

This subject outline was prepared in collaboration with the Board of Studies, Teaching and Educational Standards NSW (BOSTES), formerly Board of Studies NSW. It was accredited by the Board from 2008 with the exception of Korean, which was accredited for implementation at Stage 1 in 2016 and at Stage 2 in 2017. This accreditation is effective until further notice.

Published by the SACE Board of South Australia,
11 Waymouth Street, Adelaide, South Australia 5000

Copyright © SACE Board of South Australia 2010

First published 2010

Reissued for 2011 (published online October 2010,
printed January 2011), 2012, 2013, 2014, 2015, 2016,
2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024

ISBN 978 1 74102 706 8 (online Microsoft Word version)

ref: A1095188

This subject outline is accredited for teaching at Stage 1 from 2010 and at Stage 2 from 2011

CONTENTS

Introduction.....	. 1
Subject Description.....	. 1
Capabilities.....	. 2
Literacy in Interstate Assessed Languages at Beginners Level.....	. 4
Numeracy in Interstate Assessed Languages at Beginners Level.....	. 4
Aboriginal and Torres Strait Islander Knowledge, Cultures, and Perspectives.....	. 4
Stage 1 Interstate Assessed Languages Beginners Level.....	. 5
Learning Scope and Requirements.....	. 6
Learning Requirements.....	. 6
Content.....	. 6
Assessment Scope and Requirements.....	. 9
Evidence of Learning.....	. 9
Assessment Design Criteria.....	. 10
School Assessment.....	. 11
Performance Standards.....	. 13
Assessment Integrity.....	. 19
Support Materials.....	. 20
Subject-specific Advice.....	. 20
Advice on Ethical Study and Research.....	. 20
Stage 2 Interstate Assessed Languages Beginners Level.....	. 21
Learning Scope and Requirements.....	. 22
Learning Requirements.....	. 22
Content.....	. 22
Assessment Scope and Requirements.....	. 25
Evidence of Learning.....	. 25
Assessment Design Criteria.....	. 25
School Assessment.....	. 27
External Assessment.....	. 29
Performance Standards.....	. 32
Assessment Integrity.....	. 38
Support Materials.....	. 39
Subject-specific Advice.....	. 39
Advice on Ethical Study and Research.....	. 39
Appendix A: Language-specific Information.....	. 40

OFFICIAL

Chinese.....	.40
French.....	.45
German.....	.49
Indonesian.....	.53
Italian.....	.56
Japanese.....	.59
Korean.....	.68
Modern Greek.....	.75
Spanish.....	.78

INTRODUCTION

SUBJECT DESCRIPTION

An interstate assessed language at beginners level is a 10-credit subject or a 20-credit subject at Stage 1, and a 20-credit subject at Stage 2.

The subject outline for interstate assessed languages at beginners 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 beginners level is designed for students who had little or no previous knowledge and/or experience of the language before undertaking Stage 1.

Students should note that, while as a general principle the SACE Board of South Australia does not set entry conditions, the beginners-level program, by its very nature, necessitates a process whereby eligibility for enrolment can be demonstrated. Students will therefore need to show that they have little or no previous knowledge and/or experience of the language (whether written or spoken), and to sign a declaration to this effect.

In interstate assessed languages at beginners level, students develop their skills to communicate meaningfully with people across cultures. Students reflect on their own attitudes, beliefs, and values, and develop an understanding of how culture and identity are expressed through language.

[Language] at beginners level is designed as a 2-year course of study for students who wish to begin their study of [Language] at senior secondary level. Students will have studied [Language] at beginners level for 200 to 240 hours by the time they have completed Stage 2. Therefore, students develop their language skills and intercultural understanding at an intensive rate.

Refer to Appendix A for language-specific information on the ten interstate assessed languages at beginners level: Chinese, French, German, Indonesian, Italian, Japanese, Korean, Modern Greek, and Spanish.

At beginners level, students develop and apply linguistic and intercultural knowledge, understanding, and skills by:

- interacting with others in [Language] in interpersonal situations
- creating texts in [Language] for specific audiences, purposes, and contexts
- analysing texts that are in [Language] to interpret meaning
- comparing languages and how they work as a system
- reflecting on the ways in which culture is created, expressed, and communicated through language.

Students explore three interconnected themes — Relationships, Lifestyles, and Experiences — from the perspectives of ‘The Personal World’ and ‘The [Language]-speaking Communities’.

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, in particular those for communication and citizenship, are reflected in the learning requirements, content, assessment design criteria, and performance standards of the interstate assessed languages at beginners level subject outline. In [Language] at beginners level, students develop communication skills and intercultural understanding to communicate effectively and appropriately in a variety of contexts for a range of purposes.

Communication

Students develop their ability to communicate and interact in a variety of contexts for a range of purposes, within and across languages and cultures.

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

- interacting with others in [Language] in interpersonal situations
- creating texts in [Language] for specific audiences, purposes, and contexts
- analysing texts that are in [Language] to interpret meaning
- comparing languages and how they work as a system
- reflecting on the ways in which culture is created, expressed, and communicated through language.

Students develop the skills of listening, speaking, reading, and writing, and use information and communication technologies, to create and engage effectively with a range of spoken, written, and multimodal texts in [Language].

Citizenship

Students develop their intercultural communication skills to interact effectively and appropriately with people within and across local and global communities. The 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 diverse ways of knowing, being, and doing, through meaningful interaction with other peoples and other cultures, and through analysis of linguistic and cultural similarities and differences.

Students explore themes and topics from the perspectives of 'The Personal World' and 'The [Language]-speaking Communities'. Through this learning, students gain an understanding of how cultural concepts and practices affect the ways in which people see the world and communicate with others. They have opportunities to see their own view of the world in context, as one of many.

