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Malay Background Speakers Level

2021 Subject Outline | Stage 2

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Introduction

Subject Description

Malay at background speakers level is a 20-credit subject at Stage 2.

The subject outline for Malay 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 Language

The language to be studied and assessed is the standard version of Malay (Bahasa Melayu baku) and its spoken variety, as used in the Malay archipelago.

The Malay language is rich in colloquial and idiomatic expressions and literary allusions, and this is reflected in the content of this subject outline.

In contemporary Malaysian society, Malay is considered the standard language of communication of all the inhabitants of the Malay archipelago, which encompasses a diverse range of cultures, dialects, and religions. Although the different dialects are recognised as belonging to the Malay archipelago, they do not form part of this subject outline.

Although there is both formal and informal speech, the written version of the language must be formal. In letter-writing, formal, traditional conventions of the language must be used. The use of Jawi script is encouraged, but optional. Jawi is widely used in the northern and eastern states of Malaysia, notably Kelantan and Terengganu, as well as in Brunei. The historical, cultural, and religious significance of Jawi could receive appropriate recognition in the teaching of a program based on this subject outline.

Description of Target Group

The subject outline for Stage 2 Malay at background speakers level is designed for students who have a cultural and linguistic background in Malay.

The target group for this subject outline is almost exclusively students who have a Malaysian background and are studying in Malaysia.

This subject outline also serves to meet the needs of students who wish to pursue their education in Australia.

The cohort will range from students who were born and reside in a country where Malay is a medium of instruction, to students who have recently arrived in Australia.

In Malay 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.

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 Malay 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. 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 culture 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 Malay by identifying, exploring, and explaining features of Malay 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 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 Malay at Background Speakers Level

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

Through their study of Malay, 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 Malay 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 Malay. 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 Malay 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.

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 Stage 2 Malay 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 Malay

2. create texts in Malay to express ideas, opinions, and perspectives on contemporary issues

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

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 Malay and English.

The indicators of what it is intended students will achieve by the end of Stage 2 are listed on the following pages. 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 | Indicators |
| --- | --- |
| Students should be able to: | Students will: |
| 1. interact with others to exchange and explain information, opinions, and ideas in Malay | 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. create texts in Malay to express ideas, opinions, and perspectives on contemporary issues | 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 being able to recognise and use the subtleties and nuances of literary allusion, and incorporate a wide range of vocabulary and expressions. |
| 3. analyse, evaluate, and respond to texts that are in Malay | 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. |
| 4. examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication. | 4.1 demonstrate knowledge of appropriate language structures, semantic relations, and language origins.  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.  4.4 appreciate and explore the ways in which analogies, imagery, symbolism, hidden meanings, metaphors, veiled sayings, nuances, similes, and other stylistic features affect the tone and mood of spoken texts and provide insight into the speaker’s motives and opinions. |

Content

Stage 2 Malay at background speakers level is a 20-credit subject.

Stage 2 Malay 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.

Prescribed Themes and Prescribed Contemporary Issues

Themes provide a context and an organisational focus, within which students develop their knowledge of Malay, and understanding of the cultural contexts in which Malay is used.

Themes are studied through a range of texts. The texts enable students to reflect on and respond to aspects of the language and culture of Malay-speaking communities. Students develop skills in exchanging, analysing, and evaluating information, opinions, and ideas.

There are four prescribed themes:

* Malaysia and the World
* Socioeconomic Change and Development
* Women in Society
* Cultural Change.

Students must study at least two of the prescribed themes at Year 12. When the subject is studied over Years 11 and 12, all four of the prescribed themes should be studied, two per year.

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. For each theme studied, students are required to study at least two texts relevant to the contemporary issue. The texts may come from the recommended reading list or be approved by the school.

| Themes | Contemporary Issues |
| --- | --- |
| * Malaysia and the World | * National perspectives (national identity) * International perspectives (cross-cultural contacts) |
| * Socioeconomic Change and Development | * Impact of information technology * Impact of development |
| * Women in Society | * Impact of the changing role of women on the family * Position of women in Malaysian society |
| * Cultural Change | * Influence of Western culture * Youth and their identity in society. |

Texts and Text Types

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 Malay 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 Malay. 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 and other cultures, and in making connections between Malay and English and/or other languages.

