction on topics and issues (i.e. relating to interlocutor(s), initiating and sustaining interaction)
 - communication strategies (e.g. comprehension; responding to cues, questions, and comments).

Evaluation and Reflection

The specific features are as follows:

- ER1 Interpretation and evaluation of meaning in texts
- analysis and explanation of content (general and specific information) and of context, purpose, and audience
 - comparison and contrast of information, opinions, ideas, and perspectives in texts
 - evaluation of cultures, values, and ideas in texts.
- ER2 Analysis of linguistic, cultural, and stylistic features
- analysis and explanation of linguistic and cultural features (e.g. idiom, allegory, proverbs) and stylistic features (e.g. tone, rhetorical devices, phrasing and repetition, textual features, and organisation)
 - accuracy of inferences based on linguistic, cultural, and/or stylistic features.
- ER3 Reflection
- reflection on own values, beliefs, ideas, and practices in relation to those represented in texts
 - reflection on how texts inform own understanding of, and perspectives on, contemporary issues.

SCHOOL ASSESSMENT

Assessment Type 1: Interaction

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

Students may participate in, for example, discussions, interviews, forums, or debates, or give multimodal presentations, speeches, or talks to specific audiences and respond to questions in [Language].

Students support their information, opinions, and ideas with evidence from texts.

The design of the assessments should specify a context, purpose, and audience.

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

- ideas
- expression.

Assessment Type 2: Text Production

Students create texts in written [Language], in which they express ideas, opinions, and perspectives on contemporary issues.

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

Students support their ideas, opinions, and perspectives with evidence from texts.

The design of the assessments should specify:

- a context, purpose, and audience
- the text type for production
- the kind of writing required (e.g. persuasive, creative, discursive).

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

- ideas
- expression.

Assessment Type 3: Text Analysis

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

Students analyse, interpret, and evaluate meaning and language use, by responding to written, spoken, or multimodal texts in [Language], for example, magazine and newspaper articles, diaries, advertisements, brochures, poems, reports, literary texts, blogs, conversations, interviews, announcements, talks, songs, speeches, voicemail, podcasts, radio broadcasts, television programs, and websites.

The design of the assessments should enable students to, for example:

- select, use, and synthesise general and specific information in texts
- summarise the main points in a text
- compare and contrast information, opinions, ideas, and perspectives
- analyse, and make inferences based on, linguistic, cultural, and stylistic features
- explain the use of language
- evaluate cultures, values, and ideas in texts
- adapt textual content to create new text.

If the texts are linked, students may be required to evaluate, compare, and contrast information, opinions, perspectives, and ideas in texts, and draw conclusions.

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

- expression
- evaluation and reflection.

Assessment Type 4: Investigation

Students undertake an investigation demonstrating research and personal reflection on a cultural or social aspect of, or issue related to, a prescribed theme or contemporary issue. The aspect or issue for research may be chosen by negotiation with, or at the direction of, the teacher. Students are expected to complete both assessments for the investigation:

- a response to text(s)
- a reflective response.

The two assessments should differ in context, audience, and purpose, and be supported by evidence of preparation and research.

One assessment must be in [Language] and one assessment must be in English.

A Response to Text(s)

Students analyse one or more texts that are in [Language] with a response (oral or written or multimodal) in [Language] and/or English.

Students:

- interact with others to exchange and explain information, opinions, ideas, and perspectives in spoken [Language] about their investigation, for example, by participating in a discussion or giving a multimodal presentation or talk to a specific audience and responding to questions

or

- create a written text, in which they express ideas, opinions, and perspectives on their investigation, for example, articles, blogs, essays, or reports.

A Reflective Response

Students reflect on their experience in undertaking the investigation in [Language] or English.

Students may reflect on:

- the impact that the research has had on them personally, for example, how the learning may have influenced or changed their thinking
- learning that was new, surprising, or challenging
- their own values, beliefs, ideas, and practices in relation to those represented or expressed in the texts studied
- how the investigation has informed their understanding of the prescribed theme or contemporary issue.

Students:

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

or

- give an oral presentation, talk, speech, etc. to a specific audience

or

- participate in a discussion (individual or round table).

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

- ideas
- expression
- evaluation and reflection.

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 his or her 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
- taking into account the weighting of each assessment type
- assigning a subject grade between A and E.

Teachers can use a SACE Board school assessment grade calculator to help them to assign the subject grade. The calculator is available on the SACE website (www.sace.sa.edu.au).

Performance Standards for Stage 1 Locally Assessed Languages at Background Speakers Level

| Ideas | Expression | | Evaluation and Reflection |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>A</p> <p><i>Relevance</i></p> <p>Responses are consistently relevant to context, purpose, audience, and topic.</p> <p>Responses consistently convey the appropriate information, opinions, and ideas.</p> <p>Responses successfully create the desired interest and impact, and engage the audience.</p> <p><i>Depth of Treatment of Ideas, Opinions, and Perspectives on Contemporary Issues</i></p> <p>Depth and breadth in the development of information, opinions, ideas, and perspectives highly relevant to the topic.</p> <p>Ideas are elaborated in detail with in-depth, well-informed analysis of contemporary issues.</p> <p>Opinions, ideas, and perspectives are qualified and justified, and information explained, using textual references highly effectively, from a range of sources.</p> <p>Comprehensive and well-structured planning, preparation, and research.</p> | <p><i>Accuracy, Appropriateness, Clarity, and Range of Expression</i></p> <p>Highly developed and sophisticated control of language.</p> <p>Idiom and/or stylistic devices (e.g. intonation and stress) are used to enhance meaning, with a highly appropriate style and register.</p> <p>Some accent/dialect may be evident; however, meaning is successfully and fluently conveyed.</p> <p>Expressive writing and speaking, using sophisticated linguistic structures and features.</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Responses are structured, and information, opinions, ideas, and perspectives are sequenced, logically and coherently.</p> <p>A range of sophisticated cohesive devices is used highly effectively.</p> <p>Conventions of the text type are consistently observed.</p> | <p><i>Use of Strategies to Initiate and Sustain Communication</i></p> <p>Interaction on topics and issues is initiated, sustained, and spontaneous.</p> <p>A variety of communication strategies are used effectively during interaction (e.g. adjusting or elaborating on opinions or ideas in response to reactions and comments of audience, seeking clarification, using appropriate pause fillers). Unpredictable elements are handled well.</p> | <p><i>Interpretation and Evaluation of Meaning in Texts</i></p> <p>Perceptive analysis and explanation of the content, context, purpose, and audience. Observations and conclusions are justified with relevant examples from the text.</p> <p>Information, opinions, ideas, and perspectives in texts are compared and contrasted clearly, logically, and with insight.</p> <p>Insightful evaluation of how cultures, values, and ideas are represented or expressed in texts.</p> <p><i>Analysis of Linguistic, Cultural, and Stylistic Features</i></p> <p>Clear, critical analysis of the functions of linguistic, cultural, and stylistic features.</p> <p>Consistently accurate and appropriate inferences based on linguistic, cultural, and/or stylistic features.</p> <p><i>Reflection</i></p> <p>Insightful reflection on own values, beliefs, ideas, and practices in relation to those represented in texts.</p> <p>Thoughtful reflection on how texts inform own understanding of, and perspectives on, contemporary issues.</p> |