Students develop the ability to interpret meaning from a variety of texts and reflect on how culture, ideas, values, and beliefs are represented or expressed in texts.

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 culture in human interaction and identity. Students develop personal ways of responding to linguistic and cultural diversity by interpreting and reflecting on their own intercultural experiences and by considering the ways in which they might respond in the future.

Students' learning experiences in language also offer opportunities to consolidate and extend their interpersonal skills and skills in self-expression.

During the program of study, students explore aspects of their personal world. They reflect on their own attitudes, beliefs, values, and perspectives. In doing so, students develop awareness and understanding of the ways in which their own language and culture shape their actions, personal behaviour, thoughts, attitudes, perceptions, and identity.

Work

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

Students develop an appreciation of the cultural contexts of work in different communities, and connect their communication skills to further study and employment.

Learning

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

Students acquire an 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 themselves as learners and to create links between existing 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 BEGINNERS LEVEL

Learning in [Language] strongly supports students' general literacy development.

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. By comparing languages, students strengthen their understanding of their first language.

Students develop skills to communicate in [Language] for specific audiences, purposes, and contexts. Language learning also provides ideal opportunities for students to develop and refine the communication skills of listening, speaking, reading, and writing.

NUMERACY IN INTERSTATE ASSESSED LANGUAGES AT BEGINNERS LEVEL

Students use and understand pattern, order, and relationships and develop understanding of concepts such as time, number, and space in different cultures as expressed through language.

Students apply numeracy skills when they use tables or graphs to support an idea, opinion, or position when creating texts and interacting in [Language].

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 Beginners 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 Stage 1 interstate assessed languages at beginners level.

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

1. interact with others in [Language] in interpersonal situations
2. create texts in [Language] for specific audiences, purposes, and contexts
3. analyse texts that are in [Language] to interpret meaning.

CONTENT

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

The prescribed themes and topics should be studied from two interdependent perspectives:

- The Personal World
- The [Language]-speaking Communities.

Through the perspective 'The Personal World', students use [Language] to express and share ideas about their own activities and those of others relating to daily life and transactions in their own context.

Through the perspective 'The [Language]-speaking Communities', students enquire about and express ideas in [Language]. This enables them to participate appropriately and understand a range of values, attitudes, and practices in communities where [Language] is spoken.

There are three interconnected prescribed themes:

- Relationships
- Lifestyles
- Experiences.

Students study prescribed topics within the themes. These topics provide the contexts for a range of assessments related to the learning requirements of interacting, creating texts, and

interpreting texts. Not all topics will require the same amount of study time. A number of subtopics are also suggested.

Students should study a range of spoken, written, and multimodal texts in [Language] in their treatment of the themes and topics.

The length of time and depth of treatment for each topic will depend on a number of factors, including the:

- particular learning requirements being covered
- degree of familiarity that students have with topics studied previously
- needs and interests of students
- nature of the language itself
- linguistic and conceptual complexity of the texts selected for study
- linguistic and sociocultural distance between the topic and students' own world and experience
- assessments set for completion (including ways in which they are structured and the conditions under which they are set)
- language of the response
- access to resources.

The table below shows the interconnected relationship between the prescribed perspectives, prescribed themes, and prescribed topics. Some suggested subtopics are included in italics.

	Relationships	Lifestyles	Experiences
THE PERSONAL WORLD	<i>Family life, home, and neighbourhood</i> (e.g. <i>personality, family roles, homestays, housing, facilities, services</i>)	<i>People, places, and communities</i> (e.g. <i>people of interest, places of interest, city life, rural life</i>)	<i>Future plans and aspirations</i> (e.g. <i>choosing a career, school exchanges</i>)
THE [LANGUAGE]-SPEAKING COMMUNITIES	<i>Friends, recreation, and pastimes</i> (e.g. <i>shopping, food and cuisine, entertainment</i>)		<i>Holidays, travel, and tourism</i> (e.g. <i>organising a trip, visiting a location, health</i>) <i>Education and work</i> (e.g. <i>school life, working part time</i>)

Note: BOLD CAPITALS = prescribed perspectives, bold = prescribed themes, *bold italics* = prescribed topics, *italics* = suggested subtopics.

Texts

Students read, listen to, and view a variety of texts that are generally current, useful, relevant to their interests and aspirations, and have the potential for a range of associated activities.

Texts for receptive use are not prescribed. Students are encouraged to read, listen to, and view a wide range of texts, including authentic texts. Teachers may wish to include the following texts in their teaching and learning program:

- | | | |
|---|--|------------------------------------|
| 1. <i>advertisements (radio, television, newspaper, magazine)</i> | 7. <i>cartoons with words, jokes</i> | 13. <i>personal accounts</i> |
| 2. <i>announcements</i> | 8. <i>charts, diagrams, graphs, timetables</i> | 14. <i>poems, song lyrics</i> |
| 3. <i>applications (competitions, clubs, etc.)</i> | 9. <i>dialogues</i> | 15. <i>recipes</i> |
| | 10. <i>graffiti, slogans, signs,</i> | 16. <i>resumés</i> |
| | | 17. <i>short stories</i> |
| | | 18. <i>surveys, questionnaires</i> |

4. *(auto)biographies*
5. *blogs*
6. *brochures*

- stickers, labels*
11. *lists, menus*
12. *maps, legends*

19. *TV and cinema guides*
20. *websites*

Vocabulary

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

A list of prescribed characters that are relevant to the themes and topics for Chinese and Japanese is available on the subject minisite, under subject advice and strategies, on the SACE website (www.sace.sa.edu.au).

Dictionaries

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

Grammar

Throughout the [Language] beginners program, students learn about grammatical structures in context as they complement the content and organisation of individual programs.

