2023 Interstate Assessed Languages Beginners Level Subject Assessment Advice

Overview

Subject assessment advice, based on the 2023 assessment cycle, 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. They provide information and advice regarding the assessment types, the application of the performance standards in school and external assessments, and the quality of student performance.

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.

Across the Assessment Types for this subject, students can present their responses in oral or multimodal form. Students should not speed-up the recording of their videos excessively in an attempt to condense more content into the maximum time limit.

From 2023, if a video is flagged by markers/moderators as impacted by speed, schools will be requested to provide a transcript and markers/moderators will be advised to mark/moderate based on the evidence in the transcript, only considering evidence up to the maximum word limit.

If the speed of the recording makes the speech incomprehensible, it affects the accuracy of transcriptions and it also impacts the ability of markers/moderators to find evidence of student achievement against the performance standards.

School Assessment

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 files 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
* paying attention to task design to ensure they clearly specify the purpose, audience, and context for the students. Tasks should be clear, with appropriate assessment conditions.

Assessment Type 1: Interaction

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

Teachers can elicit more successful responses by:

* ensuring questions are intended to be used as a prompt and provide students with the opportunity to extend their answers
* ensuring students are given the opportunity for spontaneous interaction in order to demonstrate that they can perform in the higher-grade bands and do not only rely on memorised language
* ensuring that if the interaction is between two or more students, there is clear guidance regarding the types of questions asked so that all students are given the opportunity to demonstrate depth and breadth in their responses without over reliance on prepared responses.

The more successful responses commonly:

* were able to respond spontaneously to open-ended questions without reliance on a pre-rehearsed script
* were able to demonstrate the highest level of expression and fluency against the performance standards.

The less successful responses commonly:

* relied heavily on prepared responses which impacted the ability of students to demonstrate evidence of natural flow of conversation
* exceeded time-limits, and therefore did not have the entirety of their task marked to ensure fairness for all students
* hesitated to respond or had frequent unnatural silences
* included errors in the use of basic structures.

Assessment Type 2: Text Production

Students create text(s), in which they convey information and/or experiences and express ideas and/or opinions in written [Language]. This may include writing a text in [Language] and/or responding to a written text that is in [Language].

Teachers can elicit more successful responses by:

* ensuring tasks are specific and appropriate, with a clear context, audience, purpose and text type
* revising different forms of writing to prepare students to meet the requirements of the task with confidence
* ensuring prescribed guides to word-limits for tasks in this assessment type are adhered to, and that task design reflects this so that students are not disadvantaged.

Assessment Type 3: Text Analysis

Students listen to and read texts in [Language] that are related to one of the prescribed topics. Students analyse and interpret meaning and reflect on language use by:

* using information from the texts
* responding in English to questions in English.

While these tasks may have numerical value assigned to the questions, however, they should be marked wholistically and in accordance with the relevant performance standards for the task.

The design of the assessments should enable students to:

* interpret meaning in texts by responding to questions on the content and/or context, purpose, and audience of the texts
* analyse linguistic and stylistic features of the texts and cultural references
* reflect on how cultures, values, beliefs, practices, and/or ideas are represented or expressed in texts.

Teachers can elicit more successful responses by:

* ensuring that they provide an opportunity for students to analyse and interpret linguistic and cultural elements at all levels (IR2 analysis of the language in texts)
* including a variety of reading and responding tasks and listening and responding tasks.

The more successful responses commonly:

* clearly identified the context and intention of each text
* communicated their responses in their own words, and referred to the original text to support their response
* showed insights into language features and culture.

The less successful responses commonly:

* extracted a few disconnected words from the original text as a way of response.

External Assessment

Assessment Type 4: Examination

Oral Examination

Feedback from markers was generally very positive.

The Oral Examination takes approximately 10 minutes and has two sections.

Section 1: Oral Presentation and Discussion (approximately 5 minutes) 15 marks

The topic chosen for the presentation and discussion for the Oral Examination must be different from that chosen for the school-assessed presentation and discussion in [Language].

Students base their oral presentation on an item of interest from the prescribed topics. The student will give an uninterrupted presentation of 1 to 2 minutes. Following this the examiner(s) will engage with the student in a discussion about their presentation for a maximum of 3 minutes.

The more successful responses commonly:

* were able to go beyond a formulaic use of language and show some understanding of the topic in the discussion
* provided spontaneous responses, as opposed to repeating memorized extended text
* did not exceed the 1 – 2 minutes allocated for the presentation. Students with shorter presentations who were then able to elaborate on their topic in follow up questions were better placed to meet the performance standards in the higher band levels than those with 2-minute rote learnt responses.

The less successful responses commonly:

* exceeded the 1–2 minutes allocated for the presentation which limited time for the discussion thereby limiting their opportunity to demonstrate their linguistic skills
* struggled to maintain delivery of the presentation in a natural manner; errors in pronunciation and syntax were evident
* relied on heavily scripted and memorised presentations that did not lend themselves to further discussion
* were unable to discuss their topic of choice at any length beyond repeating a memorised script.

Section 2: Conversation (approximately 5 minutes) 15 marks

In the conversation, the student and the examiner(s) discuss the student’s personal world as it relates to the prescribed topics.

Students who brought a picture or artefact to the oral examination used these to their advantage to maintain the conversation, convey appropriate detail, and demonstrate effective language use. Students are encouraged to ensure that they are using support objects to enhance the discussion, rather than relying on them as prompts or cues. Use of support objects in some languages was again minimal this year.

Students are reminded that any sample questions available on the SACE website are not prescriptive and that they should not expect them to appear literally over the course of the conversation with examiners.

The more successful responses commonly:

* evidenced a range of vocabulary and sentence structures
* coped well with more complex questions
* were able to self-correct in [Language]
* made use of different linguistic resources (a variety of structures, tenses, expressions, etc.)
* were able to elaborate on their responses when appropriate
* coped well when questions were framed differently to those listed as sample questions on the website.

The less successful responses commonly:

* were unable to utilise appropriate ways to seek clarification in [Language] and reverted to English
* often used incorrect auxiliary verbs
* mispronounced common words.

Written Examination

Assessment information for the written examination for Interstate Assessed Languages at Beginners Level are available at ‘HSC examinations’ at the Board of Studies, Teaching and Educational Standards NSW (BOSTES) website www.boardofstudies.nsw.edu.au/hsc\_exams/.