# Government of South Australia LogoSACE Board Logo2024 Khmer (continuers) Subject Assessment Advice

Overview

In 2025, the new CCAFL framework will be used to teach and assess all languages at nationally assessed level. These changes are not reflected in this subject assessment advice as it is based on the 2024 assessment cycle. The subject assessment advice gives an overview of how students performed in their school and external assessments in relation to the learning requirements, assessment design criteria, and performance standards set out in the relevant subject outline. It provides information and advice regarding the assessment types, the application of the performance standards in school and external assessments, and the quality of student performance.

# School Assessment

The moderation process confirmed the teachers’ successful application of performance standards. It was clear from the evidence provided that teachers applied performance standards appropriately and accurately when deciding about the students’ quality of learning.

Teachers can improve the moderation process and the online process by:

* + thoroughly checking that all assessment tasks have been labelled correctly
	+ thoroughly checking that all assessment tasks have been uploaded correctly
	+ thoroughly checking that all grades entered in Schools Online are correct
	+ ensuring the uploaded tasks are legible and interactions and oral presentations are audible
	+ ensuring task sheets and texts for text analysis tasks are included.

Assessment Type 1: Folio

As for the previous year, the Folio (50%) included at least three assessments: interaction, text production, and text analysis. Interactions included conversations, debates, and discussions; text productions included articles and blog entries.

The more successful responses commonly:

* + engaged in spontaneous oral interactions, discussing a range of topics and demonstrating a depth and breadth of knowledge
	+ created a text which responded to the context, audience, and purpose; adhered to the conventions of the text type; and displayed the required kind of writing
	+ interpreted the meaning of text(s) and analysed both the cultural and linguistic elements of the text(s), reflecting on how cultures, beliefs, values, practices, and ideas are represented and/or expressed.

The less successful responses commonly:

* + used formulaic expressions; provided limited information in responses to questions asked in the oral interaction and did not allow for spontaneous use of language
	+ demonstrated little or no depth of analysis and reflection.

Assessment Type 2: In-depth Study

In this assessment type, students choose one topic from the prescribed themes set out in the subject outline: The Khmer-speaking Communities or The Changing World.

The more successful responses commonly:

* + demonstrated comprehensive evidence of research and used a wide of variety of sources
	+ showed their understanding of the interdependence of language, culture, and identity related to the chosen topic of the in-depth study
	+ delivered an oral presentation that was natural and not over-rehearsed, and included strategies such as rhetorical questions and appropriate humour to engage the audience
	+ displayed evidence in the reflection of thorough analysis of the topic as well as the student’s own learning in relation to the language and cultural aspects of the subject studies.

The less successful responses commonly:

* + used formulaic and repetitive responses with limited vocabulary
	+ referred to a very limited range of sources and perspectives
	+ frequently paused for extended periods of time when speaking, and presented information orally with limited fluency and correct pronunciation.

# External Assessment

Assessment Type 3: Examination

The examination consists of two assessments: an oral examination and a written examination.

Oral Examination

To facilitate the discussion, teachers should ensure the in-depth study outline form is submitted to SACE by the due date.

Students should be reminded that the purpose of these sheets is to help the examiners support them, so they should only include dot points which they are comfortable to talk about and elaborate on.

Part 1: Conversation

Students could generally answer questions confidently on their personal world. Questions were generally quickly understood and those who didn't understand had strategies to overcome this. Some students engaged the examiners with natural follow-up questions, which added to engagement.

The more successful responses commonly:

* did not rely on memorised answers but were able to elaborate and provide depth to the topic they were discussing by giving examples and more information when asked follow-up questions
* comfortably went beyond the minimum answer by giving an appropriate amount of detail and information, which led to deeper conversation
* presented well-thought-out opinions and ideas supported with reasons
* gave interesting answers and engaged in follow-up interaction comfortably
* expressed complex ideas accurately and effectively
* demonstrated a sound knowledge of vocabulary and grammar expected for this level
* knew more than a single way to ask for help or clarification
* maintained the natural flow of conversation, e.g. by using fillers, confirming questions, and so on.

The less successful students commonly:

* heavily relied on prepared and rehearsed short answers
* confused conjunctions in verbal collocations
* did not fully understand the questions and gave irrelevant answers
	+ used formulaic and short, limited responses only, limiting the natural flow of conversation
* demonstrated insufficient knowledge of Stage 2 vocabulary and grammar.
1. Part 2: Discussion

All students were able to talk about why they chose the topic in an engaging way.

