Locally Assessed Languages Continuers Level

2020 Subject Outline

Stage 1

Government of South Australia

It is anticipated that this subject outline w accredited for teaching at Stage 1 from 2020

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INTRODUCTION

SUBJECT DESCRIPTION

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

Senior secondary language studies build on the diversity and range of language and cultural knowledge, understanding and skills that students bring through their previous experiences at school and in the community.

Students use language in and beyond the classroom to interact with others in person and via digital communication tools. They respond to a variety of multimodal, spoken and written texts, and apply what they learn about how language works to experiment with language structures and create their own texts.

Students think critically and creatively about how languages vary according to context and change over time. They make connections and comparisons between languages and build their understanding of ways in which relationships between language, culture and environment shape social and personal identity, including their own.

Students build their capacity to use appropriate communication strategies and language choices in a variety of contexts and extend their awareness and appreciation of the richness of linguistic and cultural diversity in our community.

Capabilities

The capabilities connect student learning within and across subjects in a range of contexts.

The SACE identifies seven capabilities. They are:

- literacy
- numeracy
- information and communication technology (ICT) capability
- critical and creative thinking
- personal and social capability
- ethical understanding
- intercultural understanding.

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Literacy

Students extend and apply their skills and strategies in communicating in [Language] to interact with others, create texts, and interpret and respond to meaning in texts. By engaging with and exploring a range of language resources, students gain insights into the nature and purposes of language. They make connections and comparisons between languages and draw on their own language knowledge and experiences to build their multilingual literacy capability. Students recognise and experiment with language patterns and structures and apply their understanding of how language use varies in different contexts and for different purposes. They extend their print literacy through applying their knowledge and understanding of different writing scripts and/or the use of diacritics in written texts.

Numeracy

Students extend their numeracy capability in [Language] as they practise and apply their skills in identifying and using language patterns and structures, making inferences, and solving problems as they interpret and respond to a range of texts. For example, students use numeracy skills in extending their understanding of concepts such as time, number, place and space in different cultures as expressed through language. They engage in transactions involving quantity and currency, and use numbers, dates, and mathematical terms in [Language] when interacting with others, and when responding to and creating texts.

Information and communication technology (ICT) capability

Students extend and apply their ICT capability by using technologies to facilitate and enhance communication with others in a range of contexts. They create, interpret and respond to meaning in multimodal texts, and explore how technology influences communication. Students use digital technologies to access information in and about languages and cultures, and consider the benefits and limitations of digital sources and tools.

Critical and creative thinking

Through their study of [Language], students think critically about language patterns and structures to create and interpret meaning in texts. Students use their critical and creative thinking skills when they apply their knowledge of [Language] to explore and explain how languages vary according to context and change over time. Students explore and interpret language features in a variety of 'linguistic landscapes' and think critically about the relationship between language, culture, identity and environment.

Students strengthen their critical and creative thinking capability as they adapt and transfer their communication skills to a variety of contexts and for different purposes. For example, they reflect on the processes involved in mediating meaning within and across languages and cultures, and apply their learning to initiate interactions and make connections across languages and cultures. Students develop an appreciation of the value and reward of taking risks in trying out less familiar language, and deepen their understanding of their own and others' language choices.

Personal and social capability

Through their study of [Language] students extend their awareness and appreciation of the richness of linguistic and cultural diversity in our community, and how the relationship between languages and cultures shapes human interaction and identity. They strengthen their personal and social capability by applying their communication skills, teamwork, and understanding of verbal and non-verbal modes of interaction for a range of purposes. By engaging with diverse cultural resources, students extend their capacity to empathise with the experiences and perspectives of others and reflect on how this enriches their own perspectives and values. Students work both collaboratively and independently in their learning, understanding that all interactions in [Language] involve co-constructing, exchanging and interpreting meaning. Students understand that making mistakes is an important part of any language learning process, so build confidence in applying their language and cultural resources to respond to both familiar and unfamiliar contexts.

