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Nationally Assessed Languages Continuers Level

2024 Subject Outline | Stage 1

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Introduction

Subject description

A nationally assessed language at continuers level is a 10-credit or a 20-credit subject at Stage 1, and a 20-credit subject at Stage 2.

The subject outline for nationally assessed languages at continuers 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.

In nationally assessed languages at continuers level students develop their skills to communicate meaningfully with people across cultures. Students are given opportunities to develop knowledge, awareness, and understanding of other languages and cultures in relation to their own. Students reflect on their own attitudes, beliefs, and values, and develop an understanding of how culture and identity are expressed through language.

Students develop and apply linguistic and intercultural knowledge, understanding, and skills by:

* interacting with others to exchange information, ideas, opinions, and experiences in [Language]
* creating texts in [Language] for specific audiences, purposes, and contexts to express information, feelings, ideas, and opinions
* analysing a range of texts in [Language] to interpret meaning
* examining relationships between language, culture, and identity, and reflecting on the ways in which culture influences communication.

Students develop an understanding of how [Language] is used effectively and appropriately by using various combinations of the skills of listening, speaking, viewing, reading, and writing for a range of purposes in a variety of contexts. Students engage with the concepts of identity, legacy, responsibility, and sustainability, through a range of prescribed topics that allow them to recognise, exchange and share ideas viewed from personal, community and global perspectives.

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 seven capabilities are:

* literacy
* numeracy
* information and communication technology capability
* critical and creative thinking
* personal and social capability
* ethical understanding
* intercultural understanding.

The capabilities are reflected in the learning requirements, content, assessment design criteria, and performance standards of the nationally assessed languages at continuers level. In [Language] at continuers level, students develop intercultural communication skills to communicate effectively and appropriately in a variety of contexts for a range of purposes.

Literacy

In this subject, students extend and apply their literacy capability by, for example:

* communicating effectively and appropriately in [Language] for a range of purposes and audiences
* applying and transferring communication skills across a variety of contexts
* expressing and exchanging ideas, opinions, and feelings in [Language]
* interpreting and mediating meaning within and across languages and cultures
* extending and integrating their skills of listening, speaking, reading, viewing, and writing
* considering the dimensions of context and audience
* making connections and comparisons between [Language] and English and/or other languages
* recognising and experimenting with language patterns and structures
* developing an understanding of different writing scripts and/or the use of diacritics in texts.

Numeracy

In this subject, students extend and apply their numeracy capability by, for example:

* extending their understanding of concepts such as time and number in different cultures as expressed through language
* engaging in transactions involving quantity and currency
* extending their understanding of culturally specific ways of ordering place and space
* applying numbers, dates, and terms for mathematical operations in [Language]
* using tables or graphs for analysis to support an idea, opinion, or position when creating texts and interacting in [Language].

Information and communication technology (ICT) capability

In this subject, students extend and apply their ICT capability by, for example:

* using technologies to create new ways of thinking about and communicating in [Language]
* using technologies to engage with a range of audiences beyond the classroom
* engaging with a wide variety of digital texts
* appreciating ways in which technologies inspire curiosity about language and meaning
* using technologies to record, shape and refine personal language use and enhance learning
* analysing and evaluating ways in which technology influences and changes language use

Critical and creative thinking

In this subject, students extend and apply their critical and creative thinking capability by, for example:

* extending their cognitive skills through analytical, critical, creative, and reflective thinking
* understanding and creating links between existing and new knowledge
* exploring and explaining features of [Language] such as lexicology, morphology, phonology, orthography, and syntax
* making connections and comparisons between languages in a plurilingual world
* questioning, appreciating, and being open to the value of different perspectives in texts
* creating imaginative responses to spoken, written and multimodal texts
* developing an appreciation of the value and reward of taking risks and trying out less familiar language.