| Ideas | Expression | Evaluation and Reflection |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>B <i>Relevance</i></p> <p>Responses are mostly relevant to context, purpose, audience, and topic.</p> <p>Responses mostly convey the appropriate information, opinions, and ideas.</p> <p>Responses generally create the desired interest and impact, and engage the audience.</p> <p><i>Depth of Treatment of Ideas, Opinions, and Perspectives on Contemporary Issues</i></p> <p>Breadth and some depth in the development of information, opinions, ideas, and perspectives relevant to the topic.</p> <p>Some ideas are elaborated effectively, with detailed and informed analysis of contemporary issues.</p> <p>Opinions, ideas, and perspectives are supported, and information explained, using textual references effectively, from different sources.</p> <p>Well-structured planning, preparation, and research.</p> | <p><i>Accuracy, Appropriateness, Clarity, and Range of Expression</i></p> <p>Expression mostly clear and intelligible, with well-developed control of language.</p> <p>Some stylistic devices are used to enhance meaning. Style and register are appropriate for purpose and audience.</p> <p>Some accent/dialect may be evident; however, meaning is still conveyed. Minor interruptions to the flow of the response do not interfere with overall meaning.</p> <p>Effective communication with a comprehensive range of vocabulary and syntax.</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Responses are coherently structured, and information, opinions, ideas, and perspectives are effectively sequenced.</p> <p>Cohesive devices are used to connect ideas clearly.</p> <p>Most conventions of the text type are observed.</p> | <p><i>Interpretation and Evaluation of Meaning in Texts</i></p> <p>Analysis and explanation of key content, and identification of context, purpose, and audience. Interpretations of meaning are supported with some appropriate examples from the text.</p> <p>Clear connections are made between information, opinions, ideas, and perspectives in texts.</p> <p>Well-considered evaluation of how cultures, values, and ideas are represented or expressed in texts.</p> <p><i>Analysis of Linguistic, Cultural, and Stylistic Features</i></p> <p>The functions of particular linguistic features in the text are analysed and explained. Cultural and stylistic features are identified and described.</p> <p>Generally accurate and appropriate inferences based on linguistic, cultural, and/or stylistic features.</p> <p><i>Reflection</i></p> <p>Some depth in reflection on own values, beliefs, ideas, and practices in relation to those expressed or represented in texts.</p> <p>Some depth in reflection on how texts inform own understanding of, and perspectives on, contemporary issues.</p> |

| | Ideas | Expression | Evaluation and Reflection | |
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| C | <p><i>Relevance</i></p> <p>Responses are generally relevant to topic and purpose, with some relevance to context and audience.</p> <p>Responses generally convey appropriate information, and simple opinions and ideas.</p> <p>Responses create some interest and impact, and partly engage the audience. Some responses may have a rehearsed feel.</p> <p><i>Depth of Treatment of Ideas, Opinions, and Perspectives on Contemporary Issues</i></p> <p>Some variety in the development of information, opinions, ideas, and perspectives that are generally relevant to the topic.</p> <p>Simple ideas are elaborated effectively, with generally informed analysis of contemporary issues.</p> <p>Simple opinions, ideas, and perspectives are generally supported, and some information explained, using textual references from different sources. Some responses may rely on summarising or recounting research and specific sources, rather than formulating and justifying opinions.</p> <p>Generally structured planning and preparation, with some appropriate research.</p> | <p><i>Accuracy, Appropriateness, Clarity, and Range of Expression</i></p> <p>Expression generally clear and intelligible. Appropriate linguistic structures and vocabulary are used with general control of language.</p> <p>Stylistic devices used occasionally to enhance meaning. Style and register are generally appropriate for purpose and audience.</p> <p>Accent/dialect influences pronunciation; however, meaning is still conveyed. Some hesitancy in responding.</p> <p>Generally effective communication, with an appropriate range of vocabulary and syntax.</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Responses are competently structured, and information, opinions, ideas, and perspectives are sequenced with some effectiveness.</p> <p>Some cohesive devices are used to connect ideas.</p> <p>Conventions of the text type are generally observed.</p> | <p><i>Use of Strategies to Initiate and Sustain Communication</i></p> <p>Interaction on topics and issues is sustained, but awaits lead from interlocutor. Occasionally lacks confidence or willingness to maintain discussion.</p> <p>Some communication strategies are used with effect during interaction (e.g. seeking clarification). May be hesitant in responding to unpredictable elements.</p> | <p><i>Interpretation and Evaluation of Meaning in Texts</i></p> <p>Main points and ideas in texts, and context, purpose, and audience, are identified and explained. Interpretations of meaning are supported with isolated examples from the text.</p> <p>Some connections between information, opinions, ideas, and perspectives in texts are described.</p> <p>Cultures, values, and ideas represented or expressed in texts are identified and described, with some evaluation.</p> <p><i>Analysis of Linguistic, Cultural, and Stylistic Features</i></p> <p>Some linguistic, cultural, and stylistic features of the text are identified and described.</p> <p>Some accurate and appropriate inferences are made.</p> <p><i>Reflection</i></p> <p>Some reflection on and description of own values, beliefs, ideas, and practices in relation to those represented or expressed in texts.</p> <p>Some reflection on how texts inform own understanding of, and perspectives on, contemporary issues.</p> |

| | Ideas | Expression | Evaluation and Reflection |
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| D | <p><i>Relevance</i></p> <p>Responses partially relevant to the topic and purpose.</p> <p>Responses convey some basic information, opinions, and/or ideas that may be appropriate.</p> <p>Responses include one or more elements of interest that may engage the audience.</p> <p><i>Depth of Treatment of Ideas, Opinions, and Perspectives on Contemporary Issues</i></p> <p>Some basic treatment of opinions, information, and/or ideas, with some basic relevance to the topic.</p> <p>Ideas are superficial and often repetitive.</p> <p>Simple ideas are partly developed, with some description of one or more aspects of a contemporary issue. One or more examples may be used to support an opinion or idea, or to partly explain some information. Examples are generally based on one source.</p> <p>Some planning and preparation, with some general reference to sources; often relies on personal experience.</p> | <p><i>Accuracy, Appropriateness, Clarity, and Range of Expression</i></p> <p>Control of language is not sustained.</p> <p>Some basic use of style and/or register with some appropriateness.</p> <p>Pronunciation occasionally interferes with meaning.</p> <p>Some appropriate vocabulary and sentence structures are used.</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Responses are partially structured. Information, opinions, ideas, and/or perspectives are partly sequenced, but lack coherence.</p> <p>A cohesive device may be used, with some effectiveness.</p> <p>Some basic conventions of the text type are observed, with inconsistencies.</p> | <p><i>Use of Strategies to Initiate and Sustain Communication</i></p> <p>The discussion is 'led' by the interlocutor; responds with little variation from the lead given. Little confidence in engaging with interlocutor, responds rather than interacts.</p> <p>Reliance on the interlocutor to elicit simple, brief responses rather than offering opinions or ideas.</p> <p><i>Interpretation and Evaluation of Meaning in Texts</i></p> <p>Some key ideas and supporting details are identified. Attempts are made to engage with the text and offer personal observations, often with minimal justification and elaboration. Partial understanding of context, purpose, and audience.</p> <p>One or more connections made between information, opinions, ideas, or perspectives. Specific information is transcribed rather than interpreted.</p> <p>Some aspects of cultural practices represented or expressed in texts are identified.</p> <p><i>Analysis of Linguistic, Cultural, and Stylistic Features</i></p> <p>Some formulaic linguistic features, and one or more cultural and stylistic features, are identified.</p> <p>Some inferences are attempted, with partial accuracy.</p> <p><i>Reflection</i></p> <p>Elements of learning experiences are recounted, demonstrating partial understanding of own beliefs and practices in relation to those expressed in texts.</p> <p>Some description of how texts inform own understanding of one or more perspectives on a contemporary issue.</p> |

