

Stage 2 of the Indonesian section of this subject outline is based on the *Indonesian First Language Victorian Certificate of Education Study Design*, which was developed and published by the Victorian Curriculum and Assessment Authority (VCAA) and accredited by the Victorian Qualifications Authority from 2022 to 2026.

Stage 2 of the Japanese section of this subject outline is based on the *Japanese First Language Victorian Certificate of Education Study Design*, which was developed and published by the Victorian Curriculum and Assessment Authority (VCAA) and accredited by the Victorian Qualifications Authority from 2022 to 2026.

Stage 2 of the Korean section of this subject outline is based on the *Korean First Language Victorian Certificate of Education Study Design*, which was developed and published by the VCAA and accredited by the Victorian Qualifications Authority from 2022 to 2026.

Refer to the VCAA website (www.vcaa.vic.edu.au) for past examination papers and associated material.

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INTRODUCTION

SUBJECT DESCRIPTION

An interstate assessed language at background speakers 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 interstate assessed languages at background speakers 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.

The subject outline for Stage 1 and Stage 2 interstate assessed languages at background speakers level is designed for students with a cultural and linguistic background in [Language]. Students, typically, will have been born in a country where [Language] is a major language of communication and a medium of instruction, and will have had more than 1 year’s education in that country or in a wholly [Language]-speaking environment.

In interstate assessed languages at background speakers level, students develop and apply linguistic and intercultural knowledge, understanding, and skills. They interact with others to exchange and explain information, opinions, and ideas; create texts to express ideas, opinions, and perspectives on topics; and analyse, evaluate, and respond to a range of texts. Students examine relationships between language, culture, and identity and reflect on the ways in which culture influences communication.

Students develop and explain their ideas, opinions, and perspectives on prescribed themes and topics through their study of texts. They analyse and evaluate texts from linguistic and cultural perspectives, reflecting on how languages work as a system and the ways in which culture is expressed through language. Students compare and contrast texts, and analyse and evaluate the ways in which texts convey their message and have an impact on their audience.

Refer to Appendix A for language-specific information on Indonesian, Japanese and Korean at background speakers level.

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 five capabilities that have been identified are:

- communication
- citizenship
- personal development
- work
- learning.

The capabilities for communication and citizenship are reflected in the learning requirements, content, assessment design criteria, and performance standards of this subject outline.

Communication

Students develop intercultural communication skills to interact with others and create texts effectively and appropriately in a variety of contexts for a range of purposes.

They extend and apply their linguistic and intercultural knowledge, understanding, and skills, and use a range of strategies to sustain communication.

By analysing and evaluating texts created in a range of forms, and by creating their own texts, students develop skills that allow them to understand, negotiate, and create meaning.

Students develop their capability for communication within and across languages and cultures throughout their study of [Language] at background speakers level.

Citizenship

Students develop intercultural communication skills to interact effectively and appropriately with people within and across local, regional, and global communities. Development of intercultural communication skills has the potential to contribute to social cohesiveness through better communication and understanding, and helps students to know and understand themselves, others, and the world around them.

Students develop their own understanding of different ways of knowing, being, and doing, and of how cultural concepts and practices affect the ways in which people see the world. They have opportunities to see their own view of the world in the context of the linguistic and cultural environment in which they live.

Developing the capacity to analyse and critically reflect on broad, complex, and challenging contemporary issues is essential for students' active citizenship in both personal and social contexts. By critically engaging with a range of texts, students reflect on different perspectives on complex and, at times, contentious issues.

Personal Development

Students' personal, linguistic, and cultural identity is strengthened through the study of languages. They develop their understanding of the relationship between language and culture, and an awareness of the role of languages and cultures in human interaction and identity. Students develop personal ways of responding to linguistic and cultural diversity by reflecting on their intercultural experiences.

Students reflect on their own attitudes, beliefs, and values, and those of others. In doing so, they develop awareness and understanding of the ways in which their own language(s) and culture(s) shape their actions, personal behaviour, thoughts, attitudes, perspectives, and identity.

Students have opportunities to consider alternative perspectives and respond constructively to the views of others. The study of languages at background speakers level encourages students to express personal perspectives with balance, consideration, and respect for others.

Work

Students develop an understanding that language learning helps them to live and work successfully as linguistically and culturally aware citizens of the world. They develop interpersonal and intercultural communication skills, which are valued skills for employment. Students can apply these skills to living and working in a global environment.

Learning

Language learning develops students' cognitive skills through analytical, critical, creative, independent, and reflective thinking. These skills help students to become effective and organised communicators, analysers, and researchers.

Students extend their active working knowledge of [Language] by identifying, exploring, and explaining features of [Language] such as lexicology, morphology, phonology, orthography, and syntax.

Language learning enables students to understand the dynamic nature of language and how language is used as an expression of identity.

Language learning requires students to understand and create links between existing knowledge and new knowledge. Students apply their knowledge and understanding of their own and other languages and cultures to developing their intercultural communication skills.

LITERACY IN INTERSTATE ASSESSED LANGUAGES AT BACKGROUND SPEAKERS LEVEL

The study of [Language] at background speakers level enables students to extend their literacy skills in their own background language, and in this way inform the development of their literacy skills in English.

Through their study of [Language], students deepen their knowledge and understanding of how language functions. They gain insights into the nature, styles, and purposes of language, and consider the dimensions of context and audience. Students are able to make connections between [Language] and English and/or other languages through recognising patterns and by comparing similarities and differences between languages.

Students use reading, writing, viewing, listening, speaking, and information and communication technologies to create and engage effectively with a range of texts in [Language]. They analyse, evaluate, and use knowledge relevant to a range of contexts.

Students engage with, and reflect on, the ways in which texts are created for specific purposes and audiences. Individually and in groups they reflect critically on, and use, appropriate language to convey meaning and solve problems in both familiar and unfamiliar contexts. They use a range of language techniques to convey complex thoughts and ideas to express personal and group perspectives on issues.

NUMERACY IN INTERSTATE ASSESSED LANGUAGES AT BACKGROUND SPEAKERS LEVEL

Through their study of texts, students develop an understanding of concepts such as time, number, and space. In creating and responding to texts, they draw on an understanding of spatial features to comment on text layout and construction. In addition, students interpret and combine numerical symbols with pictures.

They use numeracy skills when interpreting and critiquing statistical information used to support arguments or conclusions in texts. Students may use language to describe or discuss events from texts that depend on an understanding of the position or movement of characters, or the passage of time. Students also use statistical information to support their own arguments when composing written, spoken, and multimodal texts.

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.

Stage 1 Interstate Assessed
Languages Background
Speakers Level

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 interstate assessed language at background speakers level.

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

1. interact with others to exchange and explain information, opinions, and ideas in [Language]
2. create texts in [Language] to express ideas, opinions, and perspectives on topics
3. analyse, evaluate, and respond to texts that are in [Language]
4. examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

CONTENT

A Stage 1 interstate assessed language at background speakers level is a 10-credit subject or a 20-credit subject.

Stage 1 Indonesian, Japanese and Korean at background speakers level are organised around three prescribed themes and a number of prescribed topics.

These themes have been selected to enable students to extend their understanding of the interdependence of language, culture, and identity. The themes and topics are intended to be covered across Stage 1 and Stage 2.

Prescribed Themes and Prescribed Topics

Themes and topics provide a context and an organisational focus within which students develop their knowledge of [Language], and understanding of the cultural contexts in which [Language] is used.

Themes and topics are studied through a range of texts. The texts enable students to reflect on and respond to aspects of the language and culture of [Language]-speaking communities. Students develop skills in exchanging, analysing, and evaluating information, opinions, and ideas.

Refer to Appendix A for language-specific information.

Texts and Text Types

Refer to Appendix A for language-specific information.

The term 'text' refers to any form of communication — spoken, written, visual, or multimodal. Texts are sometimes usefully grouped as 'text types'. For example, texts such as a letter, an interview, or a report, share a certain generic structure that is not arbitrary, but reflects the purpose for which the text has been produced. Each text type has defining characteristics of which students should be made aware.

Students read, listen to, and view a range of texts and text types in [Language] relevant to the prescribed themes and prescribed topics. English language texts may also provide a perspective on the themes and topics being explored. However, most of the texts studied must be in [Language]. In addition, students should construct a range of texts appropriate to a variety of contexts, purposes, and audiences.

Students analyse and evaluate texts from linguistic perspectives (language forms and features, structure) and cultural perspectives (thematic, contextual, social, and political), and consider the relationships between the two. Students analyse and evaluate the way in which texts convey their message and have an impact on their audience.

In this way students develop skills in listening, speaking, reading, and writing. Students also develop skills in reflecting critically on their own and other cultures, and in making connections between [Language] and English and/or other languages.

Dictionaries

Students should be encouraged to use monolingual and/or bilingual printed dictionaries and develop the necessary skills to do so effectively.

Grammar

Refer to Appendix A for language-specific information.

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 interstate assessed languages at background speakers level:

- Assessment Type 1: Interaction
- Assessment Type 2: Text Production
- Assessment Type 3: Text Analysis
- Assessment Type 4: Investigation.

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

Students undertake:

- one interaction
- one text production
- one text analysis
- one response to text(s) and one reflective response for the investigation.

Each assessment type should have a weighting of at least 20%.

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 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 he or she needs to learn
- design opportunities for the student to provide evidence of his or her 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.

For these subjects the assessment design criteria are:

- ideas
- expression
- evaluation 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 information, opinions, and ideas
 - creating interest and impact, and engaging the audience.
- I2 Depth of treatment of ideas, opinions, and perspectives on topics
 - depth and variety of content
 - elaboration of ideas and degree of analysis of topics
 - understanding and use of textual references to explain information and support opinions, ideas, and perspectives
 - evidence of planning, preparation, and research.