The grammatical structures defined are those that students should recognise and use by the completion of study of the subject. Grammar should be used to support the process of language acquisition and to facilitate communication.

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 beginners level:

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

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

- one interacting in spoken [language], and one presenting in spoken [Language], for the interaction
- one text production
- one text analysis assessment.

The remaining assessment may be undertaken from any assessment type. Each assessment type should have a weighting of at least 20%.

For a 20-credit subject, students should provide evidence of their learning through eight to ten assessments. Students undertake:

- one interacting in spoken [language] and one presenting in spoken [language] for the interaction
- one writing texts in [Language] and one responding to written texts in [Language] for the text production
- two text analysis assessments.

The remaining assessments may be undertaken from any of the assessment types. Each assessment type should have a weighting of at least 20%.

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
- interpretation and reflection.

The specific features of these criteria are described below.

The set of assessments, as a whole, must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Ideas

The specific features are as follows:

- I1 Relevance
 - relevance to context, purpose, and audience
 - conveying appropriate detail, ideas, information, or opinions
 - engaging the audience.
- I2 Treatment of ideas, information, or opinions
 - breadth of content and communication of ideas, information, or opinions
 - support of ideas, information, or opinions.

Expression

The specific features are as follows:

- E1 Capacity to convey information accurately and appropriately
 - range of expression (i.e. breadth of vocabulary and structures)
 - accuracy of expression (i.e. word choice, grammar)
 - use of cohesive devices
 - appropriateness of expression, including cultural appropriateness
 - clarity of expression, including fluency, pronunciation, and intonation.
- E2 Coherence in structure and sequence

-
- organisation of information and ideas
 - use of the conventions of text types.
- E3 Capacity to interact and maintain a conversation
- interaction on topics (i.e. relating to interlocutor)
 - use of communication strategies (i.e. comprehension strategies, responding to cues).

Interpretation and Reflection

The specific features are as follows:

- IR1 Interpretation of meaning in texts
- the content (overall meaning, general and specific information)
 - the context, purpose, and audience of the text.
- IR2 Analysis of the language in texts
- for example, register, tone, linguistic features, and cultural references.
- IR3 Reflection
- reflection on how cultures, values, beliefs, practices, and/or ideas are represented or expressed in texts
 - reflection on own values, beliefs, practices, and/or ideas in relation to those represented or expressed in the texts studied.

SCHOOL ASSESSMENT

Assessment Type 1: Interaction

Interacting in Spoken [Language]

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

Students may participate in, for example, conversations or role plays related to one of the prescribed topics in [Language].

The length of the assessment should be 2 to 3 minutes. The interaction should not be scripted.

Students require adequate time to prepare and practise.

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

Presenting in Spoken [Language]

Students prepare and give a spoken presentation in [Language] on a topic of personal interest. The presentation must relate to one or more of the prescribed topics.

The length of the presentation should be approximately 2 minutes.

Students may use objects, visual cues, cue cards, or multimedia, and may refer to approved keywords or headings in the presentation. The presentation must not be read from a script.

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

Writing Texts in [Language]

Students write a text in [Language], for example, an article, blog, diary entry, email, letter, or postcard, related to one or more of the prescribed topics.

The length of the response should be approximately 150 words/250 ji/200 characters. Students may use dictionaries and/or word lists.

The design of the assessments should specify:

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

Responding to Written Texts in [Language]

Students respond in [Language] to a written text in [Language], for example, an article, email, invitation, letter, or note, related to one or more of the prescribed topics.

Students respond to questions and/or information and/or cues in the written text to write their own text in [Language].

The length of the response should be approximately 100 words/160 ji/120 characters.

Students may use dictionaries and/or word lists.

The design of the assessments should specify:

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

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

Analysing and Interpreting Written, Spoken, and/or Multimodal Texts

Students analyse and interpret a text or texts that are in [Language] by responding in English and/or [Language], as appropriate, to questions in English and/or [Language]. The text or texts must be related to one or more of the prescribed topics.

Students analyse and interpret meaning and reflect on language use by responding to written, spoken, or multimodal texts in [Language], for example, articles, diary entries, advertisements, brochures, reports, blogs, conversations, interviews, announcements, talks, voicemail, and websites.

The design of the assessments should enable students to:

- interpret meaning in texts, by responding to questions on the:
 - content (overall meaning, general and specific information)
and/or
 - context, purpose, and audience of the texts
- analyse linguistic features and cultural aspects of the texts
- reflect on how cultures, values, beliefs, practices, and/or ideas are represented or expressed in texts.

Students may use dictionaries and/or word lists.

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

- expression
- interpretation and reflection.

PERFORMANCE STANDARDS

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

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

A generic set of performance standards have been developed for languages at beginners level.