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| E | <p><i>Relevance</i></p> <p>Responses have limited relevance to the topic and purpose.</p> <p>Responses attempt to convey some basic information, with limited appropriateness.</p> <p>Responses attempt to include an element of interest.</p> <p><i>Depth of Treatment of Ideas, Opinions, and Perspectives on Contemporary Issues</i></p> <p>Attempted treatment of simple information.</p> <p>Attempted development of a simple idea, with attempted description of an aspect of a contemporary issue.</p> <p>Attempted use of an example to support an idea or explain an item of information, with limited effectiveness.</p> <p>Attempted planning or preparation, with some use of one source.</p> | <p><i>Accuracy, Appropriateness, Clarity, and Range of Expression</i></p> <p>Limited accuracy or control of language in writing and speaking.</p> <p>Limited use of appropriate style or register.</p> <p>Limited communication or use of appropriate vocabulary and sentence structure.</p> <p>Dialect/accnt interferes with meaning.</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Responses are disjointed.</p> <p>Attempted use of one or more conventions of the text type.</p> | <p><i>Use of Strategies to Initiate and Sustain Communication</i></p> <p>Maintains a 'strained' level of communication, relies predominantly on guidance and prompting from the interlocutor.</p> <p>Responses are brief, using simple structures and vocabulary, with frequent pauses, and limited use of language or clarity of meaning.</p> | <p><i>Interpretation and Evaluation of Meaning in Texts</i></p> <p>Identifies limited relevant factual information, with little exposition or elaboration.</p> <p>Limited evidence of comparisons or contrasts.</p> <p><i>Analysis of Linguistic, Cultural, and Stylistic Features</i></p> <p>Attempted identification of one or more formulaic linguistic features, and one or more cultural or stylistic features.</p> <p>Limited attempt to make any inferences, with limited accuracy.</p> <p>Reflection</p> <p>One or more elements of language learning experiences are recounted.</p> <p>Attempted description of a perspective on a contemporary issue.</p> |

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).

Stage 2 Locally Assessed
Languages Background
Speakers Level

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 locally assessed language at background speakers level.

In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding, and skills to:

1. interact with others to exchange and explain information, opinions, and ideas in [Language]
2. create texts in [Language] to express ideas, opinions, and perspectives on contemporary issues
3. analyse, evaluate, and respond to texts that are in [Language]
4. examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

CONTENT

A Stage 2 locally assessed language at background speakers level is a 20-credit subject.

Stage 2 [Language] at background speakers level is organised around four prescribed themes and a number of prescribed contemporary issues. These themes have been selected to enable students to extend their understanding of the interdependence of language, culture, and identity. The themes and contemporary issues are intended to be covered across Stage 1 and Stage 2.

Prescribed Themes and Prescribed Contemporary Issues

The study of themes, presented through a range of texts, enables students to reflect on how languages work as a system, and the ways in which culture is expressed through language. Students develop skills in exchanging, analysing, and evaluating information, opinions, and ideas.

Refer to Appendix A for language-specific information.

Texts and Text Types

Refer to Appendix A for language-specific information.

The term 'text' refers to any form of communication – spoken, written, visual, or multimodal. Texts are sometimes usefully grouped as 'text types'. For example, texts such as a letter, an interview, or a report, share a certain generic structure that is not arbitrary but reflects the purpose for which the text has been produced. Each text type has defining characteristics, of which students should be made aware.

Students read, listen to, and view a range of texts and text types in [Language] relevant to the prescribed themes and prescribed contemporary issues. English language texts may also provide a perspective on the themes and contemporary issues being explored. However, most of the texts studied must be in [Language]. Students should also construct a range of texts appropriate to a variety of contexts, purposes, and audiences.

Students analyse and evaluate texts from linguistic perspectives (language forms and features, structure) and cultural perspectives (thematic, contextual, social, and political), and consider the relationships between the two. Students analyse and evaluate the ways in which texts convey their message and have an impact on their audience.

In this way students develop skills in listening, speaking, reading, and writing. Students also develop skills in reflecting critically on their own cultures and those of others, and in making connections between [Language] and English and/or other languages.

Dictionaries

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

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

Grammar

Refer to Appendix A for language-specific information.

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 locally assessed languages at background speakers 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 he or she needs to learn
- teachers and assessors to design opportunities for the student to provide evidence of his or her 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.

For these subjects the assessment design criteria are:

- ideas
- expression
- evaluation 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 information, opinions, and ideas
 - creating interest and impact and engaging the audience.
- I2 Depth of treatment of ideas, opinions, and perspectives on contemporary issues
 - depth and variety of content
 - elaboration of ideas and degree of analysis of contemporary issues
 - understanding, appreciation, and use of textual references to explain information and support opinions, ideas, and perspectives
 - evidence of planning, preparation, and research.

Expression

The specific features are as follows:

- E1 Accuracy, appropriateness, clarity, and range of expression
 - accuracy of linguistic structures and features
 - appropriateness of expression for audience and purpose (e.g. form, register)
 - clarity of expression (i.e. fluency, pronunciation, intonation, stress)
 - range of expression (i.e. linguistic structures and features).
- E2 Coherence in structure and sequence
 - structure and sequence of information, opinions, ideas, and perspectives
 - use of cohesive devices
 - observation of the conventions of text types.
- E3 Use of strategies to initiate and sustain communication
 - interaction on topics and issues (i.e. relating to interlocutor(s), initiating and sustaining interaction)
 - communication strategies (e.g. comprehension; responding to cues, questions, and comments).

Evaluation and Reflection

The specific features are as follows:

- ER1 Interpretation and evaluation of meaning in texts
- analysis and explanation of content (general and specific information) and of context, purpose, and audience
 - comparison and contrast of information, opinions, ideas, and perspectives in texts
 - evaluation of cultures, values, and ideas in texts.
- ER2 Analysis of linguistic, cultural, and stylistic features
- analysis and explanation of linguistic and cultural features (e.g. idiom, allegory, proverbs) and stylistic features (e.g. tone, rhetorical devices, phrasing and repetition, textual features, and organisation)
 - accuracy of inferences based on linguistic, cultural, and/or stylistic features.
- ER3 Reflection
- reflection on own values, beliefs, ideas, and practices in relation to those represented in texts
 - reflection on how texts inform own understanding of, and perspectives on, contemporary issues.