Expression

The specific features are as follows:

- E1 Accuracy, appropriateness, clarity, and range of expression
 - accuracy of linguistic structures and features
 - appropriateness of expression for audience and purpose (e.g. form, register)
 - clarity of expression (i.e. fluency, pronunciation, intonation, stress)
 - range of expression (i.e. linguistic structures and features).
- E2 Coherence in structure and sequence
 - structure and sequence of information, opinions, ideas, and perspectives
 - use of cohesive devices
 - observation of the conventions of text types.
- E3 Use of strategies to initiate and sustain communication
 - interaction on topics (i.e. relating to interlocutor(s), initiating and sustaining interaction)
 - communication strategies (e.g. comprehension; responding to cues, questions, and comments).

Evaluation and Reflection

The specific features are as follows:

- ER1 Interpretation and evaluation of meaning in texts
 - analysis and explanation of content (general and specific information) and of context, purpose, and audience
 - comparison and contrast of information, opinions, ideas, and perspectives in texts
 - evaluation of cultures, values, and ideas in texts.
- ER2 Analysis of linguistic structures and features
 - analysis and explanation of linguistic and cultural features (e.g. idiom, allegory, proverbs) and stylistic features (e.g. tone, rhetorical devices, phrasing and repetition, textual features, and organisation)
 - accuracy of inferences based on linguistic, cultural, and/or stylistic features.
- ER3 Reflection
 - reflection on own values, beliefs, ideas, and practices in relation to those represented in texts
 - reflection on how texts inform own understanding of, and perspectives on, topics.

SCHOOL ASSESSMENT

Assessment Type 1: Interaction

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

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

Students support their information, opinions, and ideas with evidence from texts.

The design of the assessments should specify a context, purpose, and audience.

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

- ideas
- expression.

Assessment Type 2: Text Production

Students create texts in written [Language] in which they express ideas, opinions, and perspectives on topics.

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

Students support their ideas, opinions, and perspectives with evidence from texts.

The design of the assessments should specify:

- a context, purpose, and audience
- the text type for production
- the kind of writing required (e.g. persuasive, creative, discursive).

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

- ideas
- expression.

Assessment Type 3: Text Analysis

Students analyse and evaluate a text or texts that are in [Language], and respond in [Language] and/or English. Teachers may negotiate the form of presentation of the response with students.

Students analyse, interpret, and evaluate meaning and language use, by responding to written, spoken, or multimodal texts in [Language], for example, magazine and newspaper articles, diaries, advertisements, brochures, reports, literary texts, blogs, conversations, interviews, announcements, talks, songs, speeches, voicemail, podcasts, radio broadcasts, television programs, and websites.

The design of the assessments should enable students to, for example:

- select, use, and synthesise general and specific information in texts
- summarise the main points in a text
- compare and contrast information, opinions, ideas, and perspectives
- analyse, and make inferences based on, linguistic, cultural, and stylistic features
- explain the use of language
- evaluate cultures, values, and ideas in texts
- adapt textual content to create new text.

If the texts are linked, students may be required to evaluate, compare, and contrast information, opinions, perspectives, and ideas in texts, and draw conclusions.

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

- expression
- evaluation and reflection.

Assessment Type 4: Investigation

Students undertake an investigation demonstrating research and personal reflection on a cultural or social aspect of, or issue related to, a prescribed theme or topic. The aspect or issue for research may be chosen by negotiation with, or at the direction of, the teacher. Students are expected to complete both assessments for the investigation:

- a response to text(s)
- a reflective response.

The two assessments should differ in context, audience, and purpose, and be supported by evidence of preparation and research.

One assessment must be in [Language] and one assessment must be in English.

A Response to Text(s)

Students analyse one or more texts that are in [Language] with a response (oral or written or multimodal) in [Language] and/or English.

Students:

- interact with others to exchange and explain information, opinions, ideas, and perspectives in spoken [Language] about their investigation, for example, by participating in a discussion or giving a multimodal presentation or talk to a specific audience and responding to questions

or

-
- create a written text in which they express ideas, opinions, and perspectives on their investigation, for example, articles, blogs, essays, or reports.

A Reflective Response

Students reflect on their experience in undertaking the investigation in [Language] or English.

Students may reflect on:

- the impact that the research has had on them personally, for example, how the learning may have influenced or changed their thinking
- learning that was new, surprising, or challenging
- their own values, beliefs, ideas, and practices in relation to those represented or expressed in the texts studied
- how the investigation has informed their understanding of the prescribed theme or topic.

Students:

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

or

- give an oral presentation (e.g. a talk, 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
- evaluation 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 his or her 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).

**Performance Standards for Stage 1
Interstate Assessed Languages at
Background Speakers Level**

Stage 1 Inter

	Ideas	Expression	Evaluation and Reflection	
<p>A</p>	<p><i>Relevance</i></p> <p>Responses are consistently relevant to context, purpose, audience, and topic.</p> <p>Responses consistently convey the appropriate information, opinions, and ideas.</p> <p>Responses successfully create the desired interest and impact, and engage the audience.</p> <p><i>Depth of Treatment of Ideas, Opinions, and Perspectives on Topics</i></p> <p>Depth and breadth in the development of information, opinions, ideas, and perspectives highly relevant to the topic.</p> <p>Ideas are elaborated in detail with in-depth, well-informed analysis of topics.</p> <p>Opinions, ideas, and perspectives are qualified and justified, and information explained, using textual references highly effectively, from a range of sources.</p> <p>Comprehensive and well-structured planning, preparation, and research.</p>	<p><i>Accuracy, Appropriateness, Clarity, and Range of Expression</i></p> <p>Highly developed and sophisticated control of language.</p> <p>Idiom and/or stylistic devices (e.g. intonation and stress) are used to enhance meaning, with a highly appropriate style and register.</p> <p>Some accent/dialect may be evident; however, meaning is successfully and fluently conveyed.</p> <p>Expressive writing and speaking, using sophisticated linguistic structures and features.</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Responses are structured, and information, opinions, ideas, and perspectives are sequenced logically and coherently.</p> <p>A range of sophisticated cohesive devices are used highly effectively.</p> <p>Conventions of the text type are consistently observed.</p>	<p><i>Use of Strategies to Initiate and Sustain Communication</i></p> <p>Interaction on topics is initiated, sustained, and spontaneous.</p> <p>A variety of communication strategies are used with effect during interaction (e.g. adjusting or elaborating on opinions or ideas in response to reactions and comments of audience, seeking clarification, using appropriate pause fillers). Unpredictable elements are handled well.</p>	<p><i>Interpretation and Evaluation of Meaning in Texts</i></p> <p>Perceptive analysis and explanation of the content, context, purpose, and audience. Observations and conclusions are justified with relevant examples from the text.</p> <p>Information, opinions, ideas, and perspectives in texts are compared and contrasted clearly, logically, and with insight.</p> <p>Insightful evaluation of how cultures, values, and ideas are represented or expressed in texts.</p> <p><i>Analysis of Linguistic Structures and Features</i></p> <p>Clear, critical analysis of the functions of linguistic, cultural, and stylistic features and their influence on the reader's/ listener's response.</p> <p>Consistently accurate and appropriate inferences based on linguistic, cultural, and/or stylistic features.</p> <p><i>Reflection</i></p> <p>Insightful reflection on own values, beliefs, ideas, and practices in relation to those represented in texts.</p> <p>Thoughtful reflection on how texts inform own understanding of, or perspectives on, topics.</p>

B	<p><i>Relevance</i></p> <p>Responses are mostly relevant to context, purpose, audience, and topic.</p> <p>Responses mostly convey the appropriate information, opinions, and ideas.</p> <p>Responses generally create the desired interest and impact, and engage the audience.</p> <p><i>Depth of Treatment of Ideas, Opinions, and Perspectives on Topics</i></p> <p>Breadth and some depth in the development of information, opinions, ideas, and perspectives relevant to the topic.</p> <p>Some ideas are elaborated effectively, with detailed and informed analysis of topics.</p> <p>Opinions, ideas, and perspectives are supported, and information explained, using textual references effectively, from different sources.</p> <p>Well-structured planning, preparation, and research.</p>	<p><i>Accuracy, Appropriateness, Clarity, and Range of Expression</i></p> <p>Expression mostly clear and intelligible, with well-developed control of language.</p> <p>Some stylistic devices are used to enhance meaning. Style and register are appropriate for purpose and audience.</p> <p>Some accent/dialect may be evident; however, meaning is still conveyed. Minor interruptions to the flow of the response do not interfere with overall meaning.</p> <p>Effective communication with a comprehensive range of vocabulary and syntax.</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Responses are coherently structured, and information, opinions, ideas, and perspectives are effectively sequenced.</p> <p>Cohesive devices are used to clearly connect ideas.</p> <p>Most conventions of the text type are observed.</p>	<p><i>Use of Strategies to Initiate and Sustain Communication</i></p> <p>Interaction on topics is generally initiated and mostly sustained.</p> <p>Communication strategies are generally used with effect during interaction (e.g. elaborating on an opinion or idea, seeking clarification, using appropriate pause fillers). Some unpredictable elements are handled well.</p>	<p><i>Interpretation and Evaluation of Meaning in Texts</i></p> <p>Analysis and explanation of key content, and identification of context, purpose, and audience. Interpretations of meaning are supported with some appropriate examples from the text.</p> <p>Clear connections are made between information, opinions, ideas, and perspectives in texts.</p> <p>Well-considered evaluation of how cultures, values, and ideas are represented or expressed in texts.</p> <p><i>Analysis of Linguistic Structures and Features</i></p> <p>The functions of particular linguistic structures and features in the text, and their influence on the reader's/listener's response, are analysed and explained. Cultural references are identified and described.</p> <p>Generally accurate and appropriate inferences based on linguistic, cultural, and/or stylistic features.</p> <p><i>Reflection</i></p> <p>Some depth in reflection on own values, beliefs, ideas, and practices in relation to those expressed or represented in texts.</p> <p>Some depth in reflection on how texts inform own understanding of, or perspectives on, topics.</p>
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OFFICIAL

Stage 1 Inter:

C

Research Languages Background Speakers

Responses are generally relevant to topic and purpose, with some relevance to context and audience.

