

The image features five silhouetted figures standing on a dark, rocky ledge against a vibrant sunset sky. The sun is low on the horizon, creating a bright orange and yellow glow that transitions into a clear blue sky above. The figures are holding hands and raising their arms in a gesture of triumph or celebration. The overall mood is one of achievement and collective success.

grow
flourish
achieve
prosper
develop
bloom
thrive.

Bold Leader | Connected Qualification | Thriving Learner

Teacher information session

Changes to the nationally assessed languages at continuers level

for teaching at:

- Stage 1 in 2024
- Stage 2 in 2025

Armenian

Punjabi

Croatian

Nepali

Hungarian

Swedish

Karen

Portuguese

Sinhala

Dutch

Polish

Serbian

Hindi

Russian

Bengali

Filipino

Chin Hakha

Auslan

Bosnian

Persian

Turkish

Romanian

Karen

Macedonian

Yiddish

Tamil

Open doors
Stretch minds
Strengthen ownership
Embrace perspectives
Share success
Thrive.

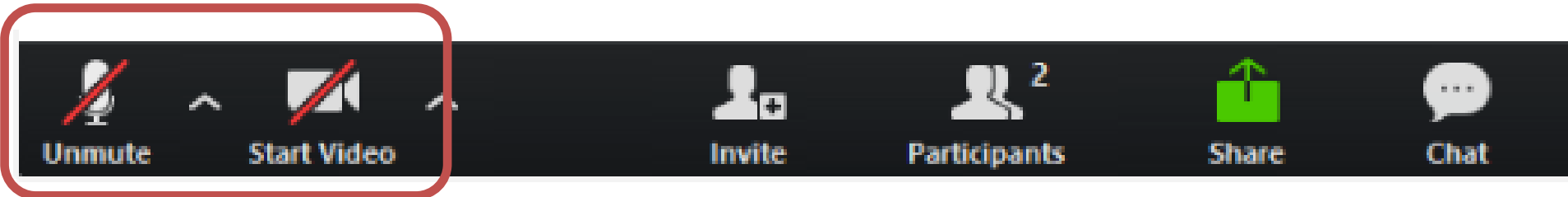
Acknowledgement of Country



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Online meetings – housekeeping

Please keep your speaker on mute.



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Agenda

1.30 pm	Welcome
	Future directions of the SACE
	Proposed subject improvements for 2025
	The new CCAFL framework for Stage 2 - Stage 2 exam 2025
2.30 pm	Finish



Government
of South Australia



South Australian
Certificate of Education

Stretch minds
Strengthen ownership
Embrace perspectives
Share success
thrive.
Thrive.

Future directions

Using 'thrive' to reconceptualise curriculum, pedagogy, assessment, quality assurance, recognition and certification



**Revitalising the
PLP & RP pilot**



**Capabilities and
Learner Profile pilot**



**Recognition of Aboriginal
Cultural Learning pilot**

Future Directions. A qualification for a changing world

Subject Renewal

- Enabling deeper, real-world learning, disciplinary knowledge, and embedded capabilities.