SCHOOL ASSESSMENT

Assessment Type 1: Folio (50%)

There are three assessments for the folio:

- Interaction
- Text Production
- Text Analysis.

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

Interaction

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

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

Students support their ideas, opinions, and perspectives with evidence from texts.

The design of the assessments should specify a context, purpose, and audience.

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

- ideas
- expression.

Text Production

Students create texts in written [Language], in which they express ideas, opinions, and perspectives on contemporary issues.

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

Students support their ideas, opinions, and perspectives with evidence from texts.

The design of the assessments should specify:

- a context, purpose, and audience
- the text type for production
- the kind of writing required (e.g. persuasive, creative, discursive).

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

- ideas
- expression.

Text Analysis

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

Students analyse, interpret, and evaluate meaning and language use by responding to written, spoken, or multimodal texts in [Language], for example, magazine and newspaper articles, diaries, advertisements, brochures, poems, reports, literary texts, blogs, conversations, interviews, announcements, talks, songs, speeches, voicemail, podcasts, radio broadcasts, television programs, or websites.

The design of the assessments should enable students to, for example:

- select, use, and synthesise general and specific information in texts
- summarise the main points in a text
- compare and contrast information, opinions, ideas, and perspectives
- analyse, and make inferences based on, linguistic, cultural, and stylistic features
- explain the use of language
- evaluate cultures, values, and ideas in texts
- adapt textual content to create new texts.

If the texts are linked, students may be required to evaluate, compare, and contrast information, opinions, perspectives, and ideas in texts, and draw conclusions.

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

- expression
- evaluation and reflection.

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

There are three assessments for the in-depth study:

- an oral presentation in [Language] (5 to 7 minutes)
- a written response to the topic in [Language] (maximum of 1000 characters/800 words)
- a reflective response in English (maximum of 600 words, or 5 to 7 minutes).

The three assessments should differ in context, audience, and purpose, and be supported by evidence of research, text analysis and evaluation, and planning and preparation.

The in-depth study enables students to extend their understanding of an aspect or aspects of one of the prescribed themes or contemporary issues, or to explore links between themes or contemporary issues.

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'.

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

Students should participate as much as possible in selecting their own topic or aspect of a topic. All students must undertake an individual study, and develop their own ideas, opinions, and perspectives, which they support with evidence from the texts studied. Some topics may also enable students to include comparisons between their learning and their personal experience.

The texts that form the basis of the in-depth study are likely to depend on the availability of appropriate sources. The most important aspect of text selection is that the range of texts includes a variety of contemporary sources, with different perspectives presented in different text types. These could include, for example, newspaper and magazine articles, websites, documentaries, films, short stories, songs, oral histories, interviews, or guest speakers. 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, so that students can explore their topic in sufficient depth. At least three of the texts should be in [Language].

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

- notes on features of language and culture
- a written plan or cue cards for the oral presentation
- a draft of the response in [Language]
- a draft of the response in English
- personal reflections
- personal notes, paragraphs, or short summaries relating to the texts, in students' own words
- charts, maps, diagrams, pictures, as appropriate
- a bibliography or references.

The assessment of the in-depth study should enable students to:

- analyse and reflect on texts (know and understand the texts)
- share findings, ideas, opinions, and perspectives with others (personal perspective and independence in response)
- comment on features of language (explain the use of language)
- comment on features of culture (make comparisons)
- support their ideas, opinions, and perspectives with evidence from the texts studied.

An Oral Presentation in [Language] (5 to 7 minutes)

Students present ideas, opinions, and perspectives in spoken [Language] on 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.

A Written Response to the Topic in [Language] (maximum of 1000 characters/800 words)

Students write one text in [Language], in which they express and evaluate ideas, information, opinions, and perspectives on the topic of their in-depth study.

This may include writing articles, blogs, essays, or reports.

The design of the assessment should specify:

- a context, purpose, and audience
- the text type for production
- the kind of writing required (e.g. persuasive, creative, discursive).

A Reflective Response in English (maximum of 600 words, or 5 to 7 minutes)

Students present a reflective response in English on their experience in undertaking the in-depth study.

Students may reflect on:

- how the research experience was similar to or different from their preconceptions
- their own values, beliefs, ideas, and practices in relation to those represented or expressed in the texts studied
- how the in-depth study has influenced, increased, or changed their understanding of the issue or topic
- how the research has informed their own understanding of, or perspectives on, related issues or topics
- learning that was new, surprising, or challenging
- their insights and findings
- how they may use their learning from this experience in the future
- how the research has influenced their thinking about language and culture

-
- their reasons for choosing the topic
 - the research process
 - the aspects they would choose and why, if they had the opportunity to research their topic further.

Students are required to:

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

or

- give an oral presentation to a specific audience.

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

- ideas
- expression
- evaluation 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 exchanging and explaining information, opinions, and ideas in spoken [Language].

The oral examination takes 10 to 15 minutes.

The examination begins with the student indicating to the examiner(s) the topic of the in-depth study for discussion. The student is expected to explore the topic and related prescribed theme or contemporary issue with the examiner(s), and refer to the texts studied. The student may also refer to personal experiences related to the topic of the in-depth study.

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

Written Examination

The 190-minute written examination has three sections:

- Section 1: Listening and Responding
- Section 2: Reading and Responding
- Section 3: Writing in [Language].

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

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

Section 1: Listening and Responding

Section 1 of the written examination is designed to assess primarily students' knowledge and skill in analysing, evaluating, and responding to information from spoken texts.

Section 1 of the written examination has two parts, Part A and Part B. In both parts, students listen and respond to recorded texts in [Language].

Students are expected to demonstrate understanding of general and specific information from spoken texts and to respond to questions on this information. The questions may require students to identify:

- the ideas and opinions expressed in the texts
- language features, such as style and register.

The texts in this section are related to one or more of the prescribed contemporary issues. Texts are drawn from a range of spoken text types, such as discussions, interviews, and broadcasts.

Part A

Students hear one text in [Language]. The total listening time, for one reading of the text without pauses, is approximately 3 minutes. The text is heard twice. There is a pause between the first and second readings, in which students may make notes. Students have 12 minutes after the second reading to complete their answers.

Students are expected to answer a number of questions, one or more of which requires extended paragraphs.

The questions require students to respond to information in the spoken text by, for example:

- identifying and providing a summary of the main points, ideas, opinions, or arguments
- analysing ways in which language is used to convey meaning (e.g. analyse and evaluate textual features)
- identifying the purpose, context, and audience of the text.

Questions are written in [Language] and/or English for answers in English.

Part B

Students hear two texts in [Language] that are related to the same prescribed contemporary issue. The total listening time, for one reading of both texts without pauses, is approximately 4 minutes. The texts are heard in sequence and then repeated once. There is a pause after the first reading of both texts, in which students may make notes. Students are given 20 minutes after the second reading of both texts to complete their answers.

Students are expected to evaluate, compare, and contrast the information, opinions, and ideas from the spoken texts and present them in a new form.

The question is written in [Language] and/or English for a response in [Language].

Students are expected to write a response of approximately 300 characters/200 words.

Section 2: Reading and Responding

Section 2 is designed to assess primarily students' knowledge and skill in exchanging information, opinions, and ideas, and in analysing, evaluating, and responding to information, opinions, and ideas in written texts.