Responses generally convey appropriate information, and simple opinions and ideas.

Responses create some interest and impact, and partly engage the audience. Some responses may have a rehearsed feel.

Depth of Treatment of Ideas, Opinions, and Perspectives on Topics

Some variety in the development of information, opinions, ideas, and perspectives that are generally relevant to the topic.

Simple ideas are elaborated effectively, with generally informed analysis of topics.

Simple opinions, ideas, and perspectives are generally supported, and some information explained, using textual references from different sources. Some responses may rely on summarising or recounting research and specific sources, rather than formulating and justifying opinions.

Generally structured planning and preparation, with some appropriate research.

Level 2004, Appropriateness, Clarity, and Range of Expression

Expression generally clear and intelligible. Appropriate linguistic structures and vocabulary are used with general control of language.

Stylistic devices used occasionally to enhance meaning. Style and register are generally appropriate for purpose and audience.

Accent/dialect influences pronunciation; however, meaning is still conveyed. Some hesitancy in responding.

Generally effective communication, with an appropriate range of vocabulary and syntax.

Coherence in Structure and Sequence

Responses are competently structured, and information, opinions, ideas, and perspectives are sequenced with some effectiveness.

Some cohesive devices are used to connect ideas.

Conventions of the text type are generally observed.

Use of Strategies to Initiate and Sustain Communication

Interaction on topics is sustained, but awaits lead from interlocutor. Occasionally lacks confidence or willingness to maintain discussion.

Some communication strategies are used with effect during interaction (e.g. seeking clarification). May be hesitant in responding to unpredictable elements.

Interpretation and Evaluation of Meaning in Texts

Main points and ideas in texts, and context, purpose, and audience, are identified and explained. Interpretations of meaning are supported with isolated examples from the text.

Some connections between information, opinions, ideas, and perspectives in texts are described.

Cultures, values, beliefs, practices, and ideas represented or expressed in texts are identified and described, with some evaluation.

Analysis of Linguistic Structures and Features

Some linguistic structures and cultural and stylistic features of the text are identified and described.

Some accurate and appropriate inferences are made.

Reflection

Some reflection on and description of own values, beliefs, ideas, and practices in relation to those represented or expressed in texts.

Some reflection on how texts inform own understanding of, or perspectives on, topics.

EFFICIENT

Stage 1 Interstate Assessed Languages Background Speakers Level 2024

<p>D</p>	<p><i>Relevance</i></p> <p>Responses partially relevant to the topic and purpose.</p> <p>Responses convey some basic information, opinions, and/or ideas that may be appropriate.</p> <p>Responses include one or more elements of interest that may engage the audience.</p> <p><i>Depth of Treatment of Ideas, Opinions, and Perspectives on Topics</i></p> <p>Some basic treatment of opinions, information, and/or ideas, with some basic relevance to the topic.</p> <p>Ideas are superficial and often repetitive.</p> <p>Simple ideas are partly developed, with some description of one or more aspects of a topic. One or more examples may be used to support an opinion or idea, or to partly explain some information. Examples are generally based on one source.</p> <p>Some planning and preparation, with some general reference to sources; often relies on personal experience.</p>	<p><i>Accuracy, Appropriateness, Clarity, and Range of Expression</i></p> <p>Control of language is not sustained.</p> <p>Some basic use of style and/or register with some appropriateness.</p> <p>Pronunciation occasionally interferes with meaning.</p> <p>Some appropriate vocabulary and sentence structures are used.</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Responses are partially structured. Information, opinions, ideas, and/or perspectives are partly sequenced, but lack coherence.</p> <p>A cohesive device may be used with some effectiveness.</p> <p>Some basic conventions of the text type are observed, with inconsistencies.</p>	<p><i>Use of Strategies to Initiate and Sustain Communication</i></p> <p>The discussion is 'led' by the interlocutor; responds with little variation from the lead given. Little confidence in engaging with interlocutor, responds rather than interacts.</p> <p>Reliance on the interlocutor to elicit simple, brief responses rather than offering opinions or ideas.</p>	<p><i>Interpretation and Evaluation of Meaning in Texts</i></p> <p>Some key ideas and supporting details are identified. Attempts are made to engage with the text and offer personal observations, often with minimal justification and elaboration. Partial understanding of context, purpose, and audience.</p> <p>One or more connections made between information, opinions, ideas, or perspectives. Specific information is transcribed rather than interpreted.</p> <p>Some aspects of cultural practices represented or expressed in texts are identified.</p> <p><i>Analysis of Linguistic Structures and Features</i></p> <p>Some linguistic structures and cultural features of the text are identified.</p> <p>Some inferences are attempted, with partial accuracy.</p> <p><i>Reflection</i></p> <p>Elements of learning experiences are recounted, demonstrating partial understanding of own beliefs and practices in relation to those expressed in texts.</p> <p>Some description of how texts inform own understanding of one or more perspectives on a topic.</p>
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Stage 1 Inter	E	<p>Responses have limited relevance to the topic and purpose.</p> <p>Responses attempt to convey some basic information with limited appropriateness.</p> <p>Responses attempt to include an element of interest.</p> <p><i>Depth of Treatment of Ideas, Opinions, and Perspectives on Topics</i></p> <p>Attempted treatment of simple information.</p> <p>Attempted development of a simple idea, with attempted description of an aspect of a topic.</p> <p>Attempted use of an example to support an idea or explain an item of information, with limited effectiveness.</p> <p>Attempted planning or preparation, with some use of one source.</p>	<p><i>Accuracy, Appropriateness, Clarity, and Range of Expression</i></p> <p>Limited accuracy or control of language in writing and speaking.</p> <p>Limited use of appropriate style or register.</p> <p>Dialect/accent interferes with meaning.</p> <p>Limited use of appropriate vocabulary and sentence structure.</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Responses are disjointed.</p> <p>Attempted use of one or more conventions of the text type.</p>	<p><i>Use of Strategies to Initiate and Sustain Communication</i></p> <p>Maintains a 'strained' level of communication, relies predominantly on guidance and prompting from the interlocutor.</p> <p>Responses are brief, using simple structures and vocabulary, with frequent pauses, and limited use of language or clarity of meaning.</p>	<p><i>Interpretation and Evaluation of Meaning in Texts</i></p> <p>Identifies limited relevant factual information with little exposition or elaboration.</p> <p>Limited evidence of comparisons or contrasts.</p> <p>Attempted recognition of one or more cultural practices expressed in the text.</p> <p><i>Analysis of Linguistic Structures and Features</i></p> <p>A few formulaic linguistic structures and cultural expressions are identified.</p> <p>Limited attempt to make any inferences, with limited accuracy.</p> <p><i>Reflection</i></p> <p>One or more elements of language learning experiences are recounted.</p> <p>Attempted description of a perspective on a topic.</p>
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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).

Stage 2 Interstate Assessed
Languages Background
Speakers Level

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 2 interstate assessed language at background speakers level.

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

1. interact with others to exchange and explain information, opinions, and ideas in [Language]
2. create texts in [Language] to express ideas, opinions, and perspectives on topics
3. analyse, evaluate, and respond to texts that are in [Language]
4. examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.

CONTENT

A Stage 2 interstate assessed language at background speakers level is a 20-credit subject.

Stage 2 Indonesian, Japanese and Korean at background speakers level are organised around three prescribed themes and a number of prescribed topics.

These themes have been selected to enable students to extend their understanding of the interdependence of language, culture, and identity. The themes and topics are intended to be covered across Stage 1 and Stage 2.

Prescribed Themes and Prescribed Topics

Themes and topics provide a context and an organisational focus within which students develop their knowledge of [Language], and understanding of the cultural contexts in which [Language] is used.

Themes and topics are studied through a range of texts, some of which are prescribed. The texts enable students to reflect on and respond to aspects of the language and culture of [Language]-speaking communities. Students develop skills in exchanging, analysing, and evaluating information, opinions, and ideas.

Refer to Appendix A for language-specific information.

Texts and Text Types

Refer to Appendix A for language-specific information.

The term 'text' refers to any form of communication — spoken, written, visual, or multimodal. Texts are sometimes usefully grouped as 'text types'. For example, texts such as a letter, an interview, or a report, share a certain generic structure that is not arbitrary, but reflects the purpose for which the text has been produced. Each text type has defining characteristics of which students should be made aware.

Students read, listen to, and view a range of texts and text types in [Language] relevant to the prescribed themes and prescribed topics. English language texts may also provide a perspective on the themes and topics being explored. However, most of the texts studied must be in [Language]. In addition, students should construct a range of texts appropriate to a variety of contexts, purposes, and audiences.

Students analyse and evaluate texts from linguistic perspectives (language forms and features, structure) and cultural perspectives (thematic, contextual, social, and political), and consider the relationships between the two. Students analyse and evaluate the way in which texts convey their message and have an impact on their audience.

In this way students develop skills in listening, speaking, reading, and writing. Students also develop skills in reflecting critically on their own and other cultures, and in making connections between [Language] and English and/or other languages.

Dictionaries

Students should be encouraged to use monolingual and/or bilingual printed dictionaries and develop the necessary skills to do so effectively.

Students are allowed to use printed dictionaries in the written examination.

Grammar

Refer to Appendix A for language-specific information.

ASSESSMENT SCOPE AND REQUIREMENTS

For past examination papers and associated material for Indonesian, Japanese and Korean, refer to the Victorian Curriculum and Assessment Authority website (www.vcaa.vic.edu.au).