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

Debate

Description

Discussion\*

Essay\*

Film

Interview

Journal entry\*

Letter\*

Narrative account\*

Personal profile

Recount

Report\*

Review\*

Short story

Speech or talk\*

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

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 a significant understanding of the function of grammar in Malay 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 Malay in a program at background speakers level are expected to recognise and use the grammatical items listed on the following pages.

Verbs

* Base-word verbs

ber-, e.g. berlari, berenang

me-, me-kan, me-i, e.g. melukis, melihatkan, mendekati

menge-kan, memper-kan, ke-an, ter-, e.g. mengetengahkan, memperisterikan, kelihatan, kedengaran, tertawa

* Active, passive, e.g. belum kukenal namanya, dipukul, sebaiknya masalah itu dibincangkan lebih dahulu
* Imperative forms, e.g. jangan tutup pintu! Buka pintu itu!
* With reduplication, e.g. surat-menyurat (reciprocity) berlari-lari (repetitive, varied, or non-specific action), berlari-larian
* Imitative reduplication, e.g. mundar-mandir, bolak-balik, beli-belah, hempas-pulas, tungkus-lumus
* With markers and modifiers, e.g. sudah, telah, sedang, akan, harus, dapat, boleh, suka, ingin, mahu, lagi, kembali, saling, hendak
* With negators, e.g. tidak, belum, bukan
* With accompanying prepositions, e.g. bergantung pada, ingat akan, mohon maaf atas, percaya pada, bertentangan dengan.

Nouns

* Base-word nouns

ke-an/ketidak-an, e.g. kemanusiaan, ketidakadilan

pe-, e.g. pekerja

pe-an/per-an, -an, e.g. pertemuan, peralihan, jaminan

-wan/-wati, e.g. karyawan/wati

keber-an, e.g. keberangkatan, keberkesanan

keter-an, e.g. keterlanjuran

juru, e.g. juruterbang, jurulatih

ke-, e.g. ketua, kekasih

-isme, e.g. liberalisme

-asi, e.g. modernisasi

-logi, e.g. ekologi

* With reduplication, e.g. surat-surat khabar, buku-buku (plurality, showing variety), sayur-sayuran (showing collectivity)
* Semi-duplication, e.g. keanak-anakan (showing diminutive), lelaki, rerumput, tetuan
* Imitative reduplication, e.g. asal-usul, selok-belok, jari-jemari, adat-istiadat
* With the negator bukan.

Personal Pronouns

* 1st person, e.g. saya, aku, kami, kita, beta, patik
* 2nd person, e.g. awak, kamu, anda, engkau, kau, kamu sekalian, anda sekalian
* 3rd person, e.g. dia, ia, beliau, mereka, -nya
* Other terms used in the place of pronouns, e.g. Ayah, Emak, Mak, Ibu, Bapa, Adik, Kakak, Kak, Abang, Bang, Saudara/i, Tuan, Puan, Encik, Cik, Cikgu, person’s name
* With the negator bukan.

Question Markers, e.g. siapa, apa, mana, mengapa, kenapa, di mana, ke mana, dari mana, bagaimana, berapa, -kah, bila

* With other prepositions, e.g. daripada siapa, dengan apa, untuk siapa.

Deictics, e.g. ini, itu, sini, sana, situ, begini, begitu.

Quantifiers

* Cardinal numbers, e.g. satu, dua . . . plus eka, dwi . . .
* Collectives, e.g. ketiga pemain, kami berenam, berpuluh-puluh, beramai-ramai, ratusan
* Indefinite terms, e.g. banyak, beberapa, sedikit, semua, seluruh, segala, separuh
* Ordinal numbers, e.g. pertama, kedua, kesepuluh
* Classifiers, e.g. orang, buah, ekor, pucuk, helai, butir . . .
* Singularity, e.g. se-, satu, suatu
* Plurality, e.g. through duplication, through context, through use of para/kaum, through use of in/at (muslimin/at), through use of an (tahunan).