Section 2 of the written examination has two parts, Part A and Part B.

The texts in this section are related to the prescribed contemporary issues. Texts are drawn from a range of written text types, such as extracts from a novel, an article, a letter, or a review.

Part A

Students read one text in [Language] of a maximum of 500 characters/words that are related to one of the prescribed contemporary issues. Students are expected to analyse, evaluate, and respond to the text.

Students are expected to answer a number of questions, one or more of which require extended paragraphs. Questions require students to respond to information in the written text by, for example:

- providing a summary of the main points, ideas, opinions, or arguments
- analysing ways in which language is used to convey meaning (e.g. analyse and evaluate textual features)
- identifying, discussing, and analysing the purpose, context, and audience of the text
- identifying, discussing, and analysing main points and specific information.

Questions are written in [Language] and/or English for answers in either [Language] or English, as specified.

Part B

Students read one text in [Language] of between 250 and 350 characters/words that are related to one of the prescribed contemporary issues. The question requires students to exchange information, ideas, and opinions in response to the opinions, ideas, and information in the text. Students identify and evaluate the information, opinions, and/or ideas in a text, and present an argument supported by textual references.

The question specifies a purpose, a context, and an audience.

The question is written in [Language] and English for a response in [Language].

Students are expected to write a response of approximately 400 to 450 characters/250 to 300 words.

Section 3: Writing in [Language]

Section 3 of the written examination is designed to assess primarily students' ability to express ideas, opinions, and perspectives in [Language].

Students are expected to write one original text in [Language]. There is a choice of four questions. Each question is related to one of the prescribed themes. Students are expected to refer to texts studied. All questions specify a purpose, a context, and an audience.

Questions are written in [Language] and English for a response in [Language].

Students write a response of approximately 500 characters/300 to 350 words.

All specific features of the assessment design criteria for locally assessed languages at background speakers level may be assessed in the external examination.

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 and assessors refer to in deciding how well a student has demonstrated his or her 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 each school assessment type, 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–.

Performance Standards for Stage 2 Locally Assessed Languages at Background Speakers Level

| Ideas | Expression | | Evaluation and Reflection |
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| <p>A</p> <p><i>Relevance</i></p> <p>Responses are consistently relevant to context, purpose, audience, and topic.</p> <p>Responses consistently convey the appropriate information, opinions, and ideas.</p> <p>Responses successfully create the desired interest and impact, and engage the audience.</p> <p><i>Depth of Treatment of Ideas, Opinions, and Perspectives on Contemporary Issues</i></p> <p>Depth and breadth in the development of information, opinions, ideas, and perspectives highly relevant to the topic.</p> <p>Complex ideas are elaborated in detail with in-depth, well-informed analysis of contemporary issues.</p> <p>Opinions, ideas, and perspectives are qualified and justified, and information explained, using textual references highly effectively, from a range of sources.</p> <p>Comprehensive and well-structured planning, preparation, and research.</p> | <p><i>Accuracy, Appropriateness, Clarity, and Range of Expression</i></p> <p>Highly developed and sophisticated control of language.</p> <p>Idiom and/or stylistic devices (e.g. intonation and stress) are used to enhance meaning, with a highly appropriate style and register.</p> <p>Some accent/dialect may be evident; however, meaning is successfully and fluently conveyed.</p> <p>Expressive communication, using sophisticated linguistic structures and features.</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Responses are structured, and information, opinions, ideas, and perspectives are sequenced, logically and coherently.</p> <p>A range of sophisticated cohesive devices is used highly effectively.</p> <p>Conventions of the text type are consistently observed.</p> | <p><i>Use of Strategies to Initiate and Sustain Communication</i></p> <p>Interaction on topics and issues is initiated, sustained, and spontaneous.</p> <p>A variety of communication strategies are used effectively during interaction (e.g. adjusting or elaborating on opinions or ideas in response to reactions and comments of audience, seeking clarification, using appropriate pause fillers). Unpredictable elements are handled well.</p> | <p><i>Interpretation and Evaluation of Meaning in Texts</i></p> <p>Perceptive analysis and explanation of the content, context, purpose, and audience. Sophisticated observations and conclusions are justified with relevant examples from the text.</p> <p>Information, opinions, ideas, and perspectives in texts are compared and contrasted clearly, logically, and with insight.</p> <p>Insightful evaluation of how cultures, values, and ideas are represented or expressed in texts.</p> <p><i>Analysis of Linguistic, Cultural, and Stylistic Features</i></p> <p>Comprehensive, clear, and critical analysis, and detailed explanation of the functions of linguistic, cultural, and stylistic features.</p> <p>Consistently accurate and appropriate inferences based on linguistic, cultural, and/or stylistic features.</p> <p><i>Reflection</i></p> <p>Insightful reflection on own values, beliefs, ideas, and practices in relation to those represented in texts.</p> <p>Thoughtful and critical reflection on how texts inform own understanding of, and perspectives on, contemporary issues.</p> |

| | Ideas | Expression | Evaluation and Reflection |
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| B | <p><i>Relevance</i></p> <p>Responses are mostly relevant to context, purpose, audience, and topic.</p> <p>Responses mostly convey the appropriate information, opinions, and ideas.</p> <p>Responses generally create the desired interest and impact, and engage the audience.</p> <p><i>Depth of Treatment of Ideas, Opinions, and Perspectives on Contemporary Issues</i></p> <p>Breadth and some depth in the development of information, opinions, ideas, and perspectives relevant to the topic.</p> <p>Some complex ideas are elaborated effectively, with detailed and informed analysis of contemporary issues.</p> <p>Opinions, ideas, and perspectives are supported, and information explained, using textual references effectively, from different sources.</p> <p>Well-structured planning, preparation, and research.</p> | <p><i>Accuracy, Appropriateness, Clarity, and Range of Expression</i></p> <p>Expression mostly clear and intelligible, with well-developed control of language.</p> <p>Some stylistic devices are used to enhance meaning. Style and register are appropriate for purpose and audience.</p> <p>Some accent/dialect may be evident; however, meaning is still conveyed. Minor interruptions to the flow of the response do not interfere with overall meaning.</p> <p>Effective communication with a comprehensive range of vocabulary and syntax.</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Responses are coherently structured, and information, opinions, ideas, and perspectives are effectively sequenced.</p> <p>Cohesive devices are used to connect ideas clearly.</p> <p>Most conventions of the text type are observed.</p> | <p><i>Use of Strategies to Initiate and Sustain Communication</i></p> <p>Interaction on topics and issues is generally initiated and mostly sustained.</p> <p>Communication strategies are generally used with effect during interaction (e.g. elaborating an opinion or idea, seeking clarification, using appropriate pause fillers). Some unpredictable elements are handled well.</p> <p><i>Interpretation and Evaluation of Meaning in Texts</i></p> <p>Analysis and explanation of key content, and identification of context, purpose, and audience. Interpretations of meaning, and clear conclusions are supported with some appropriate examples from the text.</p> <p>Clear connections are made between information, opinions, ideas, and perspectives in texts.</p> <p>Well-considered evaluation of how cultures, values, and ideas are represented or expressed in texts.</p> <p><i>Analysis of Linguistic, Cultural, and Stylistic Features</i></p> <p>The functions of particular linguistic, cultural, and stylistic features in the text are clearly analysed and explained.</p> <p>Generally accurate and appropriate inferences based on linguistic, cultural, and/or stylistic features.</p> <p><i>Reflection</i></p> <p>Some depth in reflection on own values, beliefs, ideas, and practices in relation to those expressed or represented in texts.</p> <p>Some depth in reflection on how texts inform own understanding of, and perspectives on, contemporary issues.</p> |