All Stage 2 subjects have a school assessment component and an external assessment component.

EVIDENCE OF LEARNING

The following assessment types enable students to demonstrate their learning in Stage 2 interstate assessed languages at background speakers level:

School Assessment (70%)

- Assessment Type 1: Folio (50%)
- Assessment Type 2: In-depth Study (20%)

External Assessment (30%)

- Assessment Type 3: Examination (30%).

Students should provide evidence of their learning through eight to ten assessments, including the external assessment component. Students undertake:

- three to five assessments for the folio
- one oral presentation in [Language], one written response to the topic in [Language], and one reflective response in English for the in-depth study
- one oral examination
- one written examination.

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 he or she needs to learn
- teachers and assessors to design opportunities for the student to provide evidence of his or her learning at the highest possible level of achievement.

The assessment design criteria consist of specific features that:

- students should demonstrate in their learning
- teachers and assessors look for as evidence that students have met the learning requirements.

For these subjects the assessment design criteria are:

- ideas
- expression
- evaluation 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 information, opinions, and ideas
 - creating interest and impact, and engaging the audience.
- I2 Depth of treatment of ideas, opinions, and perspectives on topics
 - depth and variety of content
 - elaboration of ideas and degree of analysis of topics
 - understanding, appreciation, and use of textual references to explain information and support opinions, ideas, and perspectives
 - evidence of planning, preparation, and research.

Expression

The specific features are as follows:

- E1 Accuracy, appropriateness, clarity, and range of expression
 - accuracy of linguistic structures and features
 - appropriateness of expression for audience and purpose (e.g. form, register)
 - clarity of expression (i.e. fluency, pronunciation, intonation, stress)
 - range of expression (i.e. linguistic structures and features).
- E2 Coherence in structure and sequence
 - structure and sequence of information, opinions, ideas, and perspectives
 - use of cohesive devices
 - observation of the conventions of text types.
- E3 Use of strategies to initiate and sustain communication
 - interaction on topics (i.e. relating to interlocutor(s), initiating and sustaining interaction)
 - communication strategies (e.g. comprehension; responding to cues, questions, and comments).

Evaluation and Reflection

The specific features are as follows:

- ER1 Interpretation and evaluation of meaning in texts
 - analysis and explanation of content (general and specific information) and of context, purpose, and audience
 - comparison and contrast of information, opinions, ideas, and perspectives in texts
 - evaluation of cultures, values, and ideas in texts.
- ER2 Analysis of linguistic structures and features
 - analysis of linguistic and cultural features (e.g. idiom, allegory, proverbs) and stylistic features (e.g. tone, rhetorical devices, phrasing and repetition, textual features, and organisation)
 - accuracy of inferences based on linguistic, cultural, and/or stylistic features.
- ER3 Reflection
 - reflection on own values, beliefs, ideas, and practices in relation to those represented in texts
 - reflection on how texts inform own understanding of, and perspectives on, topics.

SCHOOL ASSESSMENT

Assessment Type 1: Folio (50%)

There are three assessments for the folio:

- Interaction
- Text Production
- Text Analysis.

Students should undertake all three assessments for the folio at least once.

Interaction

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

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

Students support their ideas, opinions, and perspectives with evidence from texts.

The design of the assessments should specify a context, purpose, and audience.

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

- ideas
- expression.

Text Production

Students create texts in written [Language] in which they express ideas, opinions, and perspectives on topics.

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

Students support their ideas, opinions, and perspectives with evidence from texts.

The design of the assessments should specify:

- a context, purpose, and audience
- the text type for production
- the kind of writing required (e.g. persuasive, creative, discursive).

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

- ideas
- expression.

Text Analysis

Students analyse and evaluate a text or texts that are in [Language] and respond in [Language] and/or English. Teachers may negotiate the form of presentation of the response with students.

Students analyse, interpret, and evaluate meaning and language use by responding to written, spoken, or multimodal texts in [Language], for example, magazine and newspaper articles, diaries, advertisements, brochures, poems, reports, literary texts, blogs, conversations, interviews, announcements, talks, songs, speeches, voicemail, podcasts, radio broadcasts, television programs, and websites.

The design of the assessments should enable students to, for example:

- select, use, and synthesise general and specific information in texts
- summarise the main points in a text
- compare and contrast information, opinions, ideas, and perspectives
- analyse, and make inferences based on, linguistic, cultural, and stylistic features
- explain the use of language
- evaluate cultures, values, and ideas in texts
- adapt textual content to create new text.

If the texts are linked, students may be required to evaluate, compare, and contrast information, opinions, perspectives, and ideas in texts, and draw conclusions.

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

- expression
- evaluation and reflection.

Assessment Type 2: In-depth Study (20%)

There are three assessments for the in-depth study:

- an oral presentation in [Language] (5 to 7 minutes)
- a written response to the topic in [Language] (maximum of 1200 *ji/ja* equivalent to 800 words)
- a reflective response in English (maximum of 600 words, or 5 to 7 minutes).

Students should undertake all three assessments for the in-depth study.

The three assessments should differ in context, audience, and purpose, and be supported by evidence of research, text analysis and evaluation, and planning and preparation.

The in-depth study enables students to extend their understanding of an aspect or aspects of one of the prescribed themes or prescribed topics, or to explore links between themes or topics.

The subject of the in-depth study will be the focus of the discussion section of the external oral examination. Details of the discussion are under 'External Assessment – Oral Examination'.

Teachers may *either* choose the topic of the in-depth study, and the associated texts or support materials for the class to study, *or* allow each student to choose his or her own topic, and give advice and assistance in selecting, analysing, and evaluating appropriate texts. If the teacher chooses the topic of the in-depth study, then each student should research a different aspect of the topic.

Students should participate as much as possible in selecting their own topic or aspect of a topic. All students must undertake an individual study, and develop their own ideas, opinions, and perspectives, which they support with evidence from the texts studied. Some topics may also enable students to include comparisons between their learning and their personal experience.

The texts that form the basis of the in-depth study will depend on the availability of appropriate resources. These could include, for example, guest speakers, newspaper articles, websites, documentaries, films, short stories, songs, and oral histories, either in their original form or adapted for language learning. Texts used may also be subtitled, or produced in English, if appropriate. At least three different texts relating to the subject of the in-depth study should be selected for analysis, so that students are able to explore their subject in sufficient depth. At least two of the texts should be in [Language].

Students should collate evidence of their preparation for the in-depth study for verification. Such evidence may include:

- notes on features of language and culture
- a written plan or cue cards for the oral presentation
- a draft of the response in [Language]
- a draft of the response in English
- personal reflections
- personal notes, paragraphs, or short summaries relating to the texts in students' own words
- charts, maps, diagrams, pictures, as appropriate
- a bibliography or references.

The assessment of the in-depth study should enable students to:

- analyse and reflect on texts (know and understand the texts)
- share findings, ideas, opinions, and perspectives with others (personal perspective and independence in response)
- comment on features of language (explain the use of language)
- comment on features of culture (make comparisons)
- support their ideas, opinions, and perspectives with evidence from the texts studied.

An Oral Presentation in [Language] (5 to 7 minutes)

Students present ideas, opinions, and perspectives in spoken [Language] on an aspect of their in-depth study. Students may participate in, for example, a multimodal presentation or a talk for a specific audience.

The design of the assessment should specify a context, purpose, and audience.

A Written Response to the Topic in [Language] (maximum of 800 words/1800 ji/1800ja)

Students write one text in [Language] in which they express and evaluate ideas, information, opinions, and perspectives on the topic of their in-depth study.

This may include writing articles, blogs, essays, or reports.

The design of the assessment should specify:

- a context, purpose, and audience
- the text type for production
- the kind of writing required (e.g. persuasive, creative, discursive).

A Reflective Response in English (maximum of 600 words, or 5 to 7 minutes)

Students present a reflective response in English on their experience in undertaking the in-depth study.

Students may reflect on:

- how the research experience was similar to or different from their preconceptions
- their own values, beliefs, ideas, and practices in relation to those represented or expressed in the texts studied
- how the in-depth study has influenced, increased, or changed their understanding of the issue or topic
- how the research has informed their own understanding of or perspectives on related issues or topics
- learning that was new, surprising, or challenging
- their insights and findings
- how they may use their learning from this experience in the future
- how the research has influenced their thinking about language and culture

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- their reasons for choosing the in-depth study topic
 - the research process
 - the aspects they would choose and why, if they had the opportunity to continue to research their topic further.

Students are required to:

- write a reflective response, for example, a reflective essay, a personal journal entry, a blog

or

- give an oral presentation to a specific audience.

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

- ideas
- expression
- evaluation and reflection.

EXTERNAL ASSESSMENT

Assessment Type 3: Examination (30%)

The examination consists of two assessments:

- an oral examination
- a written examination.

Oral Examination

The oral examination is designed to assess primarily students' knowledge and skill in exchanging and explaining information, opinions, and ideas in spoken [Language].

The oral examination takes approximately 10 minutes.

The examination begins with the student indicating to the examiner(s) the topic of the indepth study for discussion. The student is expected to explore the topic and related prescribed theme with the examiner(s), and refer to the texts studied. The student may also refer to personal experiences related to the topic of the indepth study.

The student may support the discussion with objects such as photographs, pictures, and maps. Notes and cue cards are not permitted.

Written Examination

There will be 15 minutes of reading time and 2 hours of writing time

The examination will consist of three sections.

Section 1

In Section 1 students will be required to read one text in Indonesian (Text 1A) and listen to one text in Indonesian (Text 1B). The two texts will be related to a prescribed theme and topic. The two texts will also be related in subject matter and/or context and represent two different text types.