Ethical understanding

Students extend their ethical understanding capability when they use and reflect on language and cultural protocols and build their capacity to use appropriate communication strategies and language choices in a variety of contexts. Through their language study, students appreciate, empathise with and learn from diverse ways of knowing, being and doing, and explore a range of perspectives in texts and in their interactions with others. Students enrich their own perspectives through engagement with a range of audiences and cultural resources, and by considering how their own perspectives are viewed by others. They reflect how values underpin the relationship between language, culture and the environment, and how this shapes social and personal identity and ethical actions.

Intercultural understanding

Culture is inherent in language. Language learning necessitates a relationship between at least two languages: the language(s) of the learner and the language being learned, so brings into play the interaction of the cultures of each. In diverse groups of learners, there may be several cultures and languages interacting. In extending their understanding of relationships between language and culture and how these are influenced by environment, students understand how cultural concepts and practices affect ways in which people see the world, interact, and communicate with others. They consider and reflect on their view of the world in context, as one of many, and understand the significance of relationships between language, culture and identity. Students reflect on misinterpretations across languages and cultures, and how to respond positively to them. They explore the complexity of their linguistic, social and cultural practices and protocols as well as those associated with [Language-speaking] communities, and appreciate the importance of knowing how to move between languages for sustainable global connections.

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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 1 [Language]

In this subject, students are expected to:

1. interact with others in [Language]
2. create texts in [Language]
3. interpret and respond to meaning in texts
4. explore and explain language structures and choices
5. explore and explain language variation and change
6. consider and discuss how language interacts with and reflects culture.

CONTENT

Stage 1 Language (continuers) is a 10-credit subject or a 20-credit subject.

For a 10-credit subject, students study at least two concepts. These concepts are the same for Stage 1 and Stage 2. By the end of Stage 2, students will have engaged with each of the 5 concepts.

- Creativity
- Identity
- Landscapes
- Movement
- Technology

Creativity includes but is not limited to exploring ways in which language is used for entertainment, artistic expression and invention. For example, students may use their critical and creative thinking skills to explore the relationship between language and culture through film, literature, art, soap operas, music, and electronic media.

Identity includes but is not limited to exploring the appropriateness of language choices in personal relationships and interactions, how exploring the relationship between language and culture challenges stereotypes and opens up access to diverse realities, and how

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language expresses belonging (friends, family, school community, club, workplace, sports team/ fan base), beliefs and values. Students may explore, for example, the development of their own identity as language learners and users.

Landscapes include but are not limited to exploring the relationship between the environment, language and culture. For example, exploring how language is used to explain annual cycles, how geography influences language, and how signage (road signs, advertising, community notices) conveys community values.

Movement includes but is not limited to exploring how language changes through the passing of time and migration of peoples (between and within countries), choices about language in considering travel and travel ethics, the dynamic nature of language – including language variation and change, and how language reflects changing ideas and trends.

Technology includes but is not limited to exploring the influence of social and mass media on language use, comparing perspectives on the ethical use of technology, and experiencing how technology transforms access to language resources and builds global connections.

Each of these concepts is explored through [Language]-specific contexts. The emphasis on each may vary according to the nature of the language and available resources. By the end of Stage 2 all students should have engaged with each of the concepts, either separately or by integrating two or more concepts. More information can be found in the language-specific appendices beginning on page xxx.

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 Languages (continuers):

- Assessment Type 1: Language Anthology
- Assessment Type 2: Collaborative Task

For a 10-credit subject, students should provide evidence of their learning through four assessments. Each assessment type should have a weighting of at least 20%. Students undertake:

- three tasks for the language anthology
- one collaborative task.

For a 20-credit subject, students should provide evidence of their learning through six assessments. Each assessment type should have a weighting of at least 20%. Students undertake:

- at least three tasks for the language anthology
- at least one collaborative task.

ASSESSMENT DESIGN CRITERIA

The assessment design criteria are based on the learning requirements and are used by teachers to:

- clarify for students what they need to learn
- design opportunities for students to provide evidence of their 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 this subject the assessment design criteria are:

- communicating and creating
- exploring and understanding.

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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.

