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

Overview

1. 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.
2. This 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.
3. Teachers should refer to the subject outline for specifications on content and learning requirements, and to the subject operational information for operational matters and key dates.

# 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 that interactions and oral presentations are audible
* ensuring task sheets and texts for text analysis tasks are included.

Assessment Type 1: Folio (50%)

As for the previous year, the folio included at least three assessments: interaction, text production, and text analysis. Interactions included oral presentations and discussions; text productions included articles and diary 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

1. In this assessment type, students choose one topic from the prescribed themes set out in the subject outline: The Nepali-speaking Communities or The Changing World. Cultural festivals and social issues were common topics for the in-depth study in 2024.

*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
* paused for extended periods of time when speaking, and presented information orally with limited fluency and correct pronunciation.

# External Assessment

Assessment Type 3: Examination

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

Oral Examination

1. Students generally performed very well in the oral examination, interacting with the examiners about their personal world, experiences, impressions, opinions, and their in-depth study topics.

*The more successful responses commonly:*

* included an extensive amount of detail about the student’s personal world — their life, family, friends, education, interests, and aspirations
* communicated clearly and fluently
* were able to reflect in depth on the topic(s) discussed
* demonstrated a sound understanding of the questions asked and, if uncertain, were able to ask clarifying questions in Nepali
* used a wide variety of vocabulary, linguistic structures, and correct pronunciation
* provided concrete examples to support ideas and opinions, e.g. facts and statistics identified from the breadth of research.

*The less successful responses commonly:*

* used formulaic and short, limited responses only, limiting the natural flow of conversation
* demonstrated a limited ability to discuss their in-depth study topic
* included only basic grammar and made errors in pronunciation.

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, responding in either English or Nepali as required by the question type, analysing the content and, if appropriate, providing 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

Students are assessed on their understanding of general and specific aspects of texts by identifying and analysing information and conveying the information accurately and appropriately in English.

Text 1

Question 1(a)

The more successful responses commonly:

* correctly identified the intended audience of the text: day visitors to the park.

Question 1(b)

The more successful responses commonly:

* fully explained what people should do after hearing the announcement, e.g.:
* day visitors should go to the elephant centre
* onsite guests should go to their designated meeting area.

The less successful responses commonly:

* only partially explained what people should do after hearing the announcement
* were unable to identify what people should do after hearing the announcement.

Text 2

Question 2(a)

The more successful responses commonly:

* comprehensively explained the appeal of the advertisement to people ‘looking for a taste of home’, e.g.:
* has ingredients to make favourite dishes
* uses traditional staples
* incorporates authentic spices

The less successful responses commonly:

* were not able to fully explain the appeal of the advertisement to people ‘looking for a taste of home’
* provided information that was not relevant to the question.

Question 2(b)

The more successful responses commonly:

* clearly explained how the speaker used language to engage the listener
* identified specific language features such as rhetorical questions, emotive language, and exaggeration to support their answer, e.g.:
* are you looking for a taste of home?
* are you tired of …?
* what are you looking for?
* cannot make it to our location?
* free delivery on orders over $50
* familiar staples, authentic spices that cater specifically to the needs of the Nepali community.

The less successful responses commonly:

* were unable to identify, or only partially identified, how the speaker used language to engage the listener
* did not provide evidence from the text to support their answer, or provided evidence that was not relevant.

Text 3

Question 3(a)

The more successful responses commonly:

* clearly explained why Jigme was not surprised about the announcement, e.g.:
* so many students use their phone all the time in class
* when they should be studying, students are online, or they are texting someone
* students are not paying attention because of their phones.

The less successful responses commonly:

* only partially explained why Jigme was not surprised.

Question 3(b)

The more successful responses commonly:

* clearly described the level of Jigme’s effectiveness:
* he is somewhat effective as he has a response for all of Tashi’s concerns.
* supported their answer with relevant evidence from the text, e.g.:
* he says it is not such a big problem
* he says everything you do on a phone at school can be done on your laptop
* he also advises having a break might be good for Tashi’s mental health and he might like it
* Tashi is not fully convinced but does say ‘I guess so’, and this could be due to Jigme’s attempt to reassure him.

The less successful responses commonly:

* displayed limited overall understanding of the text
* were not able to clearly express Jigme’s level of effectiveness
* did not provide evidence from the text to support their answers, or provided evidence that was not relevant to the answer.