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

	Ideas	Expression		Interpretation and Reflection
A	<p><i>Relevance</i></p> <p>Responses are consistently relevant to context, purpose, and audience.</p> <p>Responses consistently convey the appropriate detail, ideas, information, and/or opinions.</p> <p>Responses successfully engage the audience or interlocutor.</p> <p><i>Treatment of Ideas, Information, or Opinions</i></p> <p>Breadth in the treatment of familiar topics. Ideas, information, and/or opinions on familiar topics are communicated effectively.</p> <p>Relevant detail is provided to support ideas, information, and/or opinions.</p>	<p><i>Capacity to Convey Information Accurately and Appropriately</i></p> <p>A range of vocabulary and simple sentence structures are used accurately to convey meaning on familiar topics.</p> <p>More complex vocabulary and sentence structures are used, with some success. Errors are made, but these errors do not usually impede meaning.</p> <p>Effective use of simple cohesive devices.</p> <p>Language is appropriate for context, audience, and purpose.</p> <p>Pronunciation is generally accurate. Intonation is used effectively to enhance communication. Responses are fluent when dealing with familiar topics.</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Responses are organised logically and coherently.</p> <p>Conventions of the text type are observed.</p>	<p><i>Capacity to Interact and Maintain a Conversation</i></p> <p>Interaction is sustained on a range of familiar topics, with minimal input from the interlocutor. Interrogative devices are understood and used appropriately.</p> <p>Communication strategies are used to maintain interaction (e.g. using new vocabulary encountered during interaction, asking for repetition, affirming, self-correcting).</p>	<p><i>Interpretation of Meaning in Texts</i></p> <p>Key ideas and relevant details are identified and explained.</p> <p>Conclusions are drawn about the purpose, audience, and message of the text, and supported with relevant evidence from the text.</p> <p><i>Analysis of the Language in Texts</i></p> <p>The function of particular linguistic features in the text is clearly explained, and cultural references are identified.</p> <p><i>Reflection</i></p> <p>The ways in which cultures, values, beliefs, practices, and/or ideas are represented in texts are explained clearly.</p> <p>Insightful reflection on own values, beliefs, practices, and/or ideas in relation to those represented in texts.</p>
B	<p><i>Relevance</i></p> <p>Responses are mostly relevant to context, purpose, and audience.</p> <p>Responses mostly convey the appropriate detail, ideas, information, and/or opinions.</p> <p>Responses mostly engage the audience or interlocutor.</p>	<p><i>Capacity to Convey Information Accurately and Appropriately</i></p> <p>Vocabulary and simple sentence structures are used with some degree of accuracy in familiar contexts.</p> <p>Attempts are made, with some success, to use vocabulary and sentence structures beyond familiar patterns.</p>	<p><i>Capacity to Interact and Maintain a Conversation</i></p> <p>Interaction is maintained on a range of familiar topics, with some reliance on input from the interlocutor to maintain interaction. Interrogative devices are understood and used with some confidence.</p>	<p><i>Interpretation of Meaning in Texts</i></p> <p>Relevant ideas and details in texts on familiar topics are identified and explained.</p> <p>Simple conclusions are drawn about the purpose, audience, and message of the text, and supported with some relevant evidence from the text.</p>

Ideas	Expression		Interpretation and Reflection
<p><i>Treatment of Ideas, Information, or Opinions</i></p> <p>Some breadth in the treatment of familiar topics, within the range of rehearsed language. Some personal opinions as well as factual information are communicated, using brief descriptive phrases to extend meaning.</p> <p>Some detail is provided to support ideas, information, or opinions.</p>	<p>Errors sometimes impede meaning.</p> <p>Generally effective use of simple cohesive devices.</p> <p>Word choice is appropriate for context, audience, and purpose.</p> <p>Pronunciation is generally accurate. Intonation is generally used effectively. Responses are generally fluent when dealing with familiar topics.</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Responses are generally organised logically and coherently.</p> <p>Most conventions of the text type are observed.</p>	<p>Communication strategies are used to maintain interaction (e.g. asking for repetition, self-correcting).</p>	<p><i>Analysis of the Language in Texts</i></p> <p>The function of particular linguistic features in the text is described, and some cultural references are identified.</p> <p><i>Reflection</i></p> <p>The ways in which cultures, values, beliefs, practices, and/or ideas are represented in texts are described.</p> <p>Some depth in reflection on own values, beliefs, practices, and/or ideas in relation to those represented in texts.</p>
<p>C <i>Relevance</i></p> <p>Responses are generally relevant to the purpose, and show some understanding of the audience and context.</p> <p>Responses generally convey the appropriate detail, information, and simple ideas.</p> <p>Responses partly engage the audience or interlocutor.</p> <p><i>Treatment of Ideas, Information, or Opinions</i></p> <p>Information and simple ideas and/or opinions on familiar topics are conveyed. Modelled sentence patterns are used to communicate information or an idea or opinion.</p> <p>Some personal opinions are communicated, but generally not supported. Support of information often consists of listing items.</p>	<p><i>Capacity to Convey Information Accurately and Appropriately</i></p> <p>Vocabulary and sentence structures are used with varying degrees of accuracy in familiar contexts. Structure may be based on word order derived from first language when attempts are made to elaborate.</p> <p>Range and variety of vocabulary and sentence structures are limited. Control of language is inconsistent.</p> <p>Use of one or two cohesive devices.</p> <p>Language is not always appropriate to context, purpose, and audience.</p> <p>Pronunciation is understandable. Some attention is given to intonation. Fluency is often confined to pre-learnt material.</p>	<p><i>Capacity to Interact and Maintain a Conversation</i></p> <p>Well-rehearsed language is relied on to respond to simple questions on familiar topics, with frequent reliance on the interlocutor to take the lead and maintain interaction. Partial understanding of questions may lead to a response that is not relevant.</p> <p>The sentence patterns of the interlocutor are often repeated in the response. Prepared phrases are used to indicate lack of comprehension.</p>	<p><i>Interpretation of Meaning in Texts</i></p> <p>Some relevant information from texts on familiar topics containing predictable language structures is identified and extracted.</p> <p>Simple conclusions are drawn about the purpose, audience, and message of the text, and supported with isolated examples from the text.</p> <p><i>Analysis of the Language in Texts</i></p> <p>Particular linguistic features in the text are identified, and one or more cultural references are identified.</p> <p><i>Reflection</i></p> <p>Some cultures, values, beliefs, practices, and/or ideas represented in texts are identified.</p>