Communicating and Creating

The specific features are as follows:

C1   Effectiveness of communication strategies in interacting with others
C2   Accuracy and effectiveness of language choices
C3   Range of language structures in creating texts
C4   Relevance and appropriateness of treatment of information, opinions and ideas.

Exploring and Understanding

The specific features are as follows:

U1   Interpretation of and response to meaning in texts
U2   Exploration and explanation of language structures and choices
U3   Exploration and explanation of language variation and change
U4   Consideration and discussion of how language interacts with and reflects culture.

SCHOOL ASSESSMENT

Assessment Type 1: Language Anthology

For a 10-credit subject, students undertake one language anthology comprising:

- one social interaction
- one text creation
- one language analysis.

Work may be presented in written, oral and/or multimodal forms in the language anthology. At least one of the three tasks must be presented orally.

The design of each task should specify:

- a context, purpose, and audience
- the text type for creation
- the form of the written, oral and/or multimodal evidence required (e.g. informative, imaginative, narrative, personal, persuasive, or descriptive).

These should be different for each task.

Social Interaction

Students are presented with a scenario related to one of the concepts. Students socialise in [Language] to exchange information, opinions and ideas with others.

Students apply their language and intercultural knowledge and understanding to prepare for a social interaction which demonstrates effective communication. They consider:

- What they want to say
- How they want to say it
- What they know and what they want to know
- Communication strategies that will ensure meaning is made.

Students use the preparation to help them to engage in an unplanned social interaction. A social interaction includes at least one other participant.

A social interaction involves spontaneous communication and may be, but is not limited to:

- a conversation
- an interview
- a debate
- a round table discussion
- an online spoken interaction.

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

- communicating and creating
- exploring and understanding.

Text Creation

Students use language to create a text by expressing information, opinions and ideas in [Language] related to one or more of the concepts.

Students demonstrate:

- accuracy and effectiveness of language choices
- range of language structures
- relevance and appropriateness of information, opinions and ideas.

This may include, but is not limited to:

- an imaginative narrative
- a speech
- a poem or a song
- an interactive digital children's story
- a newspaper or magazine article
- a blog post
- a report or a review
- a brochure
- an advertisement.

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

• communicating and creating.

Language Analysis

Students are presented with at least two texts in [Language] from which they:

• interpret and respond to meaning in texts

• explore and explain language structures and choices

• explore and explain language variation and change

• consider and discuss how language interacts with and reflects culture.

Students may be presented with aural, visual and/or written texts in [Language]. The texts selected must relate to one or more of the concepts.

Students respond in [Language] or English as indicated by the questions.

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

• exploring and understanding.

Assessment Type 2: Collaborative Task

For a 10-credit subject, students undertake one collaborative task.

Students complete one collaborative task, in which they engage with peers or others in the language community to:

• identify and explore an area of interest related to the one of the key concepts

• use [Language] to engage with available sources of information to deepen their knowledge and understanding

• create a product that demonstrates understanding of how language interacts with and reflects culture

• reflect on the success of the product in conveying the intended meaning.

This task comprises two parts:

• product in [Language]

• product statement in English.

Product

The product must demonstrate:

• relevance and appropriateness of information, opinions and ideas

• accuracy and effectiveness of language choices

• range of language structures

• interpretation of and response to meaning in texts.

Students may demonstrate their learning through, for example a performance (e.g. role play), presentation, song, poem, film, discussion, debate or interaction in [Language].

The product may be presented live, orally in a multimodal presentation or through a digital recording.

All members of the group must have equal representation in the presentation of the product. Each student is assessed individually.

Product Statement

When the product has been completed, each student produces an individual statement, in which they reflect on their role in the collaborative task and the learning that has taken place. The statement should include an explanation of:

- the focus of the collaborative presentation and the means of presentation
- reasons for the language choices made
- how language interacts with and reflects culture
- the student's own role in the collaborative task
- the challenges and advantages of working collaboratively
- the quality of the final product.

The individual statement may be presented in oral, written and/or multimodal form.

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

- communicating and creating
- exploring and understanding.

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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 students have demonstrated their 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.