Adjectives

* Base-word adjectives

me-kan with adjectival function, e.g. menyenangkan

ter- adjective, e.g. termasyhur

ke-an, e.g. kebaratan

* Compound adjectives, e.g. lemah-lembut, kacau-bilau, murah hati
* Comparatives, e.g. se- + adjective (setingginya), sama + adjective + -nya, lebih + adjective + daripada, yang/paling/ter- + adjective
* With degree markers, e.g. terlalu mahal, sangat kecil, amat penting, kurang penting, lebih berat, paling murah
* With other modifiers, e.g. semakin dahsyat, makin sibuk
* With negators, e.g. tidak sihat, belum matang.

Adverbs

* Dengan + base, e.g. dengan teliti
* Duplication of base, e.g. diam-diam, tidak henti-hentinya, tersedu-sedu, gila-gilaan
* Ber-an, e.g. berdua-duaan.

Prepositions, e.g. akan, akibat, antara, atas, bagi, bersama, buat, dalam, dari, dekat, dengan, di, ke, kepada, melalui, mengenai, menurut, oleh, pada, sama, sampai, sebagai, sekeliling, sekitar

* Prepositional phrases, e.g. di bawah, ke hadapan, oleh sebab, sampai dengan, di antara, berkenaan dengan.

Cohesive Devices (inter-sentential), e.g. seperti, tanpa, tentang, terhadap, padahal, di samping itu, selain itu, sesudah itu, begitu juga, sementara itu, walau bagaimanapun, akan tetapi, namun, oleh sebab itu.

Conjunctions, e.g. sejak, agar, akibat, asalkan, atau, bahawa, baik maupun, dan, hanya, kalau, kerana, kecuali, kemudian, ketika, jika, lalu, melainkan, meskipun, sambil, sampai, sebab, sebagai, sebelum, sedangkan, sehingga, sejak, selama, seolah-olah, sementara, setelah, setiap, supaya, tetapi, setiap kali, tidak hanya . . . tetapi juga, untuk, ketika, daripada . . . lebih baik, tidak hanya . . . tetapi juga, biar, kecuali.

Interjections, e.g. wahai, syabas, wah, aduh, cis, amboi, alamak, aduhai.

Articles, e.g. sang, para, si, kalangan, gerombolan, golongan, pihak.

Particles, e.g. -kah, -lah, -tah.

Phrases and Sentences

* Compound clauses, e.g. Mereka bangun lalu turun ke serambi. Ia menjawab dengan kuat serta menepuk-nepuk dadanya.
* Use of ini/itu to point to a particular referent in a noun-phrase, e.g. Duit yang dihulurkannya kepada pengemis itu merupakan sebahagian besar daripada gaji bulan ini.
* Use of adalah/ialah to mark the subject–predicate break, e.g. Adelaide ialah bandar raya yang indah. Projek ini adalah untuk para remaja.
* Use of yang as a relative clause marker, e.g. Pengarah kilang yang hanya mementingkan dirinya sendiri tidak disukai para pekerjanya.
* Use of yang to introduce an identifying clause, e.g. Yang tinggi itu anak saya.
* Emphatic sentences — use of -lah followed by yang, e.g. Yang mahallah yang dia mahu!
* Direct and indirect speech, e.g. ‘Sayang . . . bukan aku tidak mahu jadi isterimu, tetapi bapa aku tak izinkan’, ujarnya. Ditegaskannya bahawa bukannya dia tidak ingin jadi isteri lelaki itu, tetapi bapanya tidak mengizinkan.

By the end of this program students will be expected to use structures and features which are suitable to the context and which demonstrate cohesion and coherence of expression.

Example: Suatu perkara yang perlu ditimbulkan berkaitan dengan kepimpinan pertubuhan-pertubuhan wanita ialah kualitinya. Walaupun kadang-kadang ada rungutan bahawa kepimpinan terletak dalam tangan segelintir sahaja, dan tokoh-tokoh yang sama terdapat dalam kebanyakan pertubuhan, namun telah didapati juga bahawa tiap-tiap pertubuhan dianggota oleh pemimpin yang benar-benar memberikan perhatian dan minat. Juga didapati kualiti kepimpinan mereka tinggi, terutama daripada segi dedikasi, komitmen dan keupayaan melaksanakan perancangan.