18

1
Interstate
Assessed
Languages
Beginners
Level
2024

Ideas	Expression		Interpretation and Reflection
	<p><i>Coherence in Structure and Sequence</i></p> <p>Responses are generally organised.</p> <p>Some conventions of the text type are observed.</p>		<p>OFFICIAL</p> <p>Some reflection on own values, beliefs, practices, and/or ideas in relation to those represented in texts.</p>
<p>D <i>Relevance</i></p> <p>Responses are partially relevant to the purpose, and show some awareness of the audience or context.</p> <p>Responses convey some simple details or information that may be appropriate.</p> <p>Responses include one or more elements that may engage the audience or interlocutor.</p> <p><i>Treatment of Ideas, Information, or Opinions</i></p> <p>Some information relating to familiar topics is communicated.</p> <p>Responses are brief and often rely on keywords or formulaic expressions to communicate meaning, or attempt to support information.</p>	<p><i>Capacity to Convey Information Accurately and Appropriately</i></p> <p>A restricted range of simple structures and vocabulary are used. Rehearsed simple sentences are used out of context.</p> <p>The language produced contains frequent errors and only partially communicates what is intended. Responses may resemble literal translations from first language.</p> <p>A cohesive device may be used.</p> <p>Language is occasionally appropriate to the purpose or audience.</p> <p>Pronunciation may impede meaning. Little attention is paid to intonation. Lack of comprehension impedes fluency.</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Responses tend to be loosely connected sentences.</p> <p>Inconsistent use of one or more conventions of the text type.</p>	<p><i>Capacity to Interact and Maintain a Conversation</i></p> <p>Routine courtesy phrases and basic structures are used to respond to simple questions on familiar topics, with heavy reliance on the interlocutor to complete the interaction. Repetition, rephrasing of questions, and a slowed rate of speech are required for comprehension.</p> <p>Utterances rarely consist of more than two or three words. A keyword or partial response is provided as a means of negotiating more time for processing, with reliance on paralinguistic devices to convey meaning.</p>	<p><i>Interpretation of Meaning in Texts</i></p> <p>Keywords and some supporting detail are identified in texts containing simple, well-rehearsed language dealing with familiar situations.</p> <p>Specific information in the text is transcribed rather than interpreted.</p> <p><i>Analysis of the Language in Texts</i></p> <p>One or more basic linguistic features of the text are identified.</p> <p><i>Reflection</i></p> <p>Some awareness of cultural elements in texts.</p> <p>One or more of own values, beliefs, practices, or ideas in relation to those represented in texts are identified.</p>
<p>E <i>Relevance</i></p> <p>Responses have limited relevance to the purpose or audience.</p> <p>Responses are often incomplete.</p>	<p><i>Capacity to Convey Information Accurately and Appropriately</i></p> <p>Single words and brief formulaic expressions are used to convey basic information on familiar topics.</p>	<p><i>Capacity to Interact and Maintain a Conversation</i></p> <p>Interaction is limited to rehearsed repetitive vocabulary and one-word answers, with assistance from the interlocutor needed to complete</p>	<p><i>Interpretation of Meaning in Texts</i></p> <p>Isolated items of information are identified in texts on familiar topics containing simple language.</p> <p>Understanding is limited to</p>

Ideas	Expression		Interpretation and Reflection
<p>Responses may include an element that attempts to engage the audience or interlocutor.</p> <p><i>Treatment of Ideas, Information, or Opinions</i></p> <p>Some basic information relating to familiar topics is communicated, using single words.</p> <p>Responses are very brief and often rely on a keyword or formulaic expression.</p>	<p>There is a high incidence of basic errors that impede meaning, with evidence of the influence of the syntax of English and/or other languages.</p> <p>Attempted use of a cohesive device.</p> <p>Limited appropriateness of language to the purpose or audience.</p> <p>Pronunciation impedes meaning and may be strongly influenced by first language.</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Responses are disjointed and consist of disconnected words and phrases.</p> <p>Attempted use of one or more conventions of the text type.</p>	<p>sentences or to interpret intended meanings. There are misunderstandings of simple questions.</p> <p>A keyword is used to convey a whole message. There are frequent long pauses to process questions, and heavy reliance on paralinguistic devices to convey meaning.</p>	<p>occasional isolated words, such as borrowed words.</p> <p><i>Analysis of the Language in Texts</i></p> <p>Attempted identification of one or more basic linguistic features.</p> <p><i>Reflection</i></p> <p>Attempted identification of isolated cultural elements.</p> <p>One or more of own values, beliefs, practices, or ideas are identified.</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 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 Beginners 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 Stage 2 interstate assessed languages at beginners level.

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

1. interact with others in [Language] in interpersonal situations
2. create texts in [Language] for specific audiences, purposes, and contexts
3. analyse texts that are in [Language] to interpret meaning.

CONTENT

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

The prescribed themes and topics should be studied from two interdependent perspectives:

- The Personal World
- The [Language]-speaking Communities.

Through the perspective 'The Personal World', students use [Language] to express and share ideas about their own activities and those of others relating to daily life and transactions in their own context.

Through the perspective 'The [Language]-speaking Communities', students enquire about and express ideas in [Language]. This enables them to participate appropriately and understand a range of values, attitudes, and practices in communities where [Language] is spoken.

There are three interconnected prescribed themes:

- Relationships
- Lifestyles
- Experiences.

Students study prescribed topics within the themes. These topics provide the contexts for a range of assessments related to the learning requirements of interacting, creating texts, and interpreting texts. Not all topics will require the same amount of study time. A number of subtopics are also suggested.

Students should study a range of spoken, written, and multimodal texts in [Language] in their treatment of the themes and topics.

The length of time and depth of treatment for each topic will depend on a number of factors, including the:

- particular learning requirements being covered
- degree of familiarity that students have with topics studied previously
- needs and interests of students
- nature of the language itself
- linguistic and conceptual complexity of the texts selected for study
- linguistic and sociocultural distance between the topic and students' own world and experience
- assessments set for completion (including ways in which they are structured, and conditions under which they are set)
- language of the response
- access to resources.