The listening text (Text 1B) will be played twice. There will be a pause between the first and second playings. There will be an announcement at the start of the first playing and a sound to alert students just before the start of the second playing. Students may make notes in the designated space for notes in the question-and-answer book at any time during the two playings and pauses. Notes in this note-taking space will not be assessed. After the second playing, students will be given approximately 20 minutes to complete their responses.

Students will be asked three to four questions, of which one will be an extended-answer question. Questions may relate to either Text 1A or Text 1B, or to both texts. Students may be required to extract, summarise, interpret, analyse and integrate information and/or compare aspects of both texts. Students may also be required to comment on the target audience, the purpose of the text and/or the way in which language is used in the text to achieve a purpose.

The extended-answer question will relate to both texts and will also be assessed on the quality of the student's integration of information.

Questions will be phrased in Indonesian for responses in Indonesian.

A related visual text may be included in Section 1 and will be examinable.

Section 1 will be worth a total of 20 marks.

Section 2

In Section 2 students will be required to read one text in Indonesian (Text 2A) and listen to one text in Indonesian (Text 2B). The two texts will be related to a prescribed theme and topic. The texts will also be related in subject matter and/or context and represent two different text types.

The listening text (Text 2B) will be played twice. There will be a pause between the first and second playings. There will be an announcement at the start of the first playing and a sound to alert students just before the start of the second playing. Students may make notes in the designated space for notes in the question and answer book at any time during the two playings and pauses. Notes in this note-taking space will not be assessed.

In Section 2 students will be required to respond to a task based on information and ideas provided in the two texts. Students will produce a text in Indonesian in which they develop ideas, arguments and/or opinions based on evidence in the two texts. Students will be expected to identify and synthesise relevant information and ideas from the two texts. The task will specify a context, purpose, style of writing (personal, imaginative, persuasive, informative or evaluative), audience and text type. Examples of the text type that students may be required to produce are given on page 9 of the VCE Indonesian First Language Study Design 2022–2026. Students will be required to write a response of approximately 300 words. The task will be phrased in Indonesian for a response in Indonesian.

A related visual text may be included in Section 2 and will be examinable.

Section 2 will be worth a total of 20 marks.

Section 3

In Section 3 students will be required to write a text that presents ideas and/or information and/or opinions and/or arguments. There will be a choice of two tasks. Students must attempt one of these tasks. Each task will be related to one of the prescribed themes. Each task will specify a context, purpose, style of writing (personal, imaginative, persuasive, informative or evaluative), audience and text type. Examples of the text type that students may be required to produce are given on page 9 of the VCE Indonesian First Language Study Design 2022–2026.

The two tasks in Section 3 will differ from the task in Section 2 in both text type and style of writing.

Students will be required to write a response of approximately 450 words. The tasks will be phrased in Indonesian for a response in Indonesian.

A visual text may be included in Section 3.

Section 3 will be worth a total of 25 marks.

The total marks for the examination will be 65.

Answers are to be recorded in the spaces provided in the question and answer book.

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 and assessors refer to in deciding how well a student has demonstrated his or her 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 each school assessment type, the teacher makes a decision about the quality of the student's learning by:

- referring to the performance standards
- assigning a grade between A+ and E– for the assessment type.

The student's school assessment and external assessment are combined for a final result, which is reported as a grade between A+ and E–.

**Performance Standards for Stage 2
Interstate Assessed Languages at
Background Speakers Level**

OFFICIAL

OFFICIAL

	Ideas	Expression	Expression	Evaluation and Reflection
A	<p><i>Relevance</i></p> <p>Responses are consistently relevant to context, purpose, audience, and topic.</p> <p>Responses consistently convey the appropriate information, opinions, and ideas.</p> <p>Responses successfully create the desired interest and impact, and engage the audience.</p> <p><i>Depth of Treatment of Ideas, Opinions, and Perspectives on Topics</i></p> <p>Depth and breadth in the development of information, opinions, ideas, and perspectives highly relevant to the topic.</p> <p>Complex ideas are elaborated in detail with in-depth, well-informed analysis of topics.</p> <p>Opinions, ideas, and perspectives are qualified and justified, and information explained, using textual references highly effectively, from a range of sources.</p> <p>Comprehensive and well-structured planning, preparation, and research.</p>	<p><i>Accuracy, Appropriateness, Clarity, and Range of Expression</i></p> <p>Highly developed and sophisticated control of language.</p> <p>Idiom and/or stylistic devices (e.g. intonation and stress) are used to enhance meaning, with a highly appropriate style and register.</p> <p>Some accent/dialect may be evident; however, meaning is successfully and fluently conveyed.</p> <p>Expressive writing and speaking, using sophisticated linguistic structures and features.</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Responses are structured, and information, opinions, ideas, and perspectives are sequenced logically and coherently.</p> <p>A range of sophisticated cohesive devices are used highly effectively.</p> <p>Conventions of the text type are consistently observed.</p>	<p><i>Use of Strategies to Initiate and Sustain Communication</i></p> <p>Interaction on topics is initiated, sustained, and spontaneous.</p> <p>A variety of communication strategies are used with effect during interaction (e.g. adjusting or elaborating on opinions or ideas in response to reactions and comments of audience, seeking clarification, using appropriate pause fillers). Unpredictable elements are handled well.</p>	<p><i>Interpretation and Evaluation of Meaning in Texts</i></p> <p>Perceptive analysis and explanation of the content, context, purpose, and audience. Sophisticated observations and conclusions are justified with relevant examples from the text.</p> <p>Information, opinions, ideas, and perspectives in texts are compared and contrasted clearly, logically, and with insight.</p> <p>Insightful evaluation of how cultures, values, and ideas are represented or expressed in texts.</p> <p><i>Analysis of Linguistic Structures and Features</i></p> <p>Comprehensive, clear, and critical analysis, and detailed explanation of the functions of linguistic, cultural, and stylistic features and their influence on the reader's/listener's response.</p> <p>Consistently accurate and appropriate inferences based on linguistic, cultural, and/or stylistic features.</p> <p><i>Reflection</i></p> <p>Insightful reflection on own values, beliefs, ideas, and practices in relation to those represented in texts.</p> <p>Thoughtful and critical reflection on how texts inform own understanding of, or perspectives on, topics.</p>

<p>Stage 2 Inter</p>	<p>B</p> <p>Responses are mostly relevant to context, purpose, audience, and topic.</p> <p>Responses mostly convey the appropriate information, opinions, and ideas.</p> <p>Responses generally create the desired interest and impact, and engage the audience.</p> <p><i>Depth of Treatment of Ideas, Opinions, and Perspectives on Topics</i></p> <p>Breadth and some depth in the development of information, opinions, ideas, and perspectives relevant to the topic.</p> <p>Some complex ideas are elaborated effectively, with detailed and informed analysis of topics.</p> <p>Opinions, ideas, and perspectives are supported, and information explained, using textual references effectively, from different sources.</p> <p>Well-structured planning, preparation, and research.</p>	<p><i>Accuracy, Appropriateness, Clarity, and Range of Expression</i></p> <p>Expression mostly clear and intelligible, with well-developed control of language.</p> <p>Some stylistic devices are used to enhance meaning. Style and register are appropriate for purpose and audience.</p> <p>Some accent/dialect may be evident; however, meaning is still conveyed. Minor interruptions to the flow of the response do not interfere with overall meaning.</p> <p>Effective communication with a comprehensive range of vocabulary and syntax.</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Responses are coherently structured, and information, opinions, ideas, and perspectives are effectively sequenced.</p> <p>Cohesive devices are used to clearly connect ideas.</p> <p>Most conventions of the text type are observed.</p>	<p><i>Use of Strategies to Initiate and Sustain Communication</i></p> <p>Interaction on topics is generally initiated and mostly sustained.</p> <p>Communication strategies are generally used with effect during interaction (e.g. elaborating on an opinion or idea, seeking clarification, using appropriate pause fillers). Some unpredictable elements are handled well.</p>	<p><i>Interpretation and Evaluation of Meaning in Texts</i></p> <p>Analysis and explanation of key content, and identification of context, purpose, and audience. Interpretations of meaning, and clear conclusions are supported with some appropriate examples from the text.</p> <p>Clear connections are made between information, opinions, ideas, and perspectives in texts.</p> <p>Well-considered evaluation of how cultures, values, and ideas are represented or expressed in texts.</p> <p><i>Analysis of Linguistic Structures and Features</i></p> <p>The functions of particular linguistic structures and features in the text, and their influence on the reader's/listener's response, are analysed and explained. Cultural references are identified and described.</p> <p>Generally accurate and appropriate inferences based on linguistic, cultural, and/or stylistic features.</p> <p><i>Reflection</i></p> <p>Some depth in reflection on own values, beliefs, ideas, and practices in relation to those expressed or represented in texts.</p> <p>Some depth in reflection on how texts inform own understanding of, or perspectives on, topics.</p>
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Relevance

Responses are generally relevant to topic and purpose, with some relevance to context and audience.

Responses generally convey appropriate information, and simple opinions and ideas.

Responses create some interest and impact, and partly engage the audience. Some responses may have a rehearsed feel.

Depth of Treatment of Ideas, Opinions, and Perspectives on Topics

Some variety in the development of information, opinions, ideas, and perspectives that are generally relevant to the topic.

Simple ideas are elaborated effectively, with generally informed analysis of topics.

Simple opinions, ideas, and perspectives are generally supported, and some information explained, using textual references from different sources. Some responses may rely on summarising or recounting research and specific sources, rather than formulating and justifying opinions.

Generally structured planning and preparation, with some appropriate research.

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Accuracy, Appropriateness, Clarity, and Range of Expression

Expression generally clear and intelligible. Appropriate linguistic structures and vocabulary are used with general control of language.

Stylistic devices used occasionally to enhance meaning. Style and register are generally appropriate for purpose and audience.

Accent/dialect influences pronunciation; however, meaning is still conveyed. Some hesitancy in responding.