Performance Standards for Stage 1 [Language] (continuers)

	Communicating and Creating	**Exploring and Understanding**
A	Highly effective use of a range of communication strategies to initiate and sustain mostly fluent interactions. Highly accurate and effective use of familiar language structures. Use of a range of structures in creating texts, including some more complex structures, where errors generally do not impede meaning. Information, opinions and ideas are consistently relevant and appropriate to the cultural and social context.	Consistently relevant and perceptive interpretation of and response to meaning in texts on a range of topics. Thoughtful exploration and insightful and clear explanation of language structures and choices. Thoughtful exploration and insightful and clear explanation of examples of language variation and change. In-depth consideration and insightful discussion of how language interacts with and reflects culture.
B	Mostly effective use of communication strategies to sustain interactions, with some fluency and initiative. Mostly accurate and effective use of familiar language structures. Use of a range of structures in creating texts, with occasional use of more complex structures, where some errors may impede meaning. Information, opinions and ideas are mostly relevant and appropriate to the cultural and social context.	Mostly relevant and considered interpretation of and response to meaning in texts on a range of topics. Considered exploration and clear explanation of language structures and choices, with some insight. Considered exploration and clear explanation of examples of language variation and change. Some depth and insight in consideration and discussion of how language interacts with and reflects culture.
C	Some effective use of communication strategies to respond to interactions, with some hesitancy and reliance on the interlocutor. Generally effective use of familiar language structures, with variable accuracy. Reliance on rehearsed and formulaic structures in creating texts, where some errors may impede meaning. Information, opinions and ideas have some relevance and are generally appropriate to the cultural and social context.	Generally relevant interpretation of and response to meaning in texts on a range of mostly familiar topics. Exploration and some clarity in explanation of language structures and choices. Identification and some clarity in explanation of examples of language variation and change. Consideration and discussion, with one or more insights, on how language interacts with and reflects culture.
D	Some use of basic communication strategies to respond to interactions, with occasional effectiveness and overall reliance on the interlocutor to repeat and rephrase comments and questions. Some occasionally effective use of familiar language structures, with frequent inaccuracies. Reliance on very simple, formulaic structures in creating one or more texts, where errors impede meaning.	Occasionally relevant interpretation of and partial response to meaning in texts on familiar topics. Identification of one or more language structures and/or choices. Identification of one or more examples of language variation and change. Basic description of one or more examples of how language interacts with and reflects culture.

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	Information, opinions and ideas have occasional relevance and appropriateness to the cultural and social context.	
E	Single words and/or set formulaic expressions used to communicate at a very basic level.	Attempted description of meaning in a text on a familiar topic.
	Attempted use of very basic language structures, with limited accuracy.	Attempted identification of a language structure or choice.
	Attempted use of single words and simple formulaic structures in creating a limited text, with very basic errors that impede meaning.	Attempted identification of an example of language variation or change.
	Information, opinions and/or ideas have very limited relevance to the cultural and social context.	Attempted identification of an example of how language interacts with and reflects culture.

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ASSESSMENT INTEGRITY

The SACE Assuring Assessment Integrity Policy outlines the principles and processes that teachers 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, which are on the SACE website (www.sace.sa.edu.au).

Locally Assessed Languages Continuers Level

2021 Subject Outline

Stage 2

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Version 2.0
Ref: A723423

It is anticipated that this subject outline will be accredited for teaching at Stage 2 from 2021

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INTRODUCTION

SUBJECT DESCRIPTION

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

Senior secondary language studies build on the diversity and range of language and cultural knowledge, understanding and skills that students bring through their previous experiences at school and in the community.

Students use language in and beyond the classroom to interact with others in person and via digital communication tools. They respond to a variety of multimodal, spoken and written texts, and apply what they learn about how language works to experiment with language structures and create their own texts.

Students think critically and creatively about how languages vary according to context and change over time. They make connections and comparisons between languages and build their understanding of ways in which the relationship between language, culture and environment shapes social and personal identity, including their own.

Students build their capacity to use appropriate communication strategies and language choices in a variety of contexts and extend their awareness and appreciation of the richness of linguistic and cultural diversity in our community.

Capabilities

The capabilities connect student learning within and across subjects in a range of contexts.