The more successful students commonly:

* could describe the cause, effect, and their personal opinions about the issues
* generated engagement by showing enthusiasm and interest for their topic
* were able to express some learning or insight from particular texts they used
* had chosen a suitable topic (i.e. manageable and sufficiently challenging) for their in-depth study
* provided solid evidence of research (e.g. clear interpretation of sources used, not just the title of them)
* presented careful and insightful reflection on Indonesian and own cultures, values, and practices
* effectively presented reflection on their own learning
	+ provided concrete examples to support ideas and opinions, e.g. facts and statistics identified from the breadth of research.

The less successful responses commonly:

* + demonstrated a limited ability to discuss their in-depth study topic
	+ included only basic grammar and made errors in pronunciation
	+ showed surface-level reflection with simple personal opinions about issues or descriptions of difficulties faced during the research process
	+ could explain some memorised information but could not elaborate or give further opinions
	+ had chosen a topic that was too challenging for their language level
	+ had chosen a topic that was too broad or too simple to allow for in-depth discussion
	+ were underprepared to talk about their main points as listed on their outline form
	+ did not demonstrate sufficient evidence of research.

Written Examination

Almost all students attempted to answer all questions in all sections of the examination. Most students demonstrated skills in comprehending, analysing, and identifying the relevant details when responding to texts.

As general advice, students are reminded to focus on reading the questions carefully and analysing the content and, if appropriate, provide more than one specific example from the text(s). Students are also reminded to write legibly.

Section 1: Listening and Responding

Part A: Responses in English

Text 1

Question 1(a)

The more successful responses commonly:

* + correctly identified two experiences:
* opportunity to immerse yourself in local culture
* eating home cooked Cambodian cuisine in a community homestay.

The less successful responses commonly:

* + did not correctly identify two experiences.

Question 1(b)

The more successful responses commonly:

* + described the two discounts available:
	+ 10% for locals from early January to the end of March
	+ 15% for everyone in April.

The less successful responses commonly:

* + did not correctly or fully describe the two discounts available.

Text 2

Question 2(a)

The more successful responses commonly:

* + identified the intended audience of the test: people interested in the traditional cake recipe.

The less successful responses commonly:

* + did not correctly identify the audience of the text.

Question 2(b)

The more successful responses commonly:

* + were able to fully describe how the speaker engaged the audience:
		- * welcoming people back
			* using personal anecdotes to create connection
			* asking to leave comments
			* referring listeners to their website.

The less successful responses commonly:

* + did not fully describe how the speaker engaged the audience.

Text 3

Question 3(a)

The more successful responses commonly:

* + comprehensively explained both the meaning and use of the idiom. For example:
		- * explained the expression means ‘losing culture, nations die out’
			* referred to concern about traditional music being lost because of the rising popularity of rap music.

The less successful responses commonly:

* + only partially explained the meaning and use of the idiom.

Question 3(b)

The more successful responses commonly:

* + comprehensively described Vireak’s position on the issue:
		- Vireak is positive about Cambodian rap music becoming more popular.
		- Rap music provides a unique platform for different opinions.
		- ‘I think it really helps our economy, which is good for everyone.’
		- Cambodian rap singers can earn more money locally and internationally.
		- Rap music can bring Cambodian culture to the world.

The less successful responses commonly:

* + identified only some relevant information
	+ were unable to describe Vireak’s position
	+ did not substantiate Vireak’s position with evidence from the text.

Part B: Responses in Khmer

Text 4

Question 4(a)

The more successful responses commonly:

* + correctly identified who was leaving the message: the mother/family member.

Question 4(b)

The more successful responses commonly:

* + accurately described how the speaker is feeling, that is, frustrated
	+ fully supported their answer with relevant evidence from the text:
		- has been trying to call and cannot get through
		- needs to make a reservation urgently
		- sounds annoyed on the recording.

The less successful responses commonly:

* + did not correctly identify the speaker’s feeling
	+ only partially supported their answers or did not provide relevant evidence from the text.

Text 5

Question 5(a)

The more successful responses commonly:

* + correctly identified two forms of polite language:
* សូមជំរាបសួរ អស់លោកលោកស្រី និងប្អូនៗទាំងអស់!