The table below shows the interconnected relationship between the prescribed perspectives, prescribed themes, and prescribed topics. Some suggested subtopics are included in italics.

	Relationships	Lifestyles	Experiences
THE PERSONAL WORLD	<i>Family life, home, and neighbourhood (e.g. personality, family roles, homestays, housing, facilities, services)</i>	<i>People, places, and communities (e.g. people of interest, places of interest, city life, rural life)</i>	<i>Future plans and aspirations (e.g. choosing a career, school exchanges)</i>
THE [LANGUAGE]-SPEAKING COMMUNITIES	<i>Friends, recreation, and pastimes (e.g. shopping, food and cuisine, entertainment)</i>		<i>Holidays, travel, and tourism (e.g. organising a trip, visiting a location, health) Education and work (e.g. school life, working part time)</i>

Note: BOLD CAPITALS = prescribed perspectives, bold = prescribed themes, *bold italics* = prescribed topics, *italics* = suggested subtopics.

Texts

Students read, listen to, and view a variety of texts that are generally current, useful, and relevant to their interests and aspirations, and have the potential for a range of associated activities.

Texts for receptive use are not prescribed. Students are encouraged to read, listen to, and view a wide range of texts, including authentic texts. Teachers may wish to include the following texts in their teaching and learning program:

- advertisements (radio,
- cartoons with words,
- personal accounts

- television, newspaper,
magazine)
- announcements
 - applications
(competitions, clubs,
etc.)
 - (auto)biographies
 - blogs
 - brochures

- jokes
- charts, diagrams,
graphs, timetables
 - dialogues
 - graffiti, slogans, signs,
stickers, labels
 - lists, menus
 - maps, legends

- poems, song lyrics
- recipes
- resumés
- short stories
- surveys, questionnaires
- TV and cinema guides
- websites

Students may be expected to produce the following texts in the written examination at Stage 2:

article (e.g. for a school magazine)
diary or journal entry
email
informal letter

message
note
postcard
script of a talk (to an audience)

Vocabulary

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

A list of prescribed characters that are relevant to the themes and topics for Chinese and Japanese is available on the subject minisite, under subject advice and strategies, on the SACE website (www.sace.sa.edu.au).

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

Throughout the [Language] beginners program, students learn about grammatical structures in context as they complement the content and organisation of individual programs.

The grammatical structures defined are those that students should recognise and use by the completion of study of the subject. Grammar should be used to support the process of language acquisition and to facilitate communication.

Refer to Appendix A for language-specific information.

ASSESSMENT SCOPE AND REQUIREMENTS

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 beginners level:

School Assessment (70%)

- Assessment Type 1: Interaction (30%)
- Assessment Type 2: Text Production (20%)
- Assessment Type 3: Text Analysis (20%)

External Assessment (30%)

- Assessment Type 4: Examination (30%).

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

- one interacting in spoken [Language], and one presentation and discussion in [Language], for the interaction
- one writing in [Language], and one responding to written texts in [Language], for the text production
- one analysing and interpreting spoken texts, and one analysing and interpreting written texts, for the text analysis
- one oral examination
- one written examination.

The remaining assessments may be undertaken from any of Assessment Types 1, 2, or 3.

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 evidence of 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
- interpretation and reflection.

The specific features of these criteria are described below.

The set of assessments, as a whole, must give students opportunities to demonstrate each of the specific features by the completion of study of the subject.

Ideas

The specific features are as follows:

- I1 Relevance
 - relevance to context, purpose, and audience
 - conveying appropriate detail, ideas, information, and/or opinions
 - engaging the audience.
- I2 Treatment of ideas, information, or opinions
 - breadth of content and communication of ideas, information, and/or opinions
 - support of ideas, information and/or opinions with examples.

Expression

The specific features are as follows:

- E1 Capacity to convey information accurately and appropriately
 - range of expression (i.e. breadth of vocabulary and structures)
 - accuracy of expression (i.e. word choice, grammar)
 - use of cohesive devices
 - appropriateness of expression, including cultural appropriateness
 - clarity of expression, including fluency, pronunciation, and intonation.
- E2 Coherence in structure and sequence
 - organisation of information and ideas
 - use of the conventions of text types.
- E3 Capacity to interact and maintain a conversation
 - interaction on topics (i.e. relating to interlocutor)
 - use of communication strategies (i.e. comprehension strategies, responding to cues).

Interpretation and Reflection

The specific features are as follows:

IR1 Interpretation of meaning in texts

- the content (overall meaning, general and specific information)
- the context, purpose, and audience of the text.

IR2 Analysis of the language in texts

- for example, register, tone, linguistic and stylistic features, and cultural aspects.

IR3 Reflection

- reflection on how cultures, values, beliefs, practices, and/or ideas are represented or expressed in texts
- reflection on own values, beliefs, practices, and/or ideas in relation to those represented or expressed in the texts studied.

SCHOOL ASSESSMENT

Assessment Type 1: Interaction (30%)

Interacting in Spoken [Language]

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

Students may participate in, for example, conversations, interviews, or role plays related to one or more of the prescribed topics in [Language].

The length of an assessment should be 3 to 5 minutes. The interaction must not be scripted.

Presentation and Discussion in [Language]

Students prepare and give a spoken presentation in [Language] related to a prescribed topic from the perspective of 'The [Language]-speaking Communities'. Students then respond to questions on the presentation.

The length of the presentation should be approximately 2 minutes, and the length of the discussion should be approximately 3 minutes.

Students may use objects, visual cues, or multimedia, and may refer to approved keywords or headings in the presentation. Students should not read the presentation from a script.

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 (20%)

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

Writing in [Language]

Students write a text in [Language], for example, an article, blog, diary entry, email, postcard, letter, personal account, or report, related to one or more of the prescribed topics.