Generally effective communication, with an appropriate range of vocabulary and syntax.

Coherence in Structure and Sequence

Responses are competently structured, and information, opinions, ideas, and perspectives are sequenced with some effectiveness.

Some cohesive devices are used to connect ideas.

Conventions of the text type are generally observed.

Use of Strategies to Initiate and Sustain Communication

Interaction on topics is sustained, but awaits lead from interlocutor. Occasionally lacks confidence or willingness to maintain discussion.

Some communication strategies are used with effect during interaction (e.g. seeking clarification). May be hesitant in responding to unpredictable elements.

Interpretation and Evaluation of Meaning in Texts

Main points and ideas in texts, and context, purpose, and audience, are identified and explained. Interpretations of meaning and conclusions are supported with isolated examples from the text.

Some connections between information, opinions, ideas, and perspectives in texts are described.

Cultures, values, beliefs, practices, and ideas represented or expressed in texts are identified and described, with some evaluation.

Analysis of Linguistic Structures and Features

Some linguistic structures and cultural and stylistic features of the text are analysed and explained.

Some accurate and appropriate inferences are made.

Reflection

Some reflection on and description of own values, beliefs, ideas, and practices in relation to those represented or expressed in texts.

Some reflection on how texts inform own understanding of one or more perspectives on topics.

<p>Stage 2 Inter</p>	<p>D Responses partially relevant to the topic and purpose.</p> <p>Responses convey some basic information, opinions, and/or ideas that may be appropriate.</p> <p>Responses include one or more elements of interest that may engage the audience.</p> <p><i>Depth of Treatment of Ideas, Opinions, and Perspectives on Topics</i></p> <p>Some basic treatment of opinions, information, and/or ideas, with some basic relevance to the topic.</p> <p>Ideas are superficial and often repetitive.</p> <p>Simple ideas are partly developed, with some description of one or more aspects of a topic. One or more examples may be used to support an opinion or idea, or to partly explain some information. Examples are generally based on one source.</p> <p>Some planning and preparation, with some general reference to sources; often relies on personal experience.</p>	<p><i>Level of Accuracy, Appropriateness, Clarity, and Range of Expression</i></p> <p>Control of language is not sustained.</p> <p>Some basic use of style and/or register with some appropriateness.</p> <p>Pronunciation occasionally interferes with meaning.</p> <p>Some appropriate vocabulary and sentence structures are used.</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Responses are partially structured. Information, opinions, ideas, and/or perspectives are partly sequenced, but lack coherence.</p> <p>A cohesive device may be used with some effectiveness.</p> <p>Some basic conventions of the text type are observed, with inconsistencies.</p>	<p><i>Use of Strategies to Initiate and Sustain Communication</i></p> <p>The discussion is 'led' by the interlocutor; responds with little variation from the lead given. Some attempt to maintain discussion; generally responds rather than interacts.</p> <p>Reliance on the interlocutor to elicit simple, brief responses rather than offering opinions or ideas.</p>	<p><i>Interpretation and Evaluation of Meaning in Texts</i></p> <p>Some key ideas and supporting details are identified. Attempts are made to engage with the text and offer personal observations, often with minimal justification and elaboration. Partial understanding of context, purpose, and audience.</p> <p>One or more connections made between information, opinions, ideas, and/or perspectives. Specific information is generally transcribed rather than interpreted.</p> <p>Some aspects of cultural values, beliefs, and/or practices represented or expressed in texts are identified.</p> <p><i>Analysis of Linguistic Structures and Features</i></p> <p>Some linguistic structures and cultural features of the text are identified.</p> <p>Some inferences are attempted, with partial accuracy.</p> <p><i>Reflection</i></p> <p>Description of some learning experiences recounted, demonstrating partial understanding of own values, beliefs, ideas, or practices in relation to those represented or expressed in texts.</p> <p>Some description of how texts inform own understanding of perspectives on a topic.</p>
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E	<p><i>Relevance</i></p> <p>Responses have limited relevance to the topic and purpose.</p> <p>Responses attempt to convey some basic information with limited appropriateness.</p> <p>Responses attempt to include an element of interest.</p> <p><i>Depth of Treatment of Ideas, Opinions, and Perspectives on Topics</i></p> <p>Attempted treatment of simple information.</p> <p>Attempted development of a simple idea, with attempted description of an aspect of a topic.</p> <p>Attempted use of an example to support an idea or explain an item of information, with limited effectiveness.</p> <p>Attempted planning or preparation, with some use of one source.</p>	<p><i>Accuracy, Appropriateness, Clarity, and Range of Expression</i></p> <p>Limited accuracy or control of language in writing and speaking.</p> <p>Limited use of appropriate style or register.</p> <p>Dialect/accent interferes with meaning.</p> <p>Limited use of appropriate vocabulary and sentence structure.</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Responses are disjointed.</p> <p>Attempted use of one or more conventions of the text type.</p>	<p><i>Use of Strategies to Initiate and Sustain Communication</i></p> <p>Maintains a 'strained' level of communication, relies predominantly on guidance and prompting from the interlocutor.</p> <p>Responses are brief, using simple structures and vocabulary, with frequent pauses, and limited use of language or clarity of meaning.</p>	<p><i>Interpretation and Evaluation of Meaning in Texts</i></p> <p>Identifies limited relevant factual information with little exposition or elaboration.</p> <p>Limited evidence of comparisons or contrasts.</p> <p>Attempted recognition of one or more cultural practices expressed in the text.</p> <p><i>Analysis of Linguistic Structures and Features</i></p> <p>A few formulaic linguistic structures and cultural expressions are identified.</p> <p>Limited attempt to make any inferences, with limited accuracy.</p> <p><i>Reflection</i></p> <p>Elements of language learning experiences are described.</p> <p>Limited description of a perspective on a topic.</p>
	<p>Stage 2 Interstate Assessment Languages Background Speakers Level 2024</p>			

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 both the school assessment and the external 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 2 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.

The SACE website will link you to the website of the Victorian Curriculum and Assessment Authority (www.vcaa.vic.edu.au) for past examination papers and associated material for Indonesian, Japanese and Korean.

ADVICE ON ETHICAL STUDY AND RESEARCH

Advice for students and teachers on ethical study and research practices is available in the Guidelines on Conducting Ethical Research for the SACE on the SACE website (www.sace.sa.edu.au).

APPENDIX A: LANGUAGE-SPECIFIC INFORMATION

INDONESIAN

The Language

The language to be studied and assessed is the modern standard or official version of Indonesian.

Prescribed Themes, Prescribed Topics, and Subtopics

There are three prescribed themes:

- Self and Others
- Tradition and Change in the Indonesian-speaking Communities
- Global Issues.

These themes have a number of prescribed topics and suggested subtopics. The placement of topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested subtopics expand on the topics, and are provided to guide the student and teacher on how topics may be treated.

The following table shows the prescribed themes, prescribed topics, and suggested subtopics.

Self and Others	Tradition and Change in the Indonesian-speaking Communities	Global Issues
<p>Personal World Examples <i>Personal details and qualities, relationship with family and friends, aspirations and expectations.</i></p> <p>Personal Beliefs and Ideals Examples <i>Personal priorities, student's view of an ideal world.</i></p> <p>Contributing to the Community Examples <i>Volunteer work, caring for the aged, plans for contributing to the community in the future, young people and social issues.</i></p>	<p>Lifestyles Examples <i>Change in a specific region, rural and urban life, changing patterns of leisure activities, changing role of women, changing patterns of work.</i></p> <p>People and Events Examples <i>The impact of famous individuals, significant events, current affairs.</i></p> <p>Education Examples <i>Changing attitudes to the value of education, impact of changes to the education system.</i></p> <p>Unity and Diversity Examples <i>Political change, historical perspective, future direction.</i></p>	<p>The Global Environment Examples <i>Pollution, wildlife protection, natural resources and conservation, urbanisation, globalisation, unemployment.</i></p> <p>Human Rights in the World Today Examples <i>Universal human rights, censorship and freedom of speech, labour exploitation, the gap between rich and poor.</i></p> <p>Development Examples <i>Advantages and disadvantages of tourism, the impact of technology, the role of the media, jobs of the future.</i></p>

Note: **Bold** = prescribed themes, **bold italics** = prescribed topics, *italics* = suggested subtopics

Text Types

The student should be familiar with a wide range of text types. The following list is not intended to be exhaustive. It focuses instead on text types that the student may not be familiar with, and which consequently may require a particular teaching and learning emphasis.