The SACE identifies seven capabilities. They are:

- literacy
- numeracy
- information and communication technology (ICT) capability
- critical and creative thinking
- personal and social capability
- ethical understanding
- intercultural understanding.

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Literacy

Students extend and apply their skills and strategies in communicating in [Language] to interact with others, create texts, and interpret and respond to meaning in texts. By engaging with and exploring a range of language resources, students gain insights into the nature and purposes of language. They make connections and comparisons between languages and draw on their own language knowledge and experiences to build their multilingual literacy capability. Students recognise and experiment with language patterns and structures and apply their understanding of how language use varies in different contexts and for different purposes. They extend their print literacy through applying their knowledge and understanding of different writing scripts and/or the use of diacritics in written texts.

Numeracy

Students extend their numeracy capability in [Language] as they practise and apply their skills in identifying and using language patterns and structures, making inferences, and solving problems as they interpret and respond to a range of texts. For example, students use numeracy skills in extending their understanding of concepts such as time, number, place and space in different cultures as expressed through language. They engage in transactions involving quantity and currency, and use numbers, dates, and mathematical terms in [Language] when interacting with others, and when responding to and creating texts.

Information and communication technology (ICT) capability

Students extend and apply their ICT capability by using technologies to facilitate and enhance communication with others in a range of contexts. They create, interpret and respond to meaning in multimodal texts, and explore how technology influences communication. Students use digital technologies to access information in and about languages and cultures, and consider the benefits and limitations of digital sources and tools.

Critical and creative thinking

Through their study of [Language], students think critically about language patterns and structures to create and interpret meaning in texts. Students use their critical and creative thinking skills when they apply their knowledge of [Language] to explore and explain how languages vary according to context and change over time. Students explore and interpret language features in a variety of 'linguistic landscapes' and think critically about the relationship between language, culture, identity and environment.

Students strengthen their critical and creative thinking capability as they adapt and transfer their communication skills to a variety of contexts and for different purposes. For example, they reflect on the processes involved in mediating meaning within and across languages and cultures, and apply their learning to initiate interactions and make connections across languages and cultures. Students develop an appreciation of the value and reward of taking risks in trying out less familiar language, and deepen their understanding of their own and others' language choices.

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Personal and social capability

Through their study of [Language] students extend their awareness and appreciation of the richness of linguistic and cultural diversity in our community, and how the relationship between languages and cultures shapes human interaction and identity. They strengthen their personal and social capability by applying their communication skills, teamwork, and understanding of verbal and non-verbal modes of interaction for a range of purposes. By engaging with diverse cultural resources, students extend their capacity to empathise with the experiences and perspectives of others and reflect on how this enriches their own perspectives and values. Students work both collaboratively and independently in their learning, understanding that all interactions in [Language] involve co-constructing, exchanging and interpreting meaning. Students understand that making mistakes is an important part of any language learning process, so build confidence in applying their language and cultural resources to respond to both familiar and unfamiliar contexts.

Ethical understanding

Students extend their ethical understanding capability when they use and reflect on language and cultural protocols and build their capacity to use appropriate communication strategies and language choices in a variety of contexts. Through their language study, students appreciate, empathise with and learn from diverse ways of knowing, being and doing, and explore a range of perspectives in texts and in their interactions with others. Students enrich their own perspectives through engagement with a range of audiences and cultural resources, and by considering how their own perspectives are viewed by others. They reflect how values underpin the relationship between language, culture and the environment, and how this shapes social and personal identity and ethical actions.

Intercultural understanding

Culture is inherent in language. Language learning necessitates a relationship between at least two languages: the language(s) of the learner and the language being learned, so brings into play the interaction of the cultures of each. In diverse groups of learners, there may be several cultures and languages interacting. In extending their understanding of relationships between language and culture and how these are influenced by environment, students understand how cultural concepts and practices affect ways in which people see the world, interact, and communicate with others. They consider and reflect on their view of the world in context, as one of many, and understand the significance of relationships between language, culture and identity. Students reflect on misinterpretations across languages and cultures, and how to respond positively to them. They explore the complexity of their linguistic, social and cultural practices and protocols as well as those associated with [Language-speaking] communities, and appreciate the importance of knowing how to move between languages for sustainable global connections.