| Ideas | Expression | Evaluation and Reflection |
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| <p>C <i>Relevance</i></p> <p>Responses are generally relevant to topic and purpose, with some relevance to context and audience.</p> <p>Responses generally convey appropriate information, and simple opinions and ideas.</p> <p>Responses create some interest and impact, and partly engage the audience. Some responses may have a rehearsed feel.</p> <p><i>Depth of Treatment of Ideas, Opinions, and Perspectives on Contemporary Issues</i></p> <p>Some variety in the development of information, opinions, ideas, and perspectives that are generally relevant to the topic.</p> <p>Simple ideas are elaborated effectively, with generally informed analysis of contemporary issues.</p> <p>Simple opinions, ideas, and perspectives are generally supported, and some information explained, using textual references from different sources. Some responses may rely on summarising or recounting research and specific sources, rather than formulating and justifying opinions.</p> <p>Generally structured planning and preparation, with some appropriate research.</p> | <p><i>Accuracy, Appropriateness, Clarity, and Range of Expression</i></p> <p>Expression generally clear and intelligible. Appropriate linguistic structures and vocabulary are used with general control of language.</p> <p>Stylistic devices used occasionally to enhance meaning. Style and register are generally appropriate for purpose and audience.</p> <p>Accent/dialect influences pronunciation; however, meaning is still conveyed. Some hesitancy in responding.</p> <p>Generally effective communication, with an appropriate range of vocabulary and syntax.</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Responses are competently structured, and information, opinions, ideas, and perspectives are sequenced with some effectiveness.</p> <p>Some cohesive devices are used to connect ideas.</p> <p>Conventions of the text type are generally observed.</p> | <p><i>Interpretation and Evaluation of Meaning in Texts</i></p> <p>Main points and ideas in texts, and context, purpose, and audience, are identified and explained. Interpretations of meaning and conclusions are supported with isolated examples from the text.</p> <p>Some connections between information, opinions, ideas, and perspectives in texts are described.</p> <p>Cultures, values, and ideas represented or expressed in texts are identified and described, with some evaluation.</p> <p><i>Analysis of Linguistic, Cultural, and Stylistic Features</i></p> <p>Some linguistic and stylistic features of the text are analysed and explained, and cultural features are identified and described.</p> <p>Some accurate and appropriate inferences are made.</p> <p><i>Reflection</i></p> <p>Some reflection on and description of own values, beliefs, ideas, and practices in relation to those represented or expressed in texts.</p> <p>Some reflection on how texts inform own understanding of one or more perspectives on contemporary issues.</p> |

| | Ideas | Expression | Evaluation and Reflection | |
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| D | <p><i>Relevance</i></p> <p>Responses partially relevant to the topic and purpose.</p> <p>Responses convey some basic information, opinions, and/or ideas that may be appropriate.</p> <p>Responses include one or more elements of interest that may engage the audience.</p> <p><i>Depth of Treatment of Ideas, Opinions, and Perspectives on Contemporary Issues</i></p> <p>Some basic treatment of opinions, information, and/or ideas, with some basic relevance to the topic.</p> <p>Ideas are superficial and often repetitive.</p> <p>Simple ideas are partly developed, with some description of one or more aspects of a contemporary issue. One or more examples may be used to support an opinion or idea, or to partly explain some information. Examples are generally based on one source.</p> <p>Some planning and preparation, with some general reference to sources; often relies on personal experience.</p> | <p><i>Accuracy, Appropriateness, Clarity, and Range of Expression</i></p> <p>Control of language is not sustained.</p> <p>Some basic use of style and/or register with some appropriateness.</p> <p>Pronunciation occasionally interferes with meaning.</p> <p>Some communication, using appropriate vocabulary and sentence structures.</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Responses are partially structured. Information, opinions, ideas, and/or perspectives are partly sequenced, but lack coherence.</p> <p>A cohesive device may be used with some effectiveness.</p> <p>Some basic conventions of the text type are observed, with inconsistencies.</p> | <p><i>Use of Strategies to Initiate and Sustain Communication</i></p> <p>The discussion is 'led' by the interlocutor; responds with little variation from the lead given. Some attempt to maintain discussion; generally responds rather than interacts.</p> <p>Reliance on the interlocutor to elicit simple, brief responses rather than offering opinions or ideas.</p> | <p><i>Interpretation and Evaluation of Meaning in Texts</i></p> <p>Some key ideas and supporting details are identified. Attempts are made to engage with the text and offer personal observations, often with minimal justification and elaboration. Partial understanding of context, purpose, and audience.</p> <p>One or more connections made between information, opinions, ideas, and/or perspectives. Specific information is generally transcribed rather than interpreted.</p> <p>Some aspects of cultural values, beliefs, and/or practices represented or expressed in texts are identified.</p> <p><i>Analysis of Linguistic, Cultural, and Stylistic Features</i></p> <p>Some formulaic linguistic features, and one or more cultural and stylistic features, are identified.</p> <p>Some inferences are attempted, with partial accuracy.</p> <p><i>Reflection</i></p> <p>Description of some learning experiences recounted, demonstrating partial understanding of own values, beliefs, ideas, or practices in relation to those represented or expressed in texts.</p> <p>Some description of how texts inform own understanding of perspectives on a contemporary issue.</p> |

| | Ideas | Expression | | Evaluation and Reflection |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| E | <p><i>Relevance</i></p> <p>Responses have limited relevance to the topic and purpose.</p> <p>Responses attempt to convey some basic information, with limited appropriateness.</p> <p>Responses attempt to include an element of interest.</p> <p><i>Depth of Treatment of Ideas, Opinions, and Perspectives on Contemporary Issues</i></p> <p>Attempted treatment of simple information.</p> <p>Attempted development of a simple idea, with attempted description of an aspect of a contemporary issue.</p> <p>Attempted use of an example to support an idea or explain an item of information, with limited effectiveness.</p> <p>Attempted planning or preparation, with some use of one source.</p> | <p><i>Accuracy, Appropriateness, Clarity, and Range of Expression</i></p> <p>Limited accuracy or control of language in writing and speaking.</p> <p>Limited use of appropriate style or register.</p> <p>Dialect/accnt interferes with meaning.</p> <p>Limited communication or use of appropriate vocabulary and sentence structure.</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Responses are disjointed.</p> <p>Attempted use of one or more conventions of the text type.</p> | <p><i>Use of Strategies to Initiate and Sustain Communication</i></p> <p>Maintains a 'strained' level of communication, relies predominantly on guidance and prompting from the interlocutor.</p> <p>Responses are brief, using simple structures and vocabulary, with frequent pauses, and limited use of language or clarity of meaning.</p> | <p><i>Interpretation and Evaluation of Meaning in Texts</i></p> <p>Identifies limited relevant factual information, with little exposition or elaboration.</p> <p>Limited evidence of comparisons or contrasts.</p> <p>Attempted recognition of one or more cultural practices expressed in the text.</p> <p><i>Analysis of Linguistic, Cultural, and Stylistic Features</i></p> <p>Attempted identification of one or more formulaic linguistic features, and one or more cultural or stylistic features.</p> <p>Limited attempt to make any inferences, with limited accuracy.</p> <p>Reflection</p> <p>Elements of language learning experiences are described.</p> <p>Limited description of a perspective on a contemporary issue.</p> |