Recognition

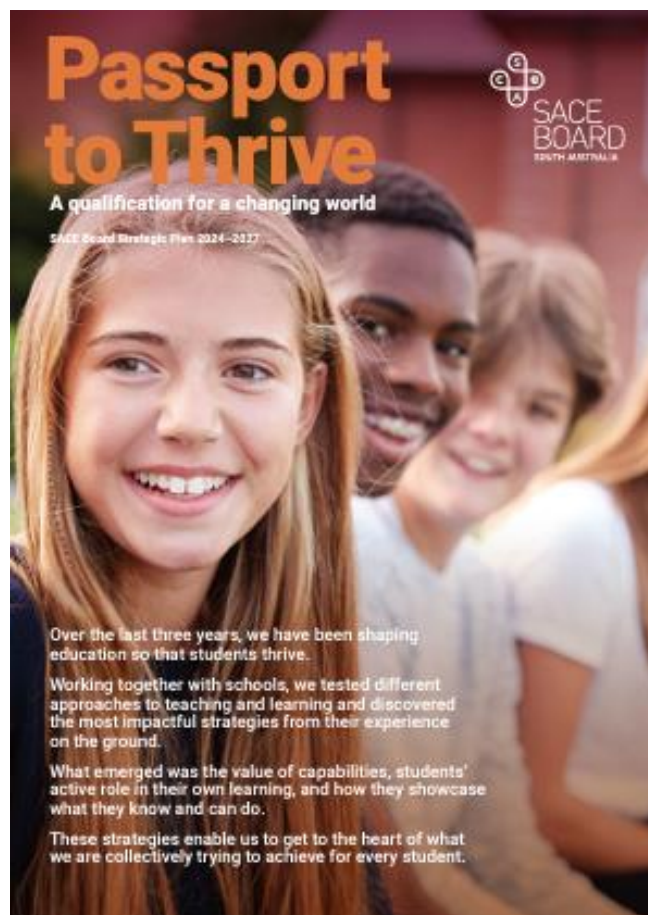
- Designing a way to fairly and formally recognise more of what young people know and can do

Quality Assurance

- Building an enhanced model that extends trust, provides better feedback and builds teacher capacity.

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Passport to Thrive



Passport to Thrive

Giving every learner the capability to:



Open doors: find opportunities

By pursuing ideas, creating new paths, getting things done and setting the pace.



Stretch minds: through global curiosity

By knowing more than facts and figures, pausing to think and asking why.



Strengthen ownership: grasp responsibilities

By identifying strengths and opportunities and embracing failure as a first attempt in learning.



Embrace perspectives: honour difference

By growing awareness of different actions and recognising the impact they may have.



Share success: with communities

By forming connections with people and teams who have different ways of knowing and being.



<https://www.sace.sa.edu.au/about/what-we-do/strategic-plan>

Share success
Thrive.

Subject improvements

Overarching principles

flexibility	for teachers to make local decisions based on the needs of their cohort
space	for student agency, authentic learning and development of capabilities
clarity	to remove inconsistencies or ambiguities
consistency	within and across subjects
opportunities	for students to present their learning in varied and novel ways
manageability	for students and teachers and do not require significant change to programming or extensive professional learning

Strengthen ownership
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Thrive.

Ideas for subject improvements from 2025

From 8-10 assessments to 8 assessments and change to weightings overall

Current		Proposed	
AT1: Folio		AT1: Folio	
Students undertake THREE TO FIVE assessments for the folio	50%	Students undertake THREE assessments for the folio	40%
AT2: In-depth Study		AT2: In-depth Study	
There are three assessments for the in-depth study	20%	There are three assessments for the in-depth study	30%
a written response to the topic in [Language] (maximum of 600 characters/500 words)		a written or multimodal response to the topic in [Language] (max of 600 characters/500 words or the equivalent in multimodal form)	

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Feedback on ideas for subject improvements in 2025



<https://sacethrive.typeform.com/to/ZgChA5JQ>



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New CCAFL framework – a reminder

CCAFL is a national arrangement where:

- ❑ all agencies across Australia share a curriculum and assessment model for 27 small enrolment languages.

The new framework:

- is embedded in each state's curriculum – we share content and exam
- 2024 (Stage 1) and 2025 (Stage 2).