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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.

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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 Languages (continuers).

In this subject, students are expected to:

1. interact with others in [Language]
2. create texts in [Language]
3. interpret and respond to meaning in texts
4. analyse and explain language structures and choices
5. explore and explain language variation and change
6. analyse and discuss how language interacts with and reflects culture.

CONTENT

Stage 2 Language (continuers) is a 20-credit subject that consists of the following key concepts:

- Creativity
- Identity
- Landscapes
- Movement
- Technology

Creativity includes but is not limited to exploring ways in which language is used for entertainment, artistic expression and invention. For example, students may use their critical and creative thinking skills to explore the relationship between language and culture through film, literature, art, soap operas, music, and electronic media.

Identity includes but is not limited to exploring the appropriateness of language choices in personal relationships and interactions, how exploring the relationship between language and culture challenges stereotypes and opens up access to diverse realities, and how language expresses belonging (friends, family, school community, club, workplace, sports team/ fan base), beliefs and values. Students may explore, for example, the development of their own identity as language learners and users.

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Landscapes include but are not limited to exploring the relationship between the environment, language and culture. For example, exploring how language is used to explain annual cycles, how geography influences language, and how signage (road signs, advertising, community notices) conveys community values.

Movement includes but is not limited to exploring how language changes through the passing of time and migration of peoples (between and within countries), choices about language in considering travel and travel ethics, the dynamic nature of language – including language variation and change, and how language reflects changing ideas and trends.

Technology includes but is not limited to exploring the influence of social and mass media on language use, comparing perspectives on the ethical use of technology, and experiencing how technology transforms access to language resources and builds global connections.

Each of these concepts is explored through [Language]-specific contexts. The emphasis on each may vary according to the nature of the language and available resources. By the end of Stage 2 all students should have engaged with each of the concepts, either separately or by integrating two or more concepts. More information can be found in the language-specific appendices beginning on page xxx.

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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 Languages (continuers).

School assessment (70%)
- Assessment Type 1: Language Anthology (50%)
- Assessment Type 2: Collaborative Task (20%)

External assessment (30%)
- Assessment Type 3: Written Examination (30%).

Students provide evidence of their learning through six assessments, including the external assessment component. Students complete:
- four tasks for the language anthology
- one language exploration
- one written examination.

ASSESSMENT DESIGN CRITERIA

The assessment design criteria are based on the learning requirements and are used by:
- teachers to clarify for students what they need to learn
- teachers and assessors to design opportunities for students to provide evidence of their 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:
- communicating and creating
- exploring and understanding.

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.

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Communicating and Creating

The specific features are as follows:

C1 Effectiveness of communication strategies in interacting with others

C2 Accuracy and effectiveness of language choices

C3 Range of language structures in creating texts

C4 Relevance and appropriateness of treatment of information, opinions and ideas.

Exploring and Understanding

The specific features are as follows:

U1 Interpretation of and response to meaning in texts

U2 Analysis and explanation of language structures and choices

U3 Exploration and explanation of language variation and change

U4 Analysis and discussion of how language interacts with and reflects culture.

SCHOOL ASSESSMENT

Assessment Type 1: Language Anthology (50%)

Students complete one language anthology comprising:

- one social interaction
- one text creation
- one responding to texts
- one language analysis

Work may be presented in written, oral and/or multimodal forms in the language anthology. At least two of the four tasks must be presented orally or be multimodal with an oral component.

The design of each task should specify:

- a context, purpose and audience
- the text type for creation
- the form of the written, oral and/or multimodal evidence required (e.g. informative, imaginative, narrative, personal, persuasive, or descriptive).

These should be different for each task.

Social Interaction

Students are presented with a scenario related to one of the concepts. Students socialise in [Language] to exchange information, opinions and ideas with others.