The length of the response should be approximately 200 words/320 ji/240 characters. Students may use dictionaries and/or word lists.

The design of the assessments should specify:

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

Responding to Written Texts in [Language]

Students respond in [Language] to a written text in [Language], for example, an article, email, invitation, letter, or note, related to one or more of the prescribed topics.

Students respond to questions and/or information and/or cues in the written text to write their own text in [Language].

The length of the response should be approximately 200 words/320 ji/240 characters.

Students may use dictionaries and/or word lists.

The design of the assessments should specify:

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

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 (20%)

Analysing and Interpreting Spoken Texts

Students listen to three to five texts in [Language] that are related to one of the prescribed topics. The texts may be authentic or suitably modified for teaching and learning purposes. One or more texts may be combined with an element of viewing (e.g. a film segment).

Students analyse and interpret meaning and reflect on language use by:

- completing, for example, a form, chart, table, text, or list in [Language], using information from the texts
- responding in English to questions in English.

The design of the assessments should enable students to:

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

Students may use dictionaries and/or word lists.

Analysing and Interpreting Written Texts

Students read, analyse, and interpret two or more written texts in [Language] that are related to a theme or topic from the perspective of 'The [Language]-speaking Communities', for example, travelling in a country where [Language] is spoken. The texts may be authentic or suitably modified for teaching and learning purposes. The combined length of the texts should be approximately 300 words/500 ji/ 400 characters. One or more of the texts may be combined with an element of viewing (e.g. a postcard, poster).

Students analyse and interpret the texts and respond to questions in English.

The design of the assessments should enable students to:

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

Students may use dictionaries and/or word lists.

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

- expression
- interpretation and reflection.

EXTERNAL ASSESSMENT

Assessment Type 4: 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 using spoken [Language].

The oral examination takes approximately 10 minutes and has two sections.

Notes and cue cards are not permitted in the oral presentation and discussion, or conversation.

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

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

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

The student may support his or her presentation and discussion with objects such as photographs, pictures, personal items (e.g. a memento).

Section 2: Conversation (approximately 5 minutes)

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

Written Examination

The 160-minute written examination has three sections:

- Section I: Listening
- Section II: Reading
- Section III: Writing in [Language].

Students are allowed to use monolingual and/or bilingual printed dictionaries in the written examination.

Section I: Listening (approximately 40 minutes)

Purpose

Section I: Listening is designed primarily to assess students' knowledge and skills in responding to spoken texts.

Specifications

Students will hear approximately ten texts, which will be related to the topics prescribed in the subject outline. The total listening time for one reading of all the texts without pauses will be approximately 8 minutes.

Each text will be heard twice. There will be a pause between the first and second readings to allow students to make notes, although notes may be made at any time. Students will be given sufficient time after the second reading to complete their responses.

The examination will include a range of question types, such as open-ended questions, response to multiple-choice items, or completion of a table, list, or form. Questions will be written in English for responses in English.

Section II: Reading

Purpose

Section II: Reading is designed primarily to assess students' knowledge and skills in responding to written texts.

Specifications

Students will read approximately five texts in [Language], which will be related to the topics prescribed in the subject outline. The texts will be different in style and purpose, and of varying length and difficulty. Questions on the texts will be written in English for responses in English.

The total length of all texts will be approximately 750 words/800 characters/1500 ji/1600 ja.

Section III: Writing in [Language]

Purpose

Section III: Writing in [Language] is designed primarily to assess students' ability to produce written text for a specific audience, purpose, and context.

Specifications

Part A

Part A will consist of two writing tasks. The texts for the responses will be drawn from those prescribed in the subject outline. Questions will be written in English but may also involve stimulus material written in [Language]. The questions will be related to the topics prescribed in the subject outline. The first task will be shorter than the second task.

The total length of the responses for Part A will be approximately 125 words/150 characters/250 ji/300 ja.

Part B

Students will be required to write one extended response in [Language]. The text for the response will be drawn from those prescribed in the subject outline. There will be a choice of two questions. The questions will be related to the topics prescribed in the subject outline. Questions will be written in [Language] and English for a response in [Language]. The same text type will be required for both questions.

The length of the response for Part B will be approximately 125 words/150 characters/250 ji/300 ja.

All specific features of the assessment design criteria for interstate assessed languages at beginners level may be assessed in the external examination.

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-.

A generic set of performance standards have been developed for languages at beginners level.

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

Performance Standards for Stage 2 Interstate Assessed Languages at Beginners Level