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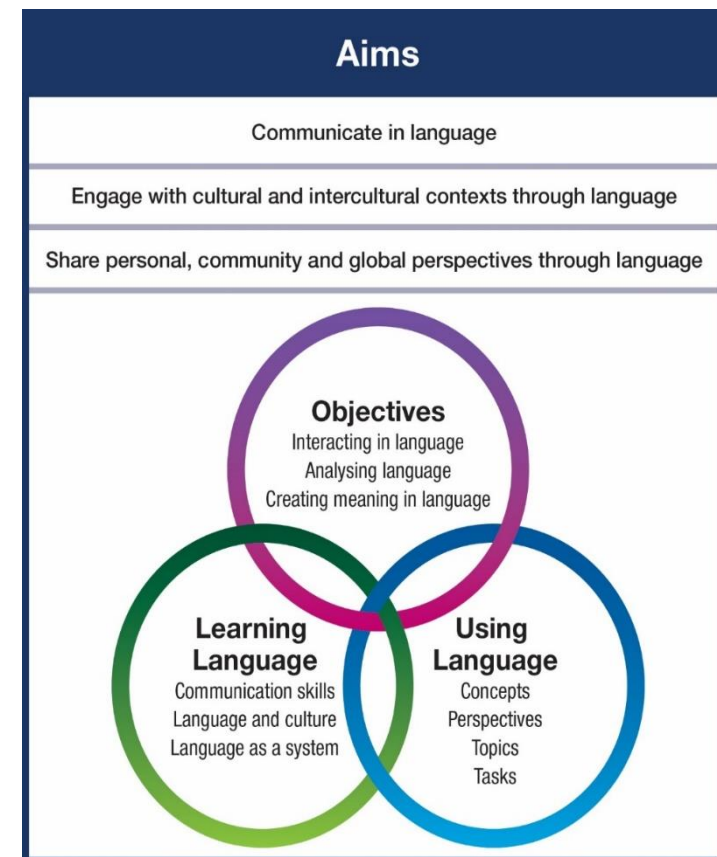
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New CCAFL framework

The new framework:

- introduces new concepts, topics and perspectives
- allows these to be explored within the Australian context.



Stretch minds
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What's new in the subject outline?

NO CHANGE	MINOR CHANGE	NEW
<ul style="list-style-type: none"> • Subject description 	<ul style="list-style-type: none"> • Learning requirements 	<ul style="list-style-type: none"> • content
<ul style="list-style-type: none"> • Assessment design criteria 	<ul style="list-style-type: none"> • Capabilities 	<ul style="list-style-type: none"> • Stage 2 external assessment (oral and written exam)
<ul style="list-style-type: none"> • Performance standards 	<ul style="list-style-type: none"> • School assessment (new concepts, topics, perspectives) 	<ul style="list-style-type: none"> • Grammar, dictionaries, subtopics – new examples

Stage 2 assessment types (for teaching in 2025)

Stage 2	
Assessment Type 1: Folio	<i>The assessments should specify the concept and perspective.</i>
Assessment Type 2: In-depth Study	<i>The assessments should specify the concept and perspective</i>
Assessment Type 3: Oral exam	The assessment will relate to the CCAFL concepts and perspectives and there will be changes to the structure according to specifications of host state.
Assessment Type 3: Examination	CHANGES TO STRUCTURE

- **NO change to assessment type titles**
- **Concepts, topics, and perspectives are new (replacing the current themes and topics)**
- **Assessment design criteria and specifications remain the SAME**
- ***Some changes to structure of the oral exam***



Changes to oral exam

CCAFL arrangements mean that;

- All students sit same written exam
- States set own oral exam specifications

Host jurisdiction	
SACE Board (SA)	Hungarian (continuers)
	Khmer (continuers)
	Nepali (continuers)
	Polish (continuers)
VCAA (Vic)	Auslan (continuers)
	Bengali (continuers)
	Bosnian (continuers)
	Hebrew (continuers)
	Hindi (continuers)
	Persian (continuers)
	Portuguese (continuers)
	Punjabi (continuers)
	Russian (continuers)
	Sinhala (continuers)
	Tamil (continuers)
	Turkish (continuers)
NESA (NSW)	Croatian (continuers)
	Filipino (continuers)
	Serbian (continuers)

Strengthen ownership
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NSW hosted languages – Filipino, Croatian, Serbian

Time allowed: Approximately **10 minutes**

- The oral exam will consist of **a discussion** guided by the examiner.
- The student will respond to questions on 2-3 prescribed topics, one of which **will be chosen by the student**.
- Students will be required to present and substantiate **opinions and ideas from personal, community and global perspectives**.