 ខ្ញុំបាទឈ្មោះវុត្ថា

* សូមអរគុណសម្រាប់ការស្តាប់

Question 5(b)

The more successful responses commonly:

* + comprehensively compared and contrasted the different points of view:
		- Vutha loved playing soccer
		- playing was fun and helped stay healthy and fit
		- was a good break from study
		- taught valuable life lessons (teamwork, self-discipline).

However:

* + - his parents were not keen on him playing soccer
		- thought it was a waste of time at first
		- took time away from studying
		- after time, they also saw the positive impact football had on his life.

The less successful responses commonly:

* + only partially compared and contrasted the different points of view expressed in the text
	+ provided information that was not relevant.

Text 6

Question 6(a)

The more successful responses commonly:

* + comprehensively described Vanna’s hesitation:
		- part time work does not have anything to do with future work
		- does not allow enough time to study
		- too tired to play sport.

The less successful responses commonly:

* + did not fully describe Vanna’s hesitation or did not provide relevant details.

Question 6(b)

The more successful responses commonly:

* + clearly described the changes and supported their answer with relevant evidence from the text:
		- she has started a part-time job
		- she spends less time on her phone
	+ her communication has improved
	+ she is learning to work.

The less successful responses commonly:

* + only partially described the changes or did not support their answer with relevant information from the text.

Section 2: Reading and Responding

Part A – Responses in English

In this section students were evaluated based on how well they understood general and specific aspects of the texts (for example, by comparing, contrasting, summarising, and/or evaluating) and conveying the information appropriately.

Text 7

Question 7(a)

The more successful responses commonly:

* + fully explained the use of the expression in the context of the text:
		- Maneth works/ is a working professional.
		- This means that online study allows him to balance working and studying.

The less successful responses commonly:

* + did not fully explain the use of the expression in the text.

Question 7(b)

The more successful responses commonly:

* + identified similar thoughts and feelings between responses
	+ displayed comprehensive understanding of the text as a whole to provide a well substantiated comparison:
		- Arun and Maneth - both find online study convenient but miss face-to-face/in-person interactions with their classmates
		- Channy and Maneth - both mention ‘face-to-face’ being something that they miss
		- Channy and Arun - both mention missing personal connection (face-to-face/networking)
		- Saran and Maneth - both like the flexibility to create own schedule/learn in own time.

The less successful responses commonly:

* + did not identify two people with similar opinions
	+ only partially supported their response with evidence from the text
	+ provided evidence from the text that was not relevant.

Text 8

Question 8(a)

The more successful responses commonly:

* + correctly identified the purpose of the text: to encourage young Cambodians to join the group.

Question 8(b)

The more successful responses commonly:

* + comprehensively and accurately explained how the author used language to persuade the reader, by:
		- using rhetorical questions (Did you know …? Don’t you agree …?)
		- using emotive language (I was really worried; Being proud of identity is so important; We can’t wait to meet you!)
		- connecting to audience (As young Cambodian Australians, we …)
		- identifying with audience (And it is not just me!)

The less successful responses commonly:

* + only partially explained or were unable to explain how the author used language to persuade the reader
	+ did not use examples from the text to support their explanation.

Part B – Response in Khmer

Text 9

The more successful responses commonly:

* + demonstrated an excellent understanding of the stimulus text
	+ provided responses which were text appropriate and relevant to context, purpose, and audience
	+ were logically structured and sequenced information and ideas
	+ manipulated language structures and vocabulary in Khmer.

The less successful responses commonly:

* + responded to some of the questions, statements, comments, and/or specific information in the text
	+ demonstrated a basic knowledge and understanding of vocabulary and sentence structures
	+ demonstrated limited ability to link information and ideas or structure text
	+ did not use the information provided in the reading text
	+ did not organise their reasons in a logical order.

Section 3: Writing in Khmer

The more successful responses commonly:

* + demonstrated a strong ability to manipulate language elements and structures
	+ were creative in their language use
	+ followed the conventions of the text type
	+ were relevant to context, purpose, and audience
	+ were well structured and ideas were sequenced effectively.

The less successful responses commonly:

* + lacked the depth of treatment of ideas required at this level
	+ were not able to effectively manipulate language to fit the purpose
	+ were not able to demonstrate the range of vocabulary required at this level.