Personal and social capability

In this subject, students extend and apply their personal and social capability by, for example:

* extending their understanding of the relationship between language and culture
* interpreting and reflecting on their own intercultural experiences and considering the ways in which they might respond in the future
* reflecting on their own assumptions, beliefs, values, and perspectives
* collaborating with other learners and users of [Language] to co-construct, exchange and mediate meaning
* understanding and appreciating their own role as learners, users and mediators of [Language]
* extending their awareness of the role of languages and cultures in human interaction and identity
* appreciating the richness of linguistic and cultural diversity

Ethical understanding

In this subject, students extend and apply their ethical understanding capability by, for example:

* engaging with a diverse range of audiences within and across cultures
* understanding which questions to ask in different contexts
* reflecting on the impact of their own assumptions, beliefs, values, and perspectives
* appreciating, empathising with, and learning from diverse ways of knowing, being, and doing in different contexts
* appreciating and acting on the ethical implications involved in mediating meaning across languages and cultures
* reflecting on the relationship between language and identity, and what this means for individuals and communities.

Intercultural understanding

In this subject students extend and apply their intercultural understanding capability by, for example:

* considering and reflecting on their own view of the world in context, as one of many
* responding with empathy to what the relationship between language and identity means for individuals and communities
* understanding the importance of knowing how to move between languages in creating sustainable global connections
* understanding and appreciating multicultural, multi-ethnic and multilingual communities
* reflecting on how what they communicate influences the responses of their interlocutor.

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 a Stage 1 nationally assessed language at continuers level.

In these subjects, students are expected to develop and apply linguistic and intercultural knowledge, understanding, and skills when:

1. interacting in [Language]

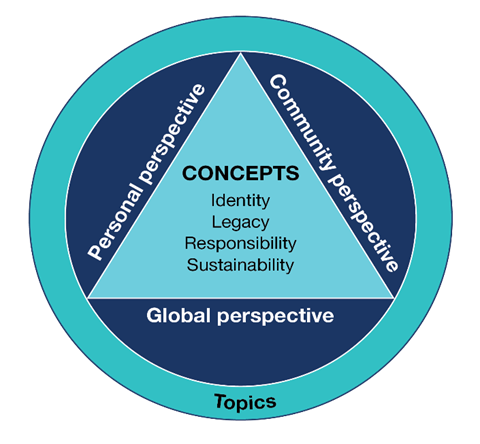
2. creating meaning in [Language]

3. analysing [Language] language

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

Content

Stage 1 [Language] is organised around four interrelated concepts, perspectives, and a number of prescribed topics and suggested subtopics.



Concepts, perspectives, topics and subtopics

Concepts

The concepts provide the content that students are expected to encounter through the prescribed topics.

The four concepts are:

* Identity
* Legacy
* Responsibility
* Sustainability.

These concepts allow personal, community and global perspectives to be explored in [Language] and within the Australian context for language learning.

All concepts are to be studied across Stage 1 and Stage 2 [Language].

Identity

*Identity* enables students to explore topics related to their personal world, for example, a sense of self, personal values, opinions, ideas, aspirations and relationships with others. It provides opportunities to reflect on personal identity, individuality and group affiliation in more than one language and cultural context. It enables students to explore and communicate aspects of Australian society in culturally and linguistically appropriate ways.

Legacy

*Legacy* allows students to consider how people and events influence change, and how people respond to opportunities and challenges. They investigate topics related to the contributions, achievements and influence of [Language]-speaking individuals and communities throughout history to the present day. Students consider the impact and enduring nature of achievements on [Language]-speaking societies and beyond.

Responsibility

*Responsibility* enables students to investigate how people manage social responsibilities and influence decisions that affect individuals or groups within society. The topics associated with this concept allow students to consider issues of particular relevance to young people and other groups within [Language]-speaking communities, and to make comparisons with their own experiences.

Sustainability

*Sustainability* provides students with the opportunity to explore topics with a focus on an aspect of sustainability, including present and future lifestyles, the environment and how language and culture can be sustained.

Perspectives

Students engage with the concepts through a range of prescribed topics that allow them to recognise, exchange and share ideas viewed from the following three perspectives:

* personal
* community
* global.

All three perspectives are to be addressed through a range of topics over the two years of the study of [Language] at senior secondary level.