Part B: Responses in Nepali

Students are assessed on their understanding of general and specific aspects of texts by identifying and analysing information and conveying the information accurately and appropriately in Nepali.

Text 4

Question 4

The more successful responses commonly:

* displayed comprehensive understanding of how useful the announcement is and clearly supported their answer with relevant evidence from the text, e.g.:
* very useful to members of the school community
* it warns of severe weather
* it informs about school closure
* it provides information about how to stay safe
* it provides listeners with a website to visit for further information.

Text 5

Question 5 (a)

The more successful responses commonly:

* provided a clear explanation of the use of the phrase ‘but not how you might imagine’ in the context of the text, e.g.:
* they use ‘but not how you might imagine’ AI to indicate to the listener that they are not talking about AI in the usual way – impact and future. Rather, they are talking about the surprising amount of time AI has been used.

The less successful responses commonly:

* partially explained the use of the phrase in the context of the text
* displayed limited understanding of the text overall.

Question 5 (b)

The more successful responses commonly:

* comprehensively summarised the changes outlined in the text, e.g.:
* the term ‘artificial intelligence’ was first used in the 1950s
* there were limits to the use of AI back then
* while there were technological breakthroughs in the 1970s, 1980s, and 1990s that continued to progress the development of AI, it was not until the 21st century that artificial intelligence really started to revolutionise both industry and society.

The less successful responses commonly:

* partially summarised the changes outlined in the text
* identified some information about the changes outlined in the text.

Text 6

Question 6

The more successful responses commonly:

* provided perceptive and comprehensive comparison of multiculturalism between Australia and Nepal as outlined in the text, and effectively used relevant information to support their answer.
* both Australia and Nepal are called the multicultural country because of their diverse demographic structure and ethnicity, and their distinct linguistic and cultural practices
* both countries face challenges of globalisation impacting traditional cultures and identities
* Nepal is a country with diverse ethnicities, sheltering over 120 ethnic groups and more than 120 languages spoken
* in Australia, immigration has shaped Australia’s cultural identity with their many languages, cultural practices, traditions, celebrations, and food.

The less successful responses commonly:

* identified some relevant information
* only partially compared and contrasted multiculturalism between Australia and Nepal
* 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:

* correctly identified the issue being discussed in the text, e.g.:
* the impact of tourism on Mount Everest and the environment

Question 7 (b)

The more successful responses commonly:

* displayed a clear understanding of the meaning of the phrase as used in the text, e.g.:
* It is a dream of many to climb Mount Everest, but they are questioning if climbing and hiking should be reduced or eliminated.

The less successful responses commonly:

* partially explained the meaning of the phrase as used in the text, e.g.:
* it is a dream of many to climb Mount Everest.

Question 7 (c)

The more successful responses commonly:

* displayed a comprehensive understanding of which two people have the most similar opinions:
* comments 2 and 3.
* used relevant evidence from the text to support their answer, e.g.:
* both comments agree that there are concerns about the number of tourists climbing Mount Everest
* they both raise rubbish as an issue on the mountain and point out that climbers have an impact on the environment
* they both acknowledge climbing on the mountain is regulated
* they agree that stopping tourism is not the answer, but that there needs to be further controls on the number of hikers and climbers on the mountain and more sustainable ways to enjoy the mountain.

The less successful responses commonly:

* partially explained which two commentators had the most similar opinions
* provided some relevant evidence from the text to support their answers
* identified some relevant information in their answer.

Question 7 (d)

The more successful responses commonly:

* provided a comprehensive and clear understanding of how the writer of comment 1 tries to convince readers of their point of view
* supported their answer with relevant evidence from the text, e.g.:
* rhetorical questions: appeals to the reader – Do you have any idea of the impact that tourism is having on not just the mountain, but the local environment?
* use of facts and statistics – Over 100,000 people who visit Sagarmatha National Park every year are eroding the paths
* call to action – We need to protect Mount Everest and the natural environment, even if this means banning hiking and climbing.

The less successful responses commonly:

* partially explained how the writer of comment 1 tries to convince readers of their point of view
* provides some relevant evidence from the text
* identified some information relevant to the writer of comment 1’s point of view.

Part B – Response in Nepali

Text 8

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 Nepali.

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 Nepali

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.