More training and information to come as it is made available from NESAS

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Prescribed topics - Filipino

Identity

- Inclusivity, diversity and belonging
- **Living in Australia**

Legacy

- Innovation
- **Filipino-speaking culture**

Responsibility

- Society
- **Work**

Sustainability

- Sustaining language and culture
- Global trends

Prescribed topics - Serbian

Identity

- Inclusivity, diversity and belonging
- **Relationships and human interactions**

Legacy

- Innovation
- **History and traditions**

Responsibility

- Society
- **Youth**

Sustainability

- Sustaining language and culture
- Global trends

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VIC and SA hosted languages

Specifications to be confirmed

VIC – Bengali, Bosnian, Hebrew, Hindi, Tamil, Portuguese, Punjabi, Russian, Persian, Sinhala, Turkish

SACE Khmer, Nepali, Polish, Hungarian

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Assessment Type 3: Written examination 2025

Current exam (2.5 hours)

Section 1: Listening and responding

Part A - Questions 1–3

3 texts in language with answers in English (15 marks)

Part B - Questions 4–6

3 texts in language with answers in language (15 marks)

Section 2: Reading and responding

Part A - Questions 7–8

2 texts in language with answers in English (10 marks)

Part B - Question 9

One text in language (15 marks)
Response in language approx. 150 words

Section 3: Writing in Language

One of Questions 10–12 (20 marks)
Original text to be written in language
Response approx. 250 words

Total marks 75

NEW exam (130 minutes)

Section 1: Responding to texts

Question 1 - Text 1: One listening text in [language] and responding in English (7 marks)

Question 2 - Text 2: One listening text in [language] and responding in language (8 marks)

Question 3 - Reading and listening in [language] and responding in English (15 marks)

Text 3A: one *reading* text in [language]

Text 3B: one *listening* text in [language]

Section 2: Creating texts

Question 4 - Reading and responding in [language] (15 marks)

Text 4: one reading text in [language]

Response approx. 150 words

Students choose one of the following

Question 5 or Question 6 (20 marks)

Writing in [language]

Response approx. 250 words

Total marks 65

Current exam (2.5 hours)

- Listening texts total approx. 8 minutes.
- The total length of the three reading texts will be approx. 550 words.

NEW exam (2 hours)

- Listening texts total approx. 4 ½–5 minutes.
- The total length of the two reading texts will be approx. 450 words.
- There will be one or two visual texts in this examination which may appear in any of Questions 3, 4, 5 or 6.

Assessing skills and knowledge more efficiently

Recognition of visual texts



Collaborative Curriculum
and Assessment Framework
for Languages

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Write your student number in the boxes above.

Letter

2025 [Language] examination

Continuers level

Date: [Day, Date, Year] Australian Eastern Daylight Time

Reading time is 10 minutes: — to —

Working time is 2 hours: — to —

Approved materials

- Stationery requirements (pens, pencils, highlighters, erasers, sharpeners and rulers)
- Monolingual and/or bilingual printed dictionaries

Materials supplied

- Question and Answer Book of 20 pages

Instructions

- You may consult your dictionaries during reading time and also during the examination.
- Write all your answers in the spaces provided in this book. The spaces provided give you an idea of how much you should write.
- You **must not** write during reading time.

Contents	pages
Section 1 – Responding to texts	2
• Question 1 (7 marks)	2
• Question 2 (8 marks)	3
• Question 3 (15 marks)	7
Section 2 – Creating texts	10
• Question 4 (15 marks)	11
• Questions 5 and 6 (20 marks)	12–16

Section 1: Responding to Texts

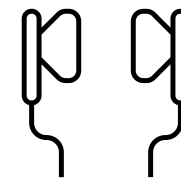
Question 1

- a. Identify three limitations of using technology for communicating in different languages, as discussed in the text. 3 marks

SAMPLE

- b. According to Sophie, what are the benefits of learning languages? 4 marks

Write your notes here. Notes will not be assessed.