Topics

Through topics and tasks, students are provided with opportunities to apply key language skills, knowledge and understanding in authentic contexts and engage with content that reflects their interests and the requirements of the senior secondary study of [Language].

There are a total of eight prescribed topics which relate to the four concepts, and these may be studied from a personal, community or global perspective. All topics are to be studied across Stage 1 and Stage 2 [Language].

* Four of these topics are specified and are common to all languages. These are:
* Inclusivity, diversity and belonging
* Innovation
* Society
* Sustaining language and culture
* The remaining four topics may vary between languages.

See Grammar lists and topics by language for grammar examples and a list of topics for each of the languages.

Selecting subtopics

The prescribed topics are designed to be flexible and can focus on a range of different perspectives, depending on the language, culture, student interests and available resources. The topics are taught through subtopics chosen by the teacher. When choosing subtopics students must be provided with opportunities to engage with:

* each of the eight topics for the [Language]
* personal, community and global perspectives
* content that has an Australian focus.

Teachers should structure and organise programs based on the prescribed concepts and topics so that they address all of the learning requirements of this subject outline.

The following table provides an *example* of how the concepts, topics, subtopics, and perspectives could be addressed.

|  |  |  |  |
| --- | --- | --- | --- |
| Concept  Common to all languages | Prescribed topics\*  Common to all languages | Examples of subtopics | Perspective |
| Identity | Inclusivity, diversity and belonging | How successful have moves towards greater inclusivity over the last decade been in Australia and [country]. | Personal |
| Legacy | Innovation | Innovations I can’t live without. | Personal |
| Responsibility | Society | Volunteering and how to make positive changes in the community. | Community |
| Sustainability | Sustaining language and culture | The place of slang and English influences in modern [Language] mass media. | Global |

\* *There are a total of eight prescribed topics which relate to the four concepts, and these may be studied from a personal, community or global perspective. The remaining four topics may vary between languages. All topics are to be studied across Stage 1 and Stage 2 [Language].*

For a list of the remaining four prescribed topics for each of the languages see the support material [*Grammar lists and topics by language*](https://www.sace.sa.edu.au/documents/652891/10107864/Grammar+lists+and+topics+by+subject.pdf/71c78521-ccb6-9ea6-e89f-7ef900939f90?version=1.1).

For more subtopics that align to the concepts and topics, refer to *Ideas for subtopics*.

Text Types

In their teaching, learning, and assessment programs, teachers will introduce students to a wide range of text types. Text types for receptive use in teaching, learning, and assessment are not prescribed.

In the external examination, students will be expected to be able to produce the following text types: article, blog, diary/journal entry, email, letter (formal or informal), text of an interview, message, note, report, review, script of a play, script of a speech or talk, story.

Students should be familiar with and able to produce the following kinds of writing: personal, informative, imaginative, evaluative, reflective, narrative, persuasive, descriptive.

Vocabulary

Although there are no prescribed vocabulary lists, students should be familiar with a range of vocabulary and idioms relevant to the topics prescribed in this subject outline.

Dictionaries

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.

Refer to the lists of recommended resources by subject on the SACE website.

Grammar

Refer to the separate appendix, *Grammar lists and topics by language*.

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 nationally assessed languages at continuers level:

* Assessment Type 1: Interacting in Language
* Assessment Type 2: Creating Meaning in Language
* Assessment Type 3: Analysing Language
* Assessment Type 4: Investigation.

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

* one interacting in language task
* one creating meaning in language task
* one analysing language task
* one response in [Language] and one reflective response in English for the investigation.

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

Teachers should ensure a balance of macro skills and of knowledge, skills, and topics across 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 they need to learn
* design opportunities for the student 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.

In these subjects the assessment design criteria are:

* ideas
* expression
* interpretation 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 detail, ideas, information, or opinions

– creating interest and engaging the audience.

I2 Depth of treatment of ideas, information, or opinions

– depth and breadth of content

– elaboration of ideas and support of opinions

– planning and preparation.

Expression

The specific features are as follows:

E1 Capacity to convey information accurately and appropriately

– range of expression (i.e. linguistic structures and features)

– accuracy of expression (i.e. linguistic structures and features, grammar)

– use of cohesive devices

– appropriateness of expression, including cultural appropriateness

– clarity of expression, including fluency, pronunciation, and intonation.