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 both the school assessment and the external 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 2 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)

APPENDIX A: LANGUAGE-SPECIFIC INFORMATION

CHINESE

The Language

The language to be studied and assessed is the modern standard or official version of Chinese. Throughout the Chinese-speaking communities, Modern Standard Chinese is also known as Mandarin, Guoyu, Huayu, Hanyu, Zhongwen, and Zhongguohua.

For the purpose of this subject outline, Modern Standard Chinese is Putonghua, both in the spoken form and in the written form. Texts, questions, and tasks in the written form will be in simplified characters, but responses can be in either simplified or complex characters. The system of romanisation used in this subject outline is Hanyu Pinyin.

Learning Requirements

In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding, and skills to:

1. interact with others to exchange and explain information, opinions, and ideas in Chinese
2. create texts in Chinese to express ideas, opinions, and perspectives on contemporary issues
3. analyse, evaluate, and respond to texts that are in Chinese
4. examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

Meeting these learning requirements will involve using the macro skills of listening, speaking, reading, and writing, either individually or in combination, and being able to move between Chinese and English.

The indicators of what it is intended students will achieve by the end of Stage 2 are listed below. The indicators have been linked to one learning requirement, but may derive from more than one. Not all indicators will be assessed in the external examination.

Learning Requirements

Students should be able to:

1. interact with others to exchange and explain information, opinions, and ideas in Chinese
2. create texts in Chinese to express ideas, opinions, and perspectives on contemporary issues
3. analyse, evaluate, and respond to texts that are in Chinese
4. examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

Indicators

Students will:

- 1.1 convey information, opinions, and ideas, appropriate to context, purpose, and audience.
- 1.2 exchange and justify opinions and ideas.
- 1.3 use appropriate features of language for a variety of contexts, purposes, and audiences.
- 2.1 sequence and structure information, opinions, and ideas logically and coherently.
- 2.2 use a variety of features to convey meaning.
- 2.3 produce texts appropriate to context, purpose, and audience.
- 2.4 produce texts that are persuasive, creative, and discursive.
- 3.1 identify, discuss, and analyse main points and detailed items of specific information.
- 3.2 summarise and interpret information, opinions, and ideas.
- 3.3 infer points of view, values, attitudes, and emotions from features of language in texts.
- 3.4 compare and contrast aspects of texts.
- 3.5 explain the significance of context in conveying meaning.
- 3.6 present information in a different form and/or for a different audience.
- 3.7 recognise, analyse, and evaluate the effectiveness of a variety of texts.
- 3.8 respond to texts personally and critically.
- 4.1 examine and discuss sociocultural elements in texts.
- 4.2 recognise and employ language appropriate to different sociocultural contexts.
- 4.3 compare and contrast Australian and Chinese-speaking communities.

Prescribed Themes and Prescribed Contemporary Issues

There are four prescribed themes:

- China and the World
- Modernisation and Social Change
- The Overseas Chinese-speaking Communities
- Language in Use in Contemporary China.

The themes have a number of prescribed contemporary issues. The placement of issues under one or more of the themes is intended to provide a particular perspective or perspectives on each of the issues.

Themes

- China and the World
- Modernisation and Social Change
- The Overseas Chinese-speaking Communities
- Language in Use in Contemporary China

Contemporary Issues

- Political and historical developments since 1949 (e.g. Taiwan/mainland, Tibet, overseas Chinese in Asia, unification/autonomy, democratic reform, comparisons with the past and the present)
- The environment
- Population issues and policies
- Educational change and social/employment opportunities
- The impact of technology
- The changing roles and expectations of women and men
- Youth issues
- Chinese contributions in Australia
- Cultural evolution and adaptation (e.g. 'East meets West', the generation gap, the place of tradition in modern society, youth culture, globalisation and Chinese culture)
- Writers in the Chinese language (e.g. young writers, established writers, women writers)
- The Internet
- Contemporary film

Text Types

Students should be familiar with the following text types. Text types indicated with an asterisk* are those that students may be expected to produce in the external examination. In their teaching and learning program, teachers may introduce students to a wider range of text types than are presented here.

Advertisement
Announcement
*Article**
Broadcast
*Conversation**
Description
*Discussion**

Documentary
*Essay**
Film
Interview
*Journal entry**
*Letter or email**
*Narrative account**

*Personal profile**
*Recount**
*Report**
*Review**
*Speech or talk**

Grammar

Grammar can be described as the organisation and relationship of all the elements that constitute a language as it functions.

There are many different theories of grammar, and a number of different approaches to its teaching and learning. The categories used below are not intended to promote or favour any particular theory of grammar.

Students will already have acquired a significant understanding of the function of grammar in Chinese through prior knowledge or study. Developing students' ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending their awareness of the system of structures that underlie the language, as well as their ability to apply and adapt this knowledge.

Students studying Chinese in a program at background speakers level are expected to recognise and use the following grammatical structures.

Phrases (词组)

- Coordinative (联合词组), e.g. 老师学生、活泼可爱
- Subject-predicate (主谓词组), e.g. 肚子疼、语气柔和
- Verb-object (动宾词组), e.g. 逛商场、说不出话
- Endocentric (偏正词组), e.g. 蓝蓝的天空、非常倒楣
- Numeral-measure word (数量词组), e.g. 三头牛、一朵朵云
- Complementary (补充词组), e.g. 休息一会儿、哭得很伤心
- Locality (方位词组), e.g. 二十岁左右、学校前面
- Oppositive (同位词组), e.g. 首都堪培拉、咱们大家
- Set (固定词组), e.g. 英联邦国家、共和国
- Prepositional (介词词组), e.g. 从现在开始、在草地上。

Complex Sentences (复句)

- Coordinative Relation (联合关系), e.g. 又...又...
一边...一边...
一面...一面...
一方面...一方面...
不是...而是...
- Successive Relation (承接关系), e.g. (先) ... 然后 (再, 接着) ...
...就...
一...就...
- Progressive Relation (递进关系), e.g. 不但...而且 (还、也、又) ...
- Alternative Relation (选择关系), e.g. (还是) ...还是...
或者...或者...
不是...就是...
- Adversative Relation (转折关系), e.g. 虽然...但是...
尽管...但是...
...反而...
...却...