Question 2 – Listening and responding in [Language] (8 marks)**Instructions**

- Text 2 will be played twice. There will be a short break between each playing.
- You may write notes at any time in the space provided. These notes will not be assessed.
- Listen carefully to the text and then answer the questions in [Language].
- Responses in languages other than [Language] will not be assessed.
- All responses **must** be based on the text.

Your response will be assessed on how well you:

- analyse general and specific relevant information, ideas, opinions and/or perspectives to convey meaning.

Question 2

a. [add question in Language]

According to the text, why was the Sydney Harbour Bridge constructed in the 1900s instead of the 1800s?

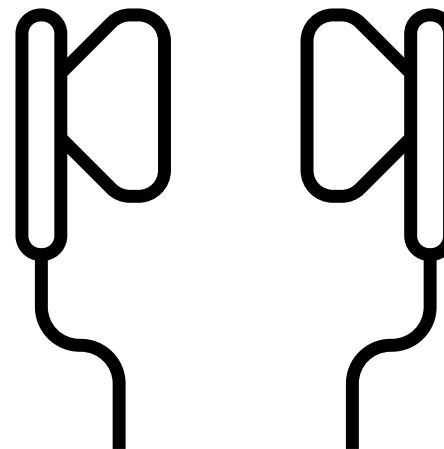
2 marks

b. [add question in Language]

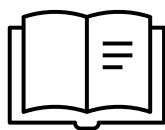
Explain why the Sydney Harbour Bridge is a key tourist attraction. 3 marks

Write your notes here. Notes will not be assessed.

SAMPLE



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Text 3A

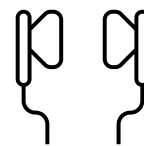
The Live in Australia website is a great online resource for new arrivals who are planning to make a home in Australia. Moving to Australia can present challenges: for example, dealing with a different culture, the different ways of accessing services and learning a new language. Even for those already fluent in English, the Australian accent can sometimes be difficult to understand. The website has information in more than 40 languages.

The website contains links to information about all of Australia's capital cities as well as major regional areas. Just click on the link to the location that is appropriate for you. There, you will find advice about essential services for your daily living, such as how to buy or rent a home. The website provides practical and legal information and guidance about these procedures.

Furthermore, you will learn about medical services, such as information on accessing doctors, specialists, and hospital care. The website also has information about physiotherapy, optometry, and other healthcare services that are available at different locations.

The website has information on various recreational facilities offered around Australia. Detailed information about sporting and leisure clubs is listed for each city. The team at Live in Australia provide general information, and regularly update information so that it is accurate and current. They also provide forums for special interest groups. This means specific community groups with diverse interests and needs can find like-minded people they can connect with.

The Live in Australia website has a partnership with other international organisations that have a similar platform supporting new arrivals to other cities and regions all around the world. If you wish to learn about what other countries provide, you can simply click the links on the website that take you to those pages. We strongly encourage you to join the thousands using this amazing resource.



Question 3 – Reading and listening in [Language], responding in English

Text 3B (approx 1'30")

Anya: Hi Billy, welcome to our university! My name is Anya, and I work here at the university as a volunteer helping new students settle into Melbourne. I have been paired with you because we are both Lao. How are you finding it all so far? What has your experience been like?

Billy: Hi Anya, thank you for helping me. I'm so excited to explore this new city, but I am feeling a little apprehensive because it is all so overwhelming. My English is not good enough to make new friends in Melbourne. I worry that I will not know what to do if something goes wrong if I get sick and need to go to a hospital. I also feel I am missing out on the university student life experience. Some days, I think I should just go back to Laos.

Anya: I know what you mean. When I first arrived here, I also found the first few months lonely and boring. At first, I didn't know how to meet others my own age who shared my cultural background. Have you heard of the Live in Australia website? It has chat groups so that different ethnic communities can meet each other. They helped me to connect with other Lao speakers.

Billy: That does sound nice, but I don't think that will help me improve my English or ability to meet people from other cultural backgrounds.