E2 Coherence in structure and sequence

– organisation of information and ideas

– use of the conventions of text types.

E3 Capacity to interact and maintain a conversation

– interaction on topics (i.e. relating to interlocutor, interest in the topic)

– use of communication strategies (i.e. comprehension, responding to cues)

– fluency of responses.

Interpretation and Reflection

The specific features are as follows:

IR1 Interpretation of meaning in texts, by identifying and explaining

– the content (general and specific information)

– the context, purpose, and audience of the text

– concepts, perspectives, and ideas represented in the text.

IR2 Analysis of the language in texts

– linguistic and cultural features (e.g. word choice, expressions, idiom)

– stylistic features (e.g. tone, register, phrasing and repetition, textual features and organisation).

IR3 Reflection

– reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts

– reflection on own values, beliefs, practices, and ideas in relation to those represented or expressed in the texts studied

– reflection on own learning.

School assessment

Students should be provided with opportunities to apply key language skills, knowledge and understanding in authentic contexts and engage with content that reflects their interests.

There are a total of eight topics which relate to the four concepts, and these may be studied from a personal, community or global perspective. All topics must be studied across Stage 1 and Stage 2 [Language].

Assessment Type 1: Interacting in Language

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

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

The design of the assessments should specify a context, purpose, and audience. The assessments should also specify the concept, and perspective (personal, community, global).

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

* ideas
* expression.

Assessment Type 2: Creating Meaning in Language

Students create text(s) in which they express ideas and/or information and/or opinions and/or feelings in written [Language].

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

The design of the assessments should specify:

* a context, purpose, and audience
* the text type for production
* the kind of writing required (e.g. informative, imaginative, narrative, personal, persuasive, or descriptive).
* the perspective (personal, community, global).

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

* ideas
* expression.

Assessment Type 3: Analysing Language

Students analyse and interpret a text or texts that are in [Language] with a response or responses in [Language] and/or English.

Students analyse general and specific relevant information, ideas, opinions and/or points of view to convey meaning; and synthesise relevant information, ideas, opinions and/or points of view from different texts.

Texts may include written, spoken, or multimodal texts in [Language], for example, magazine and newspaper articles, diary entries, advertisements, brochures, reports, literary texts, blogs, conversations, interviews, announcements, talks, songs, speeches, voicemail, podcasts, radio broadcasts, and websites.

The design of the assessments should enable students to:

* interpret meaning in text(s), by identifying and explaining
* the content (general and specific information)
* the context, purpose, and audience of the text
* concepts and perspectives represented in texts
* analyse the language in text(s) (e.g. tone, register, linguistic, cultural, and stylistic features)
* reflect on how cultures, values, beliefs, practices, and ideas are represented or expressed in text(s).

When selecting texts for interpretation, teachers should take into consideration the processing demands placed on students, for example, the:

* nature and complexity of ideas in the text
* reading time required to access meaning in the text (based on the length of the text and the processing demands of the writing system of the language).

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

* expression
* interpretation and reflection.

Assessment Type 4: Investigation

Students undertake an investigation demonstrating research and personal reflection on a cultural or social aspect or issue of a topic or subtopic associated with one of the four concepts Identity, Legacy, Responsibility, Sustainability. The aspect or issue for research may be chosen by negotiation with, or at the direction of, the teacher. Students should complete two assessments for the investigation.

* an oral or written or multimodal response in [Language] (e.g. a report, article, blog, presentation, talk, podcast, or website)
* a reflective response in English.

An oral or written or multimodal response in [Language]

Students:

* interact with people to exchange information, ideas, opinions, and experiences in spoken [Language]. Students may give a multimodal presentation, talk, or speech to a specific audience and respond to questions

or

* create a text in which they express ideas, information, and opinions about their investigation in written [Language]. This may include, for example, writing articles, blogs, or reports.