Students apply their language and intercultural knowledge and understanding to prepare for the social interaction which demonstrates effective communication. They consider:

- What they want to say
- How they want to say it
- What they know and what they want to know

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- Communication strategies that will ensure meaning is made

Students use the preparation to help them to engage in an unplanned social interaction. A social interaction includes at least one other participant.

A social interaction involves spontaneous communication and may be, but is not limited to:
- a conversation
- an interview
- a debate
- a round table discussion
- an online spoken interaction.

Following the social interaction, students provide evidence of their learning in relation to the following assessment design criteria:
- communicating and creating
- exploring and understanding

Text Creation

Students use language to create a text by expressing information, opinions and ideas in [Language] related to one or more of the concepts.

Students demonstrate:
- accurate and effective language choices
- range of language structures
- relevance and appropriateness of information, opinions and ideas.

This may include, but is not limited to:
- an imaginative narrative
- a speech
- a poem or a song
- an interactive digital children's story
- a newspaper or magazine article
- a blog post
- a report or a review
- a brochure
- an advertisement.

Responding to Texts

Students are presented with at least two texts in [Language] from which they use the information, opinions and ideas in the texts to respond in [Language].

Students may be presented with aural, visual and/or written texts in [Language]. The texts selected must relate to one or more of the concepts.

The format of the response to texts must differ from the contexts, purposes, audiences and text types of the texts provided to students.

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Responses must demonstrate:

- accurate and effective language choices
- range of language structures
- relevance and appropriateness of information, opinions and ideas
- interpretation of and response to meaning in texts

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

- communicating and creating
- exploring and understanding.

Language Analysis

Students engage with a range of texts in [Language] from which they:

- interpret and respond to meaning in texts
- analyse and explain language structures and choices
- explore and explain language variation and change
- analyse and discuss ways in which language interacts with and reflects culture.

Students may be presented with aural, visual and/or written texts in [Language]. The texts selected must relate to one or more of the concepts.

Students respond in [Language] or English as indicated by the questions.

The focus of the task should include analysis of:

- meaning in texts, including inferred meaning
- language structures
- language choices
- language variation and change
- influences on language
- intertextual features
- intercultural communication.

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

- exploring and understanding.

Assessment Type 2: Collaborative Task (20%)

Students complete one collaborative task, in which they engage with peer or others in the language community to:

- identify and explore an area of interest related to the one of the key concepts
- use [Language] to engage with available sources of information to deepen their knowledge and understanding

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- create a product that demonstrates an understanding of ways in which language interacts with and reflects culture, through the chosen area of interest
- reflect on the success of the product in conveying the intended meaning.

This task comprises two parts:
- product in [Language]
- product statement in English.

The Stage 2 collaborative task task needs to be distinguished from the Stage 1 collaborative task in content, context, purpose and audience.

Product

The product must demonstrate:

- relevance and appropriateness of information, opinions and ideas
- accuracy and effectiveness of language choices
- range of language structures
- interpretation of and response to meaning in texts.

Students may demonstrate their learning through, for example a performance/presentation, song, poem, film, discussion, debate or interaction in [Language].

The product may be presented live, orally in a multimodal presentation or through a digital recording.

All members of the group must have equal representation in the presentation of the product. Each student is assessed individually.

The length of the presentation should not exceed 10 minutes in total.

Product Statement

When the product has been completed, each student produces an individual statement of a maximum of 500 words in English, in which they reflect on their role in the collaborative task and the learning that has taken place. The statement should include an explanation of:
- the focus of the collaborative presentation and the means of presentation
- reasons for the language choices made
- how the product reflects understanding of ways in which language interacts with and reflects culture, through the chosen area of interest
- the student's own role in the collaborative task
- the challenges and advantages of working collaboratively
- the quality of the final product.

The individual statement may be presented in oral, written and/or multimodal form.

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

- communicating and creating
- exploring and understanding.

EXTERNAL ASSESSMENT

Assessment Type 3: Examination (30%)

Students undertake one 2-hour written examination.

The 2-hour written examination has two sections:

- Section 1: Translating for meaning
- Section 2: Responding to texts

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

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

Section 1: Translating for meaning

Students are presented with at least 1 text in [Language], related to one of the key concepts, of approximately 450 characters/500 words/600ji in total.