Anya: Don't worry! It's just a starting point to help you feel more comfortable. Once you have made some new connections, I'm sure they will introduce you to other young people both inside and outside of the Lao community. Thanks to the chat group, I'm now a member of both a Lao dancing group and a netball team that is made up of people from various backgrounds. Perhaps you will find a group that will teach you English?

Billy: That sounds great, Anya; thank you so much! Could you please send me the link to the website? I hope it will help me to become a more active participant in Melbourne.

Question 3

Text 3A

a. According to the website, what challenges could a new arrival face when moving to Australia?

3 marks

Four horizontal lines for writing the answer to question 3a.

Text 3B

b. What has led Anya to initiate this conversation?

2 marks

Four horizontal lines for writing the answer to question 3b.

c. How does Anya try to reassure Billy?

2 marks

Four horizontal lines for writing the answer to question 3c.

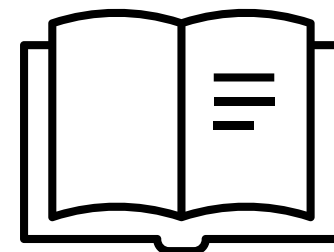
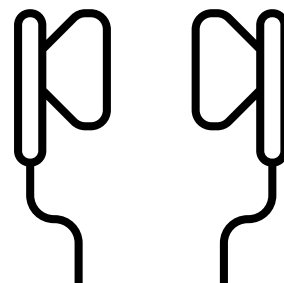
Text 3A and 3B

d. Using information from Text 3A and 3B, evaluate the usefulness of the website in addressing Billy's concerns.

8 marks

Four horizontal lines for writing the answer to question 3d.

SAMPLE



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Section 2: Creating Texts

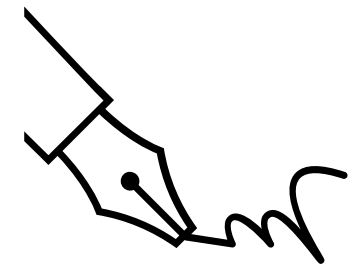
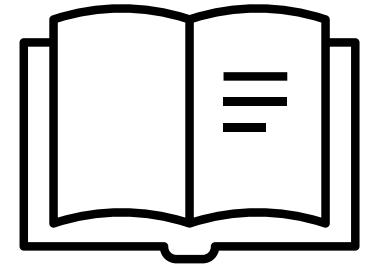
Advertisement

The Bountiful Bakers Training Program is a good news story. We are a social enterprise that runs a training program for newly arrived young people. Trainees learn to bake high-quality bread and cakes.

Almost all the trainees completing our program find employment. Importantly, participation in the program develops a strong sense of belonging and independence in the community, as well as the skills to run a business.

One of our most successful projects has been setting up stalls at festivals all around the state. The benefits are two-fold: firstly, we generate lots of revenue to support our training program as festival attendees queue to buy delicious baked goods. Secondly, we also create awareness of the challenges that face the trainees by chatting to customers and distributing pamphlets about our program.

If you see us at a festival, please come over and say hello.



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Question 4 (Text 4)

[add question in Language]

You saw this advertisement about the social enterprise Bountiful Bakers, and you think this is a perfect opportunity for your friend who has just arrived from overseas. Write an email to your friend persuading them to apply for the Bountiful Bakers training program.

Question 5 (20 marks)

[add question in Language]

Plogging is the act of picking up rubbish while jogging.

Write an article for your school's website in which you evaluate at least two advantages and two disadvantages of this ecologically friendly sport.