The design of the assessment(s) should specify a context, purpose, and audience. The design of an assessment requiring a written response should specify the text type for production and the specific kind of writing required (e.g. informative, imaginative, narrative, personal, persuasive, evaluative, or descriptive).

A reflective response in English

Students reflect on their experience in undertaking the investigation in English.

Students may reflect on, for example:

* learning that was new, surprising, challenging
* how the learning may have changed their thinking
* how cultures, values, beliefs, practices, and ideas are represented or expressed in the texts studied
* their own values, beliefs, practices, and ideas in relation to those represented or expressed in the texts studied
* how the investigation has increased their understanding of the [Language]-speaking communities
* how their learning in their investigation has contributed to their understanding of themselves (e.g. identity, culture(s), values).

Students:

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

or

* give, for example, an oral presentation, talk, or speech to a specific audience

or

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

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

* ideas
* expression
* interpretation and reflection.

Performance standards

The performance standards describe five levels of achievement, A to E.

Each level of achievement describes the knowledge, skills, and understanding that teachers refer to in deciding how well a student has demonstrated 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.

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

A generic set of performance standards has been developed for languages at continuers level.

The complexity of language and ideas in texts selected for interpretation, and the complexity of ideas that students exchange and express when interacting and creating texts, will vary between languages. The complexity of language and ideas is based on, for example, the nature of the writing system and the linguistic and cultural distance of the language from English.

Performance Standards for Stage 1 Nationally Assessed Languages (continuers)