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 Malay 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 Malay, one written response to the topic in Malay, and one reflective response in English for the in-depth study
* 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 this subject 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 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, and 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 Malay.

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 Malay.

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

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

For 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 Malay, 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 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 Malay, and respond in Malay 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 Malay, 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 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 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 Malay (5 to 7 minutes)
* a written response to the topic in Malay (maximum of 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.

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.

Texts that may form the basis of the in-depth study are listed in the recommended reading list, which is available on the Malay Background Speakers minisite on the SACE website (www.sace.sa.edu.au). These may be supplemented by, for example, guest speakers, newspaper articles, websites, documentaries, films, short stories, songs, and oral histories, either in their original form or adapted for language learning. Texts used may also be subtitled, or produced in English, if appropriate. At least three different texts relating to the subject of the in-depth study should be selected for analysis, so that students are able to explore their subject in sufficient depth. At least two of the texts should be in Malay.

Students should collate evidence of their preparation for the in-depth study. 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 Malay
* 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 Malay (5 to 7 minutes)

Students present ideas, opinions, and perspectives in spoken Malay 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 Malay (maximum of 800 words)

Students write one text in Malay, 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, for example, 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:

* a written examination.

Written Examination

The written examination takes 180 minutes. It has three sections:

* Section 1: Listening and Responding
* Section 2: Reading and Responding
* Section 3: Writing in Malay.

Students are allowed to use monolingual and/or bilingual 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 Malay.

Students are expected to demonstrate understanding of general and specific information from texts and to respond, in English in Part A and in Malay in Part B, 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 Malay. 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 require 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 English for answers in English.

Students are given an indication of the length of the answers required.

Part B

Students hear two texts in Malay 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 Malay and English for a response in Malay.

Students are given an indication of the length of the response required.

Section 2: Reading and Responding

Section 2 of the written examination 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. In both parts students respond to written texts in Malay.

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 Malay, of a maximum of 500 words, that is 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 Malay and English for answers in either Malay or English, as specified.

Students are given an indication of the length of the answers required.

Part B

Students read one text in Malay, of a maximum of 350 to 400 words, that is 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 Malay and English for a response in Malay.

Students are expected to write a response of approximately 300 to 350 words in Malay.

Section 3: Writing in Malay

Section 3 of the written examination is designed to assess primarily students’ ability to express ideas, opinions, and perspectives in Malay.

Students are expected to write one original text in Malay. There is a choice of four questions covering each of the themes. Each question will be related to one of the prescribed contemporary issues within a theme. The student will be expected to make reference to at least two of the texts studied from either the recommended reading list and/or texts that have been approved by the school. All questions will specify a purpose, a context, and an audience.

All questions specify a purpose, a context, and an audience.

Questions are written in Malay and English for a response in Malay.

Students are expected to write a response of approximately 450 words in Malay.

All specific features of the assessment design criteria for this subject 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 Malay at Background Speakers Level