SAMPLE

OR

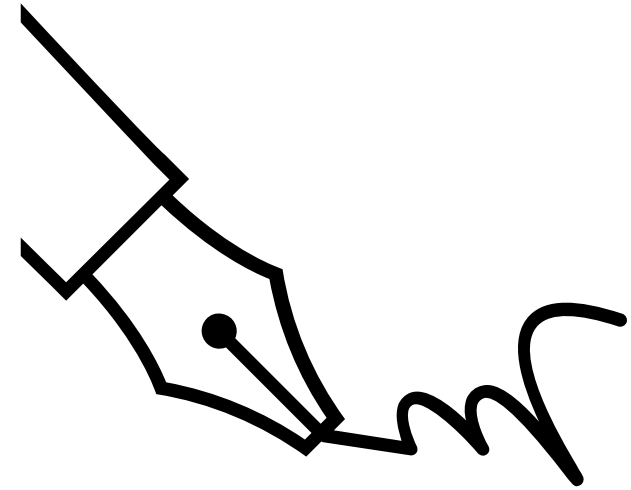
Question 6 (20 marks)

[add question in Language]

Using the image below, write an imaginative story that starts with, 'Of all days, I can't believe this has happened today.' Your story will be published in a teenage magazine for young readers.



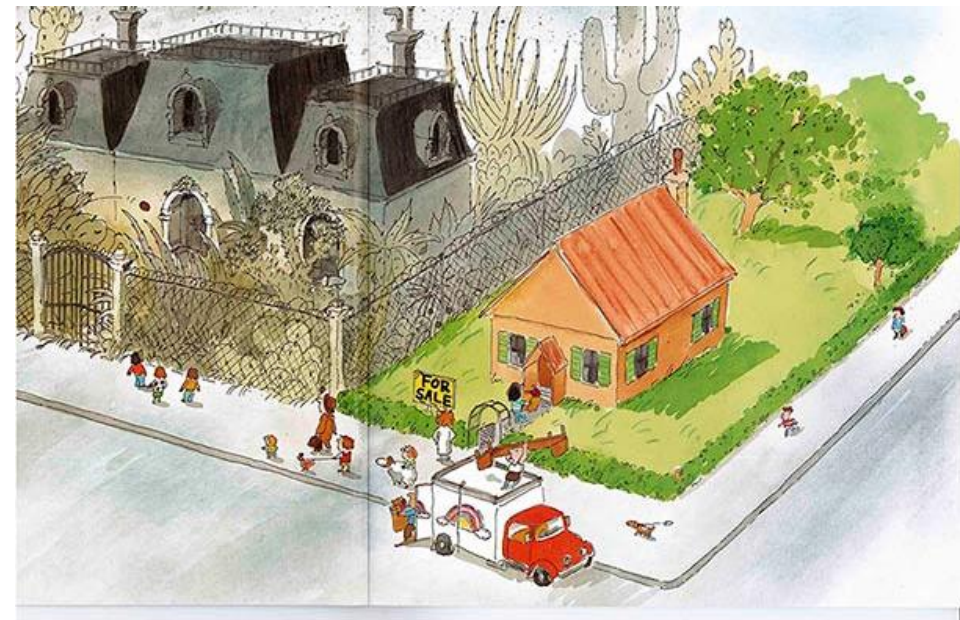
Source: ViDI Studio/Shutterstock.com



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Visual texts

1 or 2 visual texts in any of q 3,4,5, or 6



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New minisite

<https://www.sace.sa.edu.au/web/nationally-assessed-languages-at-continuers-level-from-2024/overview>

Nationally Assessed
Languages at Continuers Level
from 2024



Overview

CCAFL renewal

Stage 1 (2024)



Stage 2 (2025)