| - | Ideas | Expression | | Interpretation and Reflection |
| --- | --- | --- | --- | --- |
| A | *Relevance*  Responses are consistently relevant to context, purpose, audience, and topic.  Responses consistently convey the appropriate detail, ideas, information, and opinions.  Responses successfully create the desired impact and interest, and engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Depth and breadth in the treatment of ideas, information, or opinions on familiar topics.  Effective elaboration of ideas and support of opinions.  Comprehensive evidence of planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Familiar vocabulary and sentence structures are used with a high degree of accuracy in familiar contexts.  Some errors when trying to use more complex structures, but errors do not usually impede meaning.  Effective use of a range of cohesive devices to connect ideas.  Expression consistently appropriate to the cultural and social context.  Fluent expression and effective use of intonation and stress, with mostly accurate pronunciation.  *Coherence in Structure and Sequence*  Information and ideas are organised logically and coherently.  Conventions of the text type are observed. | *Capacity to Interact and Maintain a Conversation*  Interaction is sustained on familiar topics with minimal input from the interlocutor. Interest and enthusiasm for the topic of conversation are conveyed highly effectively.  Use of a number of communication strategies to maintain interaction (e.g. using new vocabulary encountered during interaction, asking for repetition, affirming, self-correcting).  Responses to open-ended questions on familiar topics are quick, confident, and fluent. There may be some hesitation when dealing with unfamiliar topics. | *Interpretation of Meaning in Texts*  Thoughtful interpretation of texts containing familiar and unfamiliar language and content on a range of familiar topics.  Conclusions are drawn about purpose, audience, message (argument) of the text, and are justified with evidence from the text.  Concepts, perspectives, and ideas represented in the text are identified and explained with clarity and insight.  *Analysis of the Language in Texts*  The functions of particular linguistic and cultural features in the text are explained clearly.  Ways in which stylistic features used for effect in the text (e.g. register, tone, textual features/organisation) are explained clearly.  *Reflection*  In-depth reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in the text.  Insightful reflection on own values, beliefs, ideas, and practices in relation to those represented in the text.  Thoughtful reflection on own learning. |
| B | *Relevance*  Responses are mostly relevant to context, purpose, audience, and topic.  Responses mostly convey the appropriate detail, ideas, information, and opinions.  Responses generally create the desired impact and interest, and engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Breadth and some depth in the treatment of ideas, information, or opinions on familiar topics.  Generally effective elaboration of ideas, and some support of opinions.  Sound planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Familiar vocabulary and sentence structures are used with a sound degree of accuracy in familiar contexts.  Errors made when more complex structures are attempted may sometimes impede meaning.  Use of simple cohesive devices to link ideas.  Expression mostly appropriate to the cultural and social context.  Some degree of fluency. Responses are hesitant when dealing with unfamiliar contexts. Reasonably accurate pronunciation and intonation.  *Coherence in Structure and Sequence*  Mostly coherent organisation of information and ideas.  Most conventions of the text type are observed. | *Capacity to Interact and Maintain a Conversation*  Use of well-rehearsed language to maintain an interaction on familiar topics. Some reliance on input from the interlocutor to maintain interaction. Interest in the topic is conveyed effectively.  Use of a number of communication strategies to maintain interaction (e.g. responding to correction by the interlocutor, using prepared phrases to indicate lack of comprehension and ask for support).  Some fluency in responding to questions on familiar topics. Occasional silences because of lack of comprehension and time required to process more complex language. | *Interpretation of Meaning in Texts*  Key ideas represented in texts containing familiar language and familiar content are identified and explained.  Some conclusions are drawn about purpose, audience, message (argument) of the text, and supported with some relevant examples from the text.  Concepts, perspectives, and ideas represented in the text are generally identified and explained with some clarity.  *Analysis of the Language in Texts*  The functions of particular linguistic features in the text are identified and described. Cultural features in the text are recognised and described (e.g. idiom, rhetoric, expressions).  Stylistic features in the text are identified (e.g. register, tone, textual features/organisation).  *Reflection*  Some depth in reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in the text.  Some depth in reflection on own values, beliefs, ideas, and practices in relation to those represented in the text.  Some depth in reflection on own learning. |
| C | *Relevance*  Responses are generally relevant to the topic and purpose, with some relevance to context and audience.  Responses generally convey simple ideas and opinions, with generally appropriate information.  Responses generally create some interest and partly engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Some variety in the treatment of information and simple ideas or opinions on familiar topics.  Simple sentences usually containing one idea are used with some effectiveness to convey meaning and support an opinion.  Competent planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Use of familiar vocabulary and sentence structures and well-rehearsed language to convey meaning. Structure often based on word order derived from English when attempts are made to elaborate.  Accuracy tends to be variable with some quite basic errors. Generally accurate when using formulaic expressions and rehearsed patterns.  Often relies on one or two cohesive devices to link ideas.  Expression generally appropriate to the cultural and social context.  Some hesitancy in responding. Pronunciation and information are understandable.  *Coherence in Structure and Sequence*  Generally coherent organisation of information and ideas.  Some of the conventions of the text type are observed (e.g. can use rehearsed salutations). | *Capacity to Interact and Maintain a Conversation*  Use of well-rehearsed language to maintain an interaction by responding to simple questions on familiar topics. Reliance on the interlocutor to take the lead and maintain interaction. Some interest in the topic is conveyed.  