| - | Ideas | Expression | | | Evaluation and Reflection |
| --- | --- | --- | --- | --- | --- |
| A | Relevance  Responses are consistently relevant to context, purpose, audience, and topic.  Responses consistently convey the appropriate information, opinions, and ideas.  Responses successfully create the desired interest and impact, and engage the audience.  Depth of Treatment of Ideas, Opinions, and Perspectives on Contemporary Issues  Depth and breadth in the development of information, opinions, ideas, and perspectives highly relevant to the topic.  Complex ideas are elaborated in detail with in-depth, well-informed analysis of contemporary issues.  Opinions, ideas, and perspectives are qualified and justified, and information explained, using textual references highly effectively, from a range of sources.  Comprehensive and well-structured planning, preparation, and research. | Accuracy, Appropriateness, Clarity, and Range of Expression  Highly developed and sophisticated control of Malay.  Idiom and/or stylistic devices (e.g. intonation and stress) are used to enhance meaning, with a highly appropriate style and register.  Some accent/dialect may be evident; however, meaning is successfully and fluently conveyed.  Expressive writing and speaking, using sophisticated linguistic structures and features.  Coherence in Structure and Sequence  Responses are structured, and information, opinions, ideas, and perspectives are sequenced, logically and coherently.  A range of sophisticated cohesive devices are used highly effectively.  Conventions of the text type are consistently observed. | Use of Strategies to Initiate and Sustain Communication  Interaction on topics and issues is initiated, sustained, and spontaneous.  A variety of communication strategies are used with effect 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. | Interpretation and Evaluation of Meaning in Texts  Perceptive analysis and explanation of the content, context, purpose, and audience. Sophisticated observations and conclusions are justified with relevant examples from the text.  Information, opinions, ideas, and perspectives in texts are compared and contrasted clearly, logically, and with insight.  Insightful evaluation of how cultures, values, and ideas are represented or expressed in texts.  Analysis of Linguistic, Cultural, and Stylistic Features  Comprehensive, clear, and critical analysis, and detailed explanation of the functions of linguistic, cultural, and stylistic features.  Consistently accurate and appropriate inferences based on linguistic, cultural, and/or stylistic features.  Reflection  Insightful reflection on own values, beliefs, ideas, and practices in relation to those represented in texts.  Thoughtful and critical reflection on how texts inform own understanding of, or perspectives on, issues. | |
| B | Relevance  Responses are mostly relevant to context, purpose, audience, and topic.  Responses mostly convey the appropriate information, opinions, and ideas.  Responses generally create the desired interest and impact, and engage the audience.  Depth of Treatment of Ideas, Opinions, and Perspectives on Contemporary Issues  Breadth and some depth in the development of information, opinions, ideas, and perspectives relevant to the topic.  Some complex ideas are elaborated effectively, with detailed and informed analysis of contemporary issues.  Opinions, ideas, and perspectives are supported, and information explained, using textual references effectively, from different sources.  Well-structured planning, preparation, and research. | Accuracy, Appropriateness, Clarity, and Range of Expression  Expression mostly clear and intelligible, with well-developed control of language.  Some stylistic devices are used to enhance meaning. Style and register are appropriate for purpose and audience.  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.  Effective communication, with a comprehensive range of vocabulary and syntax.  Coherence in Structure and Sequence  Responses are coherently structured, and information, opinions, ideas, and perspectives are effectively sequenced.  Cohesive devices are used to clearly connect ideas.  Most conventions of the text type are observed. | Use of Strategies to Initiate and Sustain Communication  Interaction on topics and issues is generally initiated and mostly sustained.  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. | Interpretation and Evaluation of Meaning in Texts  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.  Clear connections are made between information, opinions, ideas, and perspectives in texts.  Well-considered evaluation of how cultures, values, and ideas are represented or expressed in texts.  Analysis of Linguistic, Cultural, and Stylistic Features  The functions of particular linguistic, cultural, and stylistic features in the text are analysed and explained.  Generally accurate and appropriate inferences based on linguistic, cultural, and/or stylistic features.  Reflection  Some depth in reflection on own values, beliefs, ideas, and practices in relation to those expressed or represented in texts.  Some depth in reflection on how texts inform own understanding of, or perspectives on, issues. | |