Forms and resources

Contact

askSACE

(08) 8115 4700

askSACE@sa.gov.au

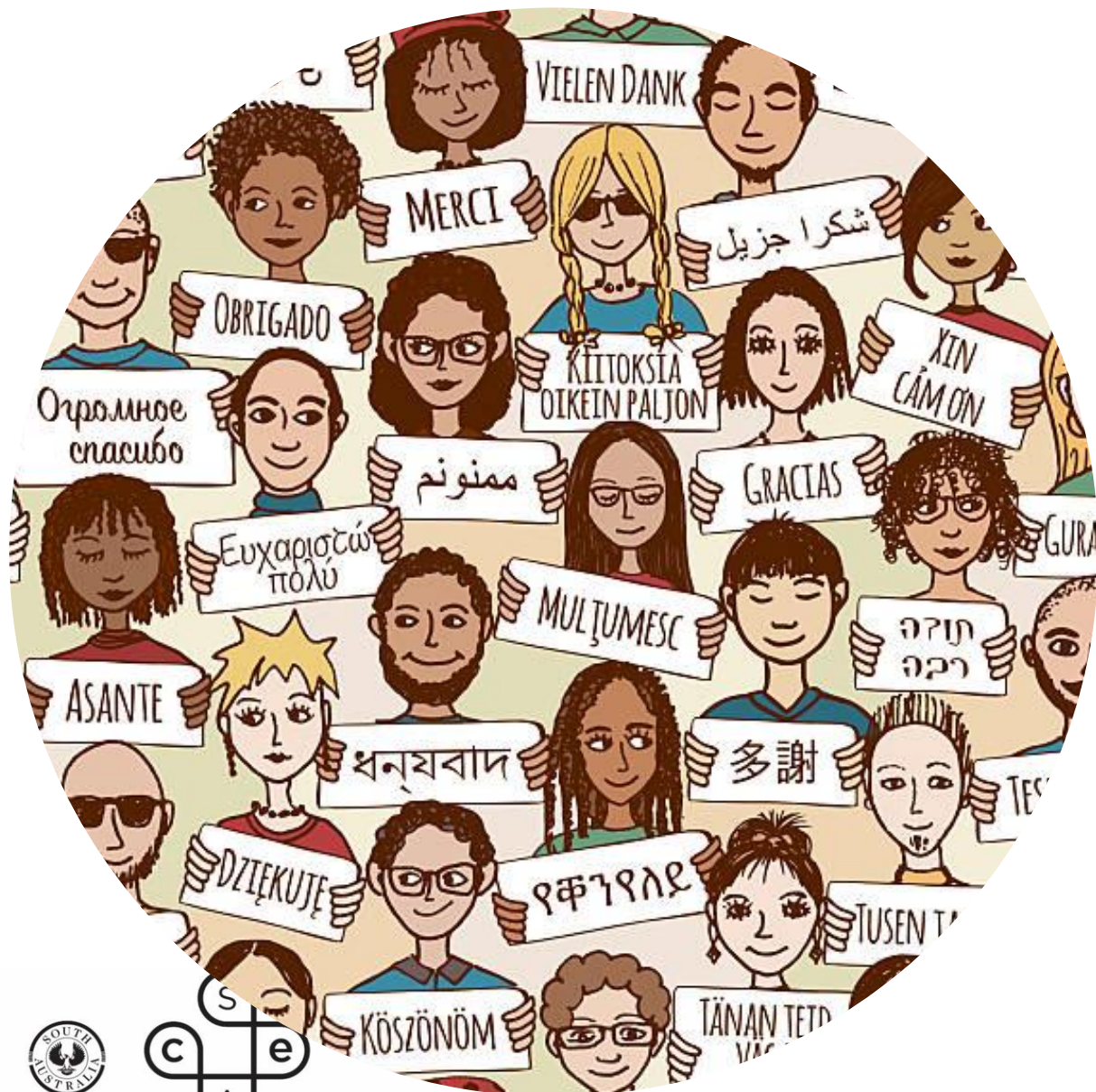
The renewed nationally assessed languages at continuers level will be taught at Stage 1 in 2024, and at Stage 2 in 2025.

Languages (national continuers) from 2024

Continuers level languages are designed for students who have studied the language for 400-500 hours by completion of Stage 2, or who have an equivalent level of knowledge. Students interact with others to share information, ideas, opinions and experiences. They create texts in the specific language to express information, feelings, ideas and opinions. They analyse texts to interpret meaning, and examine relationships between language, culture and identity, and reflect on the ways in which culture influences communication.



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QUESTION TIME

Thank you for your support
Best wishes for the year ahead

Karen Collins and Sally Letcher
English & Languages Faculty

Email to SaceEnglishAndLanguages@sa.gov.au