Often relies on the interlocutor’s sentence patterns to respond. Partial understanding of questions may lead to a response that is not relevant.  Responses may be hesitant and fluency is often confined to pre-learnt material. | *Interpretation of Meaning in Texts*  Identifies and explains some relevant information from texts on familiar topics containing predictable and familiar language structures.  Competent understanding of context, purpose, and audience, supported with isolated examples from the text.  Main concepts, ideas, and one or more perspectives in the text are identified, with some explanation.  *Analysis of the Language in Texts*  Particular linguistic and cultural features of the text are identified.  Particular stylistic features are identified.  *Reflection*  Some reflection on, with mostly description of, cultures, values, beliefs, practices, and ideas represented or expressed in the text.  Some reflection on own values, beliefs, ideas, and practices in relation to those represented in the text.  Some reflection on learning experiences. |
| D | *Relevance*  Responses partially relevant to the topic and purpose.  Responses convey some basic information that may be appropriate.  Responses include one or more elements of interest that may engage the audience.  *Depth of Treatment of Ideas, Information, or Opinions*  Some basic treatment of information or ideas relating to simple aspects of familiar topics.  Simple sentences are used with partial effectiveness to convey an idea or opinion. Sentences may be short or incomplete  Some planning and preparation. | *Capacity to Convey Information Accurately and Appropriately*  Reliance on learnt structures and formulaic expressions to convey meaning. Learnt vocabulary and structures are recombined to create simple sentences on very familiar topics.  The language produced contains frequent errors and only partially communicates what is intended. Responses may resemble literal translations from first language.  A cohesive device may be used with some effectiveness.  Expression occasionally appropriate to the cultural and social context.  Frequent hesitancy in responding. Pronunciation may impede meaning.  *Coherence in Structure and Sequence*  Responses tend to be a series of loosely connected sentences.  Inconsistent use of limited conventions of the text type. | *Capacity to Interact and Maintain a Conversation*  Routine courtesy phrases and basic structures are used to respond to simple questions on familiar topics. Interaction is maintained by input from the interlocutor. Some interest in the topic may be conveyed.  Utterances rarely consist of more than two or three words and there are frequent pauses, repetition, and inaccuracies.  Repetition, rephrasing of questions, and a slowed rate of speech are required for comprehension. | *Interpretation of Meaning in Texts*  Keywords and some supporting detail are identified in texts dealing with familiar situations.  Some basic understanding of context, purpose, and/or audience.  Identification of one or more concepts or ideas, with specific information in the text transcribed rather than interpreted.  *Analysis of the Language in Texts*  One or more basic linguistic and/or cultural features of the text are identified.  One or more stylistic features are identified.  *Reflection*  One or more familiar aspects of cultures, values, beliefs, practices, or ideas represented or expressed in the text are identified.  One or more of own values, beliefs, ideas, or practices in relation to those represented in the text are described.  Learning experiences are recounted. |
| 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, Information, or Opinions*  Attempted treatment of simple information relating to one or more aspects of familiar topics.  Responses are brief and often rely on a keyword to attempt to convey basic meaning.  Attempted planning or preparation. | *Capacity to Convey Information Accurately and Appropriately*  Limited range of vocabulary and sentence structures, with use of single words and set formulaic expressions to convey basic information relating to familiar topics.  High incidence of basic errors that impede meaning, with evidence of the influence of syntax of English and/or other languages.  Attempted use of a cohesive device, with limited effectiveness.  Limited appropriateness of expression.  Always or mostly hesitant in responding. Pronunciation may still be strongly influenced by first or different language and impedes meaning.  *Coherence in Structure and Sequence*  Responses are disjointed.  Attempted use of one or more conventions of the text type. | *Capacity to Interact and Maintain a Conversation*  Relies on interlocutor to assist with communication breakdowns to complete sentences or to interpret intended meanings.  Mostly single words are used to respond. Frequent misunderstandings of simple questions.  Frequent long pauses to process questions. | *Interpretation of Meaning in Texts*  Isolated items of information are identified in texts on familiar topics containing simple language.  Identification of a context, purpose, or audience.  Understanding of information is limited to occasional isolated words (e.g. borrowed words, high-frequency social conventions).  *Analysis of the Language in Texts*  Attempted identification of a basic linguistic feature of the text.  Attempted identification of a stylistic feature.  *Reflection*  One or more formulaic cultural expressions are identified.  One or more of own values, beliefs, practices, or ideas are identified.  Learning experiences are listed. |

Assessment integrity

The SACE Assuring Assessment Integrity Policy outlines the principles and processes that teachers and assessors follow to assure the integrity of student assessments. This policy is available on the SACE website (www.sace.sa.edu.au) as part of the SACE Policy Framework.

The SACE Board uses a range of quality assurance processes so that the grades awarded for student achievement in the school assessment are applied consistently and fairly against the performance standards for a subject, and are comparable across all schools.

Information and guidelines on quality assurance in assessment at Stage 1 are available on the SACE website (www.sace.sa.edu.au).

Support materials

Subject-specific advice

Online support materials are provided for each subject and updated regularly on the SACE website (www.sace.sa.edu.au). Examples of support materials are sample learning and assessment plans, annotated assessment tasks, annotated student responses, and recommended resource materials.

Advice on ethical study and research

Advice for students and teachers on ethical study and research practices is available in the guidelines on the ethical conduct of research in the SACE on the SACE website (www.sace.sa.edu.au).