Section 1 requires students to:

- provide a summary of the content of the text as if explaining it to someone who does not speak [Language], ensuring that all relevant information is included and the intent of the text is not altered
- answer questions related to the purpose, audience, organisation, context and meaning of the text
- comment on any challenges in translating for meaning (e.g. cultural concepts).

Section 2: Responding to texts

In Section 2, students are presented with one or more stimulus texts to which they write a creative response in [Language] in which they express ideas, and/or information, and/or opinions and/or feelings.

This examination requires students to:

- interpret and respond to meaning in texts
- analyse and explain language structures and choices
- analyse and discuss how language interacts with and reflects culture.

The stimulus texts may include a short written or audio text in [Language], a short video in [Language] or other visual images.

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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 students have demonstrated their 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.

The student's school assessment and external assessment are combined for a final result, which is reported as a grade between A+ and E−.

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Performance Standards for Stage 2 [Language] (continuers)

-	**Communicating and Creating**	**Exploring and Understanding**
A	Highly effective use of a range of communication strategies to initiate and sustain fluent interactions.	Consistently relevant and perceptive interpretation of and response to meaning in texts on a range of topics.
	Highly accurate and effective use of language structures, with originality and creativity.	Insightful and clear analysis explanation of language structures and choices.
	Use of an extensive range of complex structures in creating texts, where errors generally do not impede meaning.	Insightful and clear analysis and explanation of examples of language variation and change.
	Information, opinions and ideas are consistently relevant and appropriate to the cultural and social context.	In-depth analysis and insightful discussion of how language interacts with and reflects culture.
B	Mostly effective use of communication strategies to sustain interactions, with some fluency and initiative.	Mostly relevant and considered interpretation of and response to meaning in texts on a range of topics.
	Mostly accurate and effective use of language structures, with some originality and creativity.	Considered analysis and mostly clear explanation of language structures and choices, with some insight.
	Use of a range of structures in creating texts, where some errors in using complex structures may impede meaning.	Considered analysis and mostly clear explanation of examples of language variation and change, with some insight.
	Information, opinions and ideas are mostly relevant and appropriate to the cultural and social context.	Some depth and insight in consideration and discussion of how language interacts with and reflects culture.
C	Some effective use of communication strategies to respond to interactions, with some hesitancy and reliance on the interlocutor.	Generally relevant interpretation of and response to meaning in texts on a range of mostly familiar topics.
	Generally effective use of language structures, with some variable accuracy.	Exploration and some analysis of language structures and choices, with generally clear explanation.
	Some reliance on rehearsed and formulaic structures in creating texts, where some errors may impede meaning.	Exploration and some analysis of examples of language variation and change, with generally clear explanation.
	Information, opinions and ideas have some relevance and are generally appropriate to the cultural and social context.	Discussion and some analysis, with one or more insights, on how language interacts with and reflects culture.

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-	Communicating and Creating	Exploring and Understanding
D	Some use of basic communication strategies to respond to interactions, with occasional effectiveness and overall reliance on the interlocutor to repeat and rephrase comments and questions. Some occasionally effective use of familiar language structures, with frequent inaccuracies. Reliance on very simple, formulaic structures in creating one or more texts, where errors impede meaning. Information, opinions and ideas have occasional relevance and appropriateness to the cultural and social context.	Occasionally relevant interpretation of and partial response to meaning in texts on familiar topics. Partial description of one or more language structures and/or choices. Partial description of one or more examples of language variation and change. Basic description of one or more examples of how language interacts with and reflects culture.
E	Single words and/or set formulaic expressions used to communicate at a very basic level. Attempted use of very basic language structures, with limited accuracy. Attempted use of single words and simple formulaic structures in creating a limited text, with very basic errors that impede meaning. Information, opinions and/or ideas have very limited relevance to the cultural and social context.	Attempted description of meaning in a text on a familiar topic. Attempted identification of a language structure or choice. Attempted identification of an example of language variation or change. Attempted identification of an example of how language interacts with and reflects culture.

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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, which are on the SACE website (www.sace.sa.edu.au).