| C | Relevance  Responses are generally relevant to topic and purpose, with some relevance to context and audience.  Responses generally convey appropriate information, and simple opinions and ideas.  Responses create some interest and impact, and partly engage the audience. Some responses may have a rehearsed feel.  Depth of Treatment of Ideas, Opinions, and Perspectives on Contemporary Issues  Some variety in the development of information, opinions, ideas, and perspectives that are generally relevant to the topic.  Simple ideas are elaborated effectively, with generally informed analysis of contemporary issues.  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.  Generally structured planning and preparation, with some appropriate research. | Accuracy, Appropriateness, Clarity, and Range of Expression  Expression generally clear and intelligible. Appropriate linguistic structures and vocabulary are used, with general control of language.  Stylistic devices used occasionally to enhance meaning. Style and register are generally appropriate for purpose and audience.  Accent/dialect influences pronunciation; however, meaning is still conveyed. Some hesitancy in responding.  Generally effective communication, with an appropriate range of vocabulary and syntax.  Coherence in Structure and Sequence  Responses are competently structured, and information, opinions, ideas, and perspectives are sequenced, with some effectiveness.  Some cohesive devices are used to connect ideas.  Conventions of the text type are generally observed. | Use of Strategies to Initiate and Sustain Communication  Interaction on topics and issues is sustained, but awaits lead from interlocutor. Occasionally lacks confidence or willingness to maintain discussion.  Some communication strategies are used with effect during interaction (e.g. seeking clarification). May be hesitant in responding to unpredictable elements. | Interpretation and Evaluation of Meaning in Texts  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.  Some connections between information, opinions, ideas, and perspectives in texts are described.  Cultures, values, and ideas represented or expressed in texts are identified and described, with some evaluation.  Analysis of Linguistic, Cultural, and Stylistic Features  Some linguistic and stylistic features of the text are analysed and explained, and cultural features are identified and described.  Some accurate and appropriate inferences are made.  Reflection  Some reflection on, and description of, own values, beliefs, ideas, and practices in relation to those represented or expressed in texts.  Some reflection on how texts inform own understanding of one or more perspectives on issues. | |
| D | Relevance  Responses partially relevant to the topic and purpose.  Responses convey some basic information, opinions, and/or ideas that may be appropriate.  Responses include one or more elements of interest that may engage the audience.  Depth of Treatment of Ideas, Opinions, and Perspectives on Contemporary Issues  Some basic treatment of opinions, information, and/or ideas, with some basic relevance to the topic.  Ideas are superficial and often repetitive.  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.  Some planning and preparation, with some general reference to sources; often relies on personal experience. | Accuracy, Appropriateness, Clarity, and Range of Expression  Control of language is not sustained.  Some basic use of style and/or register, with some appropriateness.  Pronunciation occasionally interferes with meaning.  Some appropriate vocabulary and sentence structures are used.  Coherence in Structure and Sequence  Responses are partially structured. Information, opinions, ideas, and/or perspectives are partly sequenced, but lack coherence.  A cohesive device may be used, with some effectiveness.  Some basic conventions of the text type are observed, with inconsistencies. | Use of Strategies to Initiate and Sustain Communication  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.  Reliance on the interlocutor to elicit simple, brief responses rather than offering opinions or ideas. | Interpretation and Evaluation of Meaning in Texts  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.  One or more connections made between information, opinions, ideas, and/or perspectives. Specific information is generally transcribed rather than interpreted.  Some aspects of cultural values, and/or ideas represented or expressed in texts are identified.  Analysis of Linguistic, Cultural, and Stylistic Features  Some formulaic linguistic features, and one or more cultural and stylistic features, are identified.  Some inferences are attempted, with partial accuracy.  Reflection  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.  Some description of how texts inform own understanding of perspectives on an issue. | |
| E | Relevance  Responses have limited relevance to the topic and purpose.  Responses attempt to convey some basic information, with limited appropriateness.  Responses attempt to include an element of interest.  Depth of Treatment of Ideas, Opinions, and Perspectives on Contemporary Issues  Attempted treatment of simple information.  Attempted development of a simple idea, with attempted description of an aspect of a contemporary issue.  Attempted use of an example to support an idea or explain an item of information, with limited effectiveness.  Attempted planning or preparation, with some use of one source. | Accuracy, Appropriateness, Clarity, and Range of Expression  Limited accuracy or control of language in writing and speaking.  Limited use of appropriate style or register.  Dialect/accent interferes with meaning.  Limited use of appropriate vocabulary and sentence structure.  Coherence in Structure and Sequence  Responses are disjointed.  Attempted use of one or more conventions of the text type. | Use of Strategies to Initiate and Sustain Communication  Maintains a ‘strained’ level of communication, relies predominantly on guidance and prompting from the interlocutor.  Responses are brief, using simple structures and vocabulary, with frequent pauses, and limited use of language or clarity of meaning. | Interpretation and Evaluation of Meaning in Texts  Identifies limited relevant factual information with little exposition or elaboration.  Limited evidence of comparisons or contrasts.  Attempted recognition of one or more cultural value and/or idea expressed in the text.  Analysis of Linguistic, Cultural, and Stylistic Features  Attempted identification of one or more linguistic features, and one or more cultural or stylistic features.  Limited attempt to make any inferences, with limited accuracy.  *Reflection*  Elements of language learning experiences are described.  Limited description of a perspective on an issue. | |

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).