-
- Causative Relation (因果关系), e.g. 因为...所以...
由于...
...因此...
既然...就...
 - Conditional Relation (条件关系), e.g. 不管...都(也)...
不论...都(也)...
无论...都(也)...
只要...就...
只有...才...
除非...才...
一...就...
 - Suppositive Relation (假设关系), e.g. 要是...就...
如果...就...
假如...就...
假使...就...
 - Purposive Relation (目的关系), e.g. ...好...
...为的是...
 - Preference Relation (取舍关系), e.g. 宁可...也...
与其...不如...

VIETNAMESE

The Language

The language to be studied and assessed is standard Vietnamese. The Roman script Chữ Quốc Ngữ (National Language Script) is used in the Vietnamese writing system. Although some regional variations in pronunciation and accent will be accepted, standard syntax, morphology, and the toneme system should be used when writing Vietnamese.

This subject outline aims to develop language skills that will enable students to participate fully in a wide range of contexts.

Learning Requirements

In this subject, students are expected to develop and apply linguistic and intercultural knowledge, understanding, and skills to:

1. interact with others to exchange and explain information, opinions, and ideas in Vietnamese
2. create texts in Vietnamese to express ideas, opinions, and perspectives on contemporary issues
3. analyse, evaluate, and respond to texts that are in Vietnamese
4. examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

Meeting these learning outcomes will involve using the macro skills of listening, speaking, reading, and writing, either individually or in combination, and being able to move between Vietnamese and English.

The indicators of what it is intended students will achieve at the end of Stage 2 are listed below. The indicators have been linked to one learning outcome, but may derive from more than one. Not all indicators will be assessed in the external examination.

Learning Requirements

Indicators

Students should be able to:

1. interact with others to exchange and explain information, opinions, and ideas in Vietnamese
2. create texts in Vietnamese to express ideas, opinions, and perspectives on contemporary issues

Students will:

- 1.1 convey information, opinions, ideas, feelings, and attitudes accurately and appropriately.
- 1.2 exchange and justify opinions and ideas.
- 1.3 use appropriate features of language for a variety of contexts, purposes, and audiences.
- 1.4 use strategies to sustain communication.
- 2.1 sequence and structure information, opinions, ideas, feelings, and attitudes logically and coherently.
- 2.2 demonstrate control of appropriate language structures and vocabulary.
- 2.3 produce texts that are persuasive, creative, and discursive.
- 2.4 produce texts appropriate to context, purpose, and audience.
- 2.5 use a variety of features to put forward and defend opinions, and convey meaning, through a wide range of

Learning Requirements

Students should be able to:

3. analyse, evaluate, and respond to texts that are in Vietnamese

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

Indicators

Students will:

vocabulary and expressions.

- 3.1 present information in a different form and/or for a different audience.
- 3.2 explain the significance of context in conveying meaning.
- 3.3 identify, discuss, and analyse main points and detailed items of specific information.
- 3.4 summarise and interpret information and ideas.
- 3.5 compare and contrast aspects of texts.
- 3.6 infer points of view, values, attitudes, and emotions from features of language in texts.
- 3.7 respond to fiction and non-fiction texts personally and critically.
- 3.8 compose an argument supported by textual references.
- 3.9 demonstrate the ability to make connections and comparisons between Vietnamese and English.
- 4.1 demonstrate knowledge of appropriate language structures and semantic relations.
- 4.2 examine and discuss sociocultural elements in texts.
- 4.3 recognise and employ language appropriate to different sociocultural contexts, and appreciate indirect and culturally appropriate ways of addressing others, including protocols.

Prescribed Themes and Prescribed Contemporary Issues

There are four prescribed themes:

- Economic Development and Social Change
- Vietnam and the World
- The Overseas Vietnamese-speaking Communities
- Vietnamese Arts in Contemporary Society.

The themes have a number of prescribed contemporary issues. The placement of issues under one or more of the themes is intended to provide a particular perspective or perspectives on each of the issues.

Themes

- Economic Development and Social Change
- Vietnam and the World
- The Overseas Vietnamese-speaking Communities
- Vietnamese Arts in Contemporary Society

Contemporary Issues

- The impact of economic development and social change
- The changing roles and values of women and men/families and young people
- Educational change and social/employment opportunities
- The impact of tourism in Vietnam
- Environmental issues
- The impact of globalisation (e.g. technology)
- Regional developments and the impact on local communities
- Vietnamese contributions to the Australian community and beyond
- Cultural evolution and adaptation
- Writers in Vietnamese language (e.g. established writers, women writers)
- Arts and entertainment (e.g. contemporary film)

Text Types

Students should be familiar with the following text types. Text types indicated with an asterisk* are those that students may be expected to produce in the external examination. In their teaching and learning program, teachers may introduce students to a wider range of text types than are presented here.

Advertisement

Announcement

*Article**

Broadcast

Description

*Discussion**

Documentary or film

*Essay**

Interview

*Journal entry**

*Letter**

*Narrative account**

Novel (extracts)

*Personal profile**

Poem

Proverb

*Report**

*Review**

Short story

Song

*Speech or talk**

Grammar

Grammar can be described as the organisation and relationship of all the elements that constitute a language as it functions.

There are many different theories of grammar, and a number of different approaches to its teaching and learning. The categories used below are not intended to promote or favour any particular theory of grammar.

Students will already have acquired a significant understanding of the function of grammar in Vietnamese through prior knowledge or study. Developing students' ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending their awareness of the system of structures that underlie the language, as well as their ability to apply and adapt this knowledge.

Students studying Vietnamese in a program at background speakers level are expected to recognise and use the following grammatical structures.

Verbs

- Tense expression (past, future), e.g. *đã, rồi; đang, sắp, sẽ*
- Voice (active, passive), e.g. *thường, phạt; được thưởng, bị phạt.*

Articles

- Classifier, e.g. *con, cái.*

Adverbs

- Time, e.g. *hôm qua, ngày mai, hôm nay*
- Place, e.g. *ở đây, chốn này, đằng ấy*
- Manner, e.g. *khá (giỏi), rất (đẹp).*

Nouns

- Common, e.g. *nhà, xe, trường học*
- Proper, e.g. *Adelaide, Sài Gòn, Hà Nội*
- Singular, e.g. *cái bàn, cái ghế*
- Plural, e.g. *những bàn, những cái ghế.*

Prepositions, e.g. *với, qua, bởi.*

Pronouns

- Personal, e.g. *anh, chị, cô ấy*
- Demonstrative, e.g. *cái này, cái kia, cái đó*
- Interrogative, e.g. *ai, cái nào.*

Adjectives

- Single, e.g. *đẹp, xấu, sạch, dơ*
- Compound, e.g. *thông minh, hiếu học*
- Comparative, e.g. *đẹp hơn, thấp hơn*
- Superlative, e.g. *dài nhất, đẹp nhất.*

Conjunctions, e.g. *và, nhưng, rằng, vậy nên.*

Sentence Types

- Statement, e.g. *Tôi thích học tiếng Việt.*
- Question, e.g. *Bạn có xem thi đấu Thế Vận Hội không?*
- Command, e.g. *Nhớ mang dù nghe chưa.*
- Simple, e.g. *Hôm nay tôi đi học.*
- Compound, e.g. *Cô ấy làm xong bài và được giáo viên thưởng.*
- Complex, e.g. *Tôi muốn biết giờ này anh ấy đi đâu.*