Advertising
Announcement
Article
Cartoon
Conversation
Debate
Discussion
Documentary
Editorial
Essay

Film
Folk tale
Essay
Formal correspondence
Informal correspondence
Memo
Message
Newspaper article
Personal profile
Plan
Play

Poem
Proverb
Report
Review
Script for a speech
Short story
Song
Summary
Table

Grammar

The student is expected to recognise and use the following grammatical items:

Grammatical Items	Examples
Phonology	crisp quality of vowel sounds pattern and rhythm intonation and stress
Verbs	simple verbs, for example, <i>minum</i> <i>ber-</i> , for example, <i>berkata</i> <i>ber...an</i> , for example, <i>berkenalan</i> <i>ber...kan</i> , for example, <i>berdasarkan</i> <i>ke...an</i> , for example, <i>ketinggalan</i> <i>me-</i> , for example, <i>melompat</i> <i>me-kan</i> , for example, <i>meninggalkan</i> <i>me-i</i> , for example, <i>mewawancarai</i> <i>memper-</i> , for example, <i>memperpanjang</i> <i>adalah</i> <i>ada</i> active and passive forms including <i>di-/ter-</i> , for example, <i>dipanggil</i> , <i>terinjak</i> imperitive forms including prohibitive forms, for example, <i>Duduk!</i> <i>Jangan menangis!</i> various shades of command, request and invitation extras, for example, <i>-lah</i> , <i>silakan</i> , <i>tolong</i> , <i>harap</i> , <i>coba</i> , <i>mohon</i> , <i>mari</i> , <i>ayo</i> , <i>biar</i> , <i>biarkan</i> reduplication, for example, <i>makan-makan</i> , <i>berlari-lari</i> , <i>berkejar- kejaran</i> , <i>tawar-menawar</i> with markers and modifiers, for example, <i>sudah</i> , <i>telah</i> , <i>sedang</i> , <i>akan</i> , <i>harus</i> , <i>dapat</i> , <i>bisa</i> , <i>boleh</i> , <i>suka</i> , <i>ingin</i> , <i>mau</i> , <i>lagi</i> , <i>kembali</i> , <i>baru saja</i> , <i>selalu</i> with negators, for example, <i>tidak jadi</i> , <i>belum makan</i> with accompanying preposition, for example, <i>ingat akan</i> , <i>dibagi</i> <i>manjadi</i> , <i>terdiri atas</i>

Grammatical Items	Examples
Nouns	<p><i>ke...an</i>, for example, <i>keterangan</i></p> <p><i>pe-/per-</i>, for example, <i>penonton, pertapa</i></p> <p><i>pe...an/per...an</i>, for example, <i>penyerahan, perjanjian</i></p> <p><i>-an</i>, for example, <i>sumbangan</i></p> <p><i>ke-</i>, for example, <i>ketua</i></p> <p><i>ter-</i>, for example, <i>terdakwa</i></p> <p><i>se-</i>, for example, <i>sedesa</i></p> <p><i>pra-</i>, for example, <i>prasangka</i></p> <p><i>-wan/-wati</i>, for example, <i>pirsawan, peragawati</i></p> <p><i>-man</i>, for example, <i>seniman</i></p> <p><i>tuna-</i>, for example, <i>tunakarya</i></p> <p>with reduplication, for example, <i>adat-istiadat, secepat-cepatnya, besar-besaran, bertahun-tahun</i></p> <p>with the negator: <i>bukan</i></p>
Personal pronouns	<p>first person, for example, <i>saya, aku, kami</i></p> <p>second person, for example, <i>kamu, Anda, engkau, kau, kalian, kamu sekalian, Anda sekalian</i></p> <p>combined first and second persons, <i>kita</i></p> <p>third person, for example, <i>dia, ia, beliau, mereka</i></p> <p>other terms used in place of pronouns, for example, <i>Bapak, Ibu, Adik, Kakak, Saudara</i>, name of person, position of person</p> <p>with the negator, <i>bukan</i></p>
Question markers	<p><i>apa, -kah, siapa, mengapa, kenapa, kapan, yang mana, di mana, ke mana, dari mana, bagaimana, berapa, ke berapa, berapa kali</i></p> <p>end of sentence tags, for example, <i>bukan? ya? belum? tidak?</i></p> <p>with other prepositions, for example, <i>dari siapa, dengan apa, untuk siapa</i></p> <p>use of <i>saja</i> showing indefiniteness, for example, <i>apa saja, di mana saja</i></p> <p>reduplication showing indefiniteness, for example, <i>siapa-siapa</i></p>
Deictics	<i>ini, itu, sini, sana, situ, begini, begitu</i>

Grammatical Items	Examples
Quantifiers	<p>cardinal numbers</p> <p>collectives, for example, <i>ketiga pemain, kami berenam, berpuluh-puluh, ratusan</i></p> <p>with terms of measurement, for example, <i>meter, liter, gram, rupiah</i></p> <p>indefinite terms, for example, <i>banyak, berbagai, beberapa, sedikit, semua, seluruh, segala, bermacam-macam</i></p> <p>ordinal numbers, for example, <i>kesatu, pertama, kedua, kesepuluh</i></p> <p>fractions, for example, <i>sepertiga</i></p> <p>classifiers, group of nouns on the basis of some perceived intrinsic characteristic, for example, <i>ekor, orang, buah, helai, lembar, carik, bentuk, bidang, biji, bilah, kaki, kuntum, patah, pucuk, utas</i>, (e.g. <i>seorang guru</i>, or <i>dua orang guru</i>)</p> <p>partitives, group of nouns on the basis of how they are measured, assembled, or processed, for example, <i>bakul, botol, genggam, piring, sendok, truk batang, bungkus, bulir, gugus, gumpal, jenis, iris, kawan, keping, macam, potong, rombongan, sikat, tandan, tetes, timbun, meter, kilometer, liter, kodi, depa, ton, derajat, hasta</i> (e.g. <i>sebakul beras, dua botol minyak goreng</i>)</p> <p>singularity, for example, <i>se-, satu, suatu</i></p> <p>plularity, for example, through duplication, through context, through use of <i>para/kaum</i></p>
Adjectives	<p>simple descriptive, for example, <i>kurus, bulat, merah, bersih</i></p> <p>with affixation/reduplication, for example, <i>menyenangkan, hati-hati</i></p> <p>two-word phrases, for example, <i>keras kepala, lemah lembut</i></p> <p>comparatives, for example: <i>se- + adjective,</i> <i>sama + adjective + nya,</i> <i>lebih/kurang + adjective + daripada</i> <i>yang/paling/ter + adjective</i></p> <p>with degree markers, for example, <i>tidak terlalu kecil, sangat senang, besar sekali, cukup murah, agak mahal, lumayan ukurannya</i></p> <p>with other modifiers, for example, <i>sedikit lebih tenang, harus lebih mudah, tidak sakit lagi, tidak percaya sama sekali</i></p> <p>with negators, for example, <i>tidak usah, tidak harus, tidak boleh, belum pasti, belum tentu, belum pernah</i></p>
Adverbs	<p><i>dengan/secara + base word</i>, for example, <i>dangan baik, dangan segera, secara langsung, dengan mutlak, secara mutlak</i></p>

	<p>duplication, for example, <i>diam-diam</i></p> <p><i>ke</i> + duplicated adjective + <i>an</i>, for example, <i>kehitam-hitaman</i></p> <p><i>se</i> + duplicated adjective + <i>nya</i>, for example, <i>secepat-cepatnya</i></p> <p>with reduplication, for example, <i>terus-menerus</i></p> <p>(<i>se</i> +) base word/ duplication + <i>nya</i>, for example, <i>setinggi-tingginya, sesungguhnya, sebenarnya, sebetulnya, rupanya, tampaknya, kelihatannya</i></p>
Prepositions	<p><i>akibat, antara, bersama, buat, dalam, dari, dekat, dengan, di, karena, ke, kecuali, kepada, lewat, melalui, mengenai, menurut, oleh, pada, sama, sampai, sebab, sebagai, sejak, sekeliling, sekitar, selama, sepanjang, seperti, tanpa, tentang, untuk, akan, atas, bagi, selain, terhadap</i></p> <p>with locative nouns such as <i>di bawah, ke depan, sampai dengan, di antara</i></p>
Conjugations	<p><i>agar, agar supaya, supaya, atau, bahwa, dan, dengan, di samping, hanya, kalau, karena, kecuali, kemudian, ketika, lalu, oleh karena (itu), sambil, sampai, seandainya, sebab, sebelum, sedangkan, sehingga, sejak, selain (itu), selama, seolah-olah, sesudah, setelah, setiap, tanpa, tetapi, tiap kali, untuk, waktu, walaupun, akan tetapi, akibat, asal, sejak, selama, dalam, demikian, lagi (pula), melainkan, meskipun (begitu), namun, padahal, sebagai, sementara, serta, sekaligus, bahkan</i></p>
Interjections	<i>sialan, asyik, ayo, wah, aduh</i>
Articles	<i>sang, para, si</i>
Particles	<i>-kah, -lah, -pun</i>

Grammatical Items	Examples
Phrases and sentences	<p>single clauses</p> <p>compound clauses</p> <p>conditional sentences, for example, with <i>kalau, jika, jikalau, ketika, waktu, seandainya, asalkan</i></p> <p>use of <i>ini/itu</i> to point to a particular referent in a noun phrase, for example, <i>pakaian yang dilemparkan ke laut di Parangtritis itu</i></p> <p>various uses of <i>yang</i></p> <p>extension of basic sentences by addition of information on place, instrument, time, manner, purpose, participant, means, similarity, cause</p> <p>exclamations, for example, <i>aduh, bukan main, alangkah + adjective + nya, betapa + adjective + nya</i></p> <p>emphatic sentences, use of <i>-lah</i> followed by <i>yang</i></p> <p>active and passive sentences</p> <p>direct and indirect speech</p> <p>combined phrases, for example,</p> <p><i>bukannya ...tetapi ...,</i> <i>baik ... maupun ...,</i> <i>jika ...maka ...,</i> <i>tidak hanya ...tetapi juga ...,</i> <i>bukan hanya ...melainkan juga ...,</i> <i>makin ...makin ...,</i> <i>dari ...sampai ...,</i> <i>ada yang ...ada yang ...</i></p>

JAPANESE

The Language

The language to be studied and assessed is the modern standard or official version of Japanese. Some dialectal variations in pronunciation and accent are acceptable. Students should be familiar with informal and formal (including honorific) language.

Prescribed Themes, Prescribed Topics, and Subtopics

There are three prescribed themes:

- Self and Others
- Tradition and Change in the Japanese-speaking Communities
- Global Issues.

These themes have a number of prescribed topics and suggested subtopics with which students will engage in their study of Japanese. The placement of topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested subtopics expand on the topics and provide guidance to students and teachers on how the topics may be treated.

The following table shows the prescribed themes, prescribed topics, and suggested subtopics.

Self and Others	Tradition and Change in the Japanese- speaking Communities	Global Issues
<p>Personal World Examples <i>Personal details and qualities, relationships with family and friends, aspirations, expectations, and self-identity</i></p> <p>Personal Beliefs and Ideals Examples <i>Personal priorities, student's view of an ideal world, and views on an issue</i></p> <p>Contributing to the Community Examples <i>Volunteer work, caring for the environment, committees, sport and social groups, plans</i></p>	<p>Lifestyles Examples <i>Changing lifestyles, family life, rural and urban life, patterns of leisure activities, the role of women in society and the workforce, the aged</i></p> <p>People and Events Examples <i>The impact of famous individuals on the arts/literature/science, natural disasters, significant events in Japanese history</i></p> <p>Education Examples <i>Changing attitudes to the value</i></p>	<p>The Environment Examples <i>The impact of scientific and technological developments, pollution, wildlife protection, conservation of natural resources, impact of tourism and the changing composition of the population</i></p> <p>Human Rights in the World Today Examples <i>Universal human rights, privacy, minority groups, the disabled, racism, rights to life</i></p> <p>The Nature and Future of Work</p>

*for contributing to the
community in the future*

*of education, access to
education, impact of the
tertiary entrance selection
system on the younger
generation today*

Examples
*Modern technology and its
impact, the nature and causes
of unemployment,
urbanisation, work ethics*

Note: **Bold** = prescribed themes, **bold italics** = prescribed topics, *italics* = suggested subtopics

Text Types

The student should be familiar with a wide range of text types. The following list is not intended to be exhaustive. It focuses instead on text types that the student may not be familiar with, and which consequently may require a particular teaching and learning emphasis.

Advertisement
Autobiography
Biography
Brochure
Commentary
Critique/review
Data chart
Debate
Documentary
(film/television)
Drama

Editorial
*Essay (informative,
evaluative, persuasive)*
Formal correspondence
(including business letters)
Interview
Journal entry
Newspaper/magazine article
Novel/short story
Poem

Questionnaire/survey
Report
Résumé/Curriculum vitae
Review
Script (radio/television/film)
Speech
Summary/précis
Technical instructions
Website

Grammar

Grammar can be described as the organisation, and relationship, of all the elements that constitute a language as it functions.

There are many different theories of grammar, and a number of different approaches to its teaching and learning. The categories used below are not intended to promote or favour any particular theory of grammar.

Students will already have acquired a significant understanding of the function of grammar in Japanese through prior knowledge or study.

Developing students' ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending their awareness of the system of structures that underlie the language, as well as their ability to apply and adapt this knowledge.

Students studying Japanese in a program at background speakers level are expected to recognise and use the following grammatical structures. This list is not intended to be exhaustive.

Grammatical Item	Example(s)
Verb passive	e.g. 飲まれる 食べられる させられる 来られる
causative	e.g. 飲ませる 食べさせる させる 来させる
passive causative	e.g. 飲ませられる 食べさせられる させられる 来させられる

Grammatical Item	Example(s)
potential form	e.g. 飲める 食べられる (食べれる) できる 来られる (来れる) 見られる (見れる) NOTE: 食べれる、来れる、見れる are accepted only in oral use. In written work these may be used in quoting part of a conversation.
Verbs of giving and receiving	e.g. て-Form あげる / やる て-Form くださる / くれる て-Form いただく / もらう
Adjectives, present and past tenses	e.g. 大きい → 大きかった → おおきかったで す 静か → 静かだった → 静かでした
Honorifics/humble forms	e.g. いる → いらっしゃる、おる 言う → おっしゃる、もうす 見る → ごらんになる、はいけんする

There is no prescribed character list for this subject outline; however, students will be expected to read and write *kyooiku kanji* (教育漢字) and recognise commonly used *jooyoo kanji* (常用漢字) in texts.

KOREAN

The Language

The language to be studied and assessed is the modern standard version of Korean.

Prescribed Themes, Prescribed Topics, and Subtopics

There are three prescribed themes:

- Self and Others
- Tradition and Change in the Korean-speaking Communities
- Global Issues.

These themes have a number of prescribed topics and suggested subtopics with which students will engage in their study of Korean. The placement of topics under one or more of the three themes is intended to provide a particular perspective or perspectives for each of the topics. The suggested subtopics expand on the topics and provide guidance to students and teachers on how the topics may be treated.

The table below shows the prescribed themes, prescribed topics, and suggested subtopics.

Self and Others

Personal World

Examples

Personal details and qualities, aspirations and expectations, opinions and values

Personal Beliefs and Ideals

Examples

The role of the family, relationships, the importance of friendship, personal priorities, pressures and influences

Contributing to the Community

Examples

Job applications, planning a career, vocational pathways, priorities for the future, student's view of an ideal world, caring for the environment

Tradition and Change in the Korean-speaking Communities

Lifestyles

Examples

Cultural diversity, changes in lifestyle in urban and country regions, patterns of leisure activities, politics and reunification, Korea as a tourist destination

Arts and Entertainment

Examples

Culture and traditions, modern and traditional Korean art, the media, modern and classical literature, music and film

Stories From the Past

Examples

Historical perspectives, the history of unification, the Korean War, the impact of famous people and significant events

Global Issues

Human Rights

Examples

Social justice, equal opportunity, gender roles, legal rights and obligations

Current Issues

Examples

Effects of globalisation on language, traditions and priorities, the natural world and its resources, Western influences, science and the expansion of new horizons

The Nature and Future of Work

Examples

Work sharing, the impact of unemployment, women and work, technology, innovation in the workplace, inventors and their contributions

Note: **Bold** = prescribed themes, **bold italics** = prescribed topics, *italics* = suggested subtopics

Text Types

Students should be familiar with a wide range of text types. The following list is not intended to be exhaustive. It focuses instead on text types which students may not be familiar with, and which consequently may require a particular teaching and learning emphasis.

<i>Advertisement</i>	<i>Hypertext document</i>	<i>Résumé or curriculum vitae</i>
<i>Article (newspaper or magazine)</i>	<i>Journal entry</i>	<i>Review or critique</i>
<i>Brochure or leaflet</i>	<i>Letter (personal, business)</i>	<i>Script (interview, speech, sketch)</i>
<i>Debate</i>	<i>Memorandum</i>	<i>Short story</i>
<i>Documentary</i>	<i>Novel</i>	<i>Summary or précis</i>
<i>Essay (informative, persuasive, or evaluative)</i>	<i>Poem</i>	<i>Website</i>
	<i>Report</i>	

Grammar

Grammar can be described as the organisation, and relationship, of all the elements that constitute a language as it functions.

There are many different theories of grammar, and a number of different approaches to its teaching and learning. The categories used below are not intended to promote or favour any particular theory of grammar.

Students will already have a reasonable understanding of the function of grammar in Korean through prior knowledge or study.

Developing students' ability to convey meaning effectively in a range of contexts will, however, necessarily involve extending their awareness of the system of structures that underlie the language, as well as their ability to apply and adapt this knowledge.

Students studying Korean in a program at background speakers level are expected to recognise and use the following grammatical items:

Grammatical Item	Sub-elements	Example(s)
Verb Endings		
Exclamatory	-ㄴ(은, 는)걸요	그 분은 보수적인 걸요!
Request	-르 (을) 거냐고 묻다	그는 집에 올거냐고 물었습니다
Presumptive	-ㄱ(음) 직하다 :	그 사업이 됨 직합니다
Extraordinary state	-기 짝이 없다	불결하기 짝이 없습니다
Progressive development	-아(-어, -여) 가다	그 회사가 부패해 갑니다
Supposition	-셈이다	그 일은 성공한 셈입니다
Particles		
Status, qualification	-(으)로서	그는 정치인으로서 유명한 분이십니다
Means/method	-(으)로써	독서를 함으로써 건문을 넓히려 합니다
Because of/be due to	-(으)로 말미암아(서)	그 사고로 말미암아 어머니께서 화가 나셨습니다
Somewhat significant	-께나	그 사람은 공부께나 한 사람입니다

Grammatical Item	Sub-elements	Example(s)
Use of Honorific Subject Elevation		
Hearer higher in status than subject of sentence		할아버지, 어머니가 도착했습니다
Part of a respected person's body or attribute		김 선생님은 손이 작으십니다
Hearer, subject, and speaker ordered from low to high in level of respect		영수야, 너의 할아버지 호주에 가셨니?
Formal setting (for example, news broadcast in textbook)		대통령이 호주를 방문한다
Elevation by Special Vocabulary		
Honorific		말씀, 진지, 연세, 병환
Self-effacing		저, 저희
Adverbials		
으 following verb stem	쉬이 (easy) 없이 (without) 깊이 (deep)	가족없이 살 수 없습니다 We cannot live without our family.
Repeated verb stem	번번이 (often) 나날이 (everyday) 날날이 (each)	나의 한국어 실력은 나날이 늘어갑니다
Adding -ㄴ or ㄹ to verb stem	빨리 (quickly) 달리 (differently) 멀리 (far)	나의 친구는 멀리 이사를 갔습니다
Adding -히 to verb stem	충분히 (enough) 공손히 (respectfully) 급히 (in a hurry)	급히 먹었을 때에는 이 약을 드세요
Adding -로 to verb stem	정말로 (really) 때때로 (sometimes) 참으로 (indeed)	참으로 슬픈 영화입니다

Word repetition	반짝 반짝 (twinkle) 얼룩 얼룩 (colourful)	얼룩 얼룩한 가방이 제 것입니다
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Conjunctive Endings

Whether — or	-거나 말거나	그 사람이 오거나 말거나 우리 는 회의를 시작합시다
Although	-건마는	시간이 꽤 지났건마는 아직 그 일을 잊지 못합니다
In order to	-고자	한국에 돌아가고자 열심히 공부 합니다
While/but	-되	여행은 가되 몸조심 하세요
Rather	-르(을)지언정	구걸을 할지언정 그 일은 못합 니다
Will/be — and	-기도 하려니와	호주는 아름답기도 하려니와 큽 니다