OFFICIAL

	Ideas	Expression		Interpretation and Reflection
A	<p><i>Relevance</i></p> <p>Responses are consistently relevant to context, purpose, and audience.</p> <p>Responses consistently convey the appropriate detail, ideas, information, and/or opinions.</p> <p>Responses successfully engage the audience or interlocutor.</p> <p><i>Treatment of Ideas, Information, or Opinions</i></p> <p>Breadth in the treatment of topics. Ideas, information, and/or opinions are developed and extended, and impressions are described effectively.</p> <p>Ideas and/or opinions are supported, and information is provided in sufficient detail.</p>	<p><i>Capacity to Convey Information Accurately and Appropriately</i></p> <p>A range of vocabulary and sentence structures are used with a high degree of accuracy.</p> <p>More complex vocabulary and sentence structures are used, with some success. A few minor errors may be evident, but these errors do not impede meaning.</p> <p>Effective use of a range of cohesive devices.</p> <p>Language is highly appropriate for context, audience, and purpose.</p> <p>Pronunciation is accurate. Intonation is used effectively to enhance communication. Responses are fluent.</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Responses are organised logically and coherently.</p> <p>Conventions of the text type are observed.</p>	<p><i>Capacity to Interact and Maintain a Conversation</i></p> <p>Interaction is sustained on a range of familiar topics, with minimal input from the interlocutor. Interrogative devices are understood and used appropriately. Unexpected questions or unfamiliar topics are handled with confidence and flexibility.</p> <p>Communication strategies are used to maintain interaction (e.g. using new vocabulary encountered during interaction, asking for repetition, affirming, self-correcting).</p>	<p><i>Interpretation of Meaning in Texts</i></p> <p>Key ideas and relevant details are identified and explained, and connections are made within and between texts (e.g. comparing ideas, information, and opinions).</p> <p>Conclusions are drawn about the purpose, audience, and message of the text, and supported with relevant evidence from the text.</p> <p><i>Analysis of the Language in Texts</i></p> <p>The function of particular linguistic features, the ways in which stylistic features are used for effect, and cultural references such as forms of address, location, and gender are identified and explained.</p> <p><i>Reflection</i></p> <p>The ways in which cultures, values, beliefs, practices, and/or ideas are represented in texts are articulated clearly.</p> <p>Insightful reflection on own values, beliefs, practices, and/or ideas in relation to those represented in texts.</p>
B	<p><i>Relevance</i></p> <p>Responses are mostly relevant to context, purpose, and audience.</p> <p>Responses mostly convey the</p>	<p><i>Capacity to Convey Information Accurately and Appropriately</i></p> <p>Vocabulary and sentence structures are used with some accuracy to convey meaning effectively.</p>	<p><i>Capacity to Interact and Maintain a Conversation</i></p> <p>Interaction is maintained on a range of familiar topics, with some reliance on input from the interlocutor to maintain</p>	<p><i>Interpretation of Meaning in Texts</i></p> <p>Relevant ideas and details in texts on familiar topics are identified and explained, and some connections are made within and between texts.</p>

	Ideas	Expression		Interpretation and Reflection
	<p>appropriate detail, ideas, information, and/or opinions.</p> <p>Responses mostly engage the audience or interlocutor.</p> <p><i>Treatment of Ideas, Information, or Opinions</i></p> <p>Some breadth in the treatment of familiar topics. Responses go beyond basic facts, using brief descriptive phrases to extend meaning.</p> <p>Ideas, information, and/or opinions are supported in some detail.</p>	<p>Some complex structures beyond familiar patterns are used to convey meaning, with some success.</p> <p>Generally effective use of cohesive devices.</p> <p>Language is generally appropriate to social and cultural context.</p> <p>Pronunciation and use of intonation generally facilitate communication. Responses are generally fluent.</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Responses are generally organised logically and coherently.</p> <p>Most conventions of the text type are observed.</p>	<p>interaction. Interrogative devices are understood and used with some confidence.</p> <p>Communication strategies are used to maintain interaction (e.g. asking for repetition, self-correcting). Well-rehearsed language is used to interact.</p>	<p>OFFICIAL</p> <p>Some conclusions are drawn about the purpose, audience, and message of the text, and supported with some relevant examples from the text.</p> <p><i>Analysis of the Language in Texts</i></p> <p>The function of particular linguistic features, some of the ways in which stylistic features are used for effect, and some cultural references are identified and described.</p> <p><i>Reflection</i></p> <p>The ways in which cultures, values, beliefs, practices, and/or ideas are represented in texts is explained.</p> <p>Some depth in reflection on own values, beliefs, practices, and/or ideas in relation to those represented in texts.</p>
<p>C</p>	<p><i>Relevance</i></p> <p>Responses are generally relevant to the purpose and audience, and show some understanding of context.</p> <p>Responses convey the appropriate detail, ideas, and information.</p> <p>Responses engage the audience or interlocutor.</p> <p><i>Treatment of Ideas, Information, or Opinions</i></p> <p>Information, ideas, and/or opinions on familiar topics are conveyed. Modelled sentence patterns are generally used to communicate an idea or opinion.</p> <p>Some details are provided to support</p>	<p><i>Capacity to Convey Information Accurately and Appropriately</i></p> <p>Some variety of vocabulary and sentence structures is used, with reliance on familiar vocabulary and sentence structures to convey meaning. Structure often based on word order derived from first language when attempts are made to elaborate.</p> <p>The language is generally comprehensible although some errors obscure meaning. Control of language is inconsistent.</p> <p>Generally effective use of some simple cohesive devices.</p> <p>Language not always appropriate to context, purpose, and audience.</p>	<p><i>Capacity to Interact and Maintain a Conversation</i></p> <p>Well-rehearsed language is relied on to respond to simple questions on familiar topics, with frequent reliance on the interlocutor to take the lead and maintain interaction. Partial understanding of questions may lead to a response that is not relevant.</p> <p>The sentence patterns of the interlocutor are often repeated in the response. Prepared phrases are used to indicate lack of comprehension.</p>	<p><i>Interpretation of Meaning in Texts</i></p> <p>Some relevant information from texts on familiar topics containing predictable language structures is identified and extracted.</p> <p>Simple conclusions are drawn about the purpose, audience, and message of the text, and supported with isolated examples from the text.</p> <p><i>Analysis of the Language in Texts</i></p> <p>Particular linguistic and stylistic features and one or more cultural references are identified.</p> <p><i>Reflection</i></p> <p>Some cultures, values, beliefs, practices,</p>

Ideas	Expression		Interpretation and Reflection
<p>ideas. Elaboration of ideas, information, and/or opinions often consists of listing items.</p>	<p>Pronunciation is understandable. Some attention is given to intonation. Fluency is often confined to pre-learnt material.</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Responses are generally organised.</p> <p>Some conventions of the text type are observed.</p>		<p>and/or ideas represented or expressed in texts are identified.</p> <p>Some reflection on own values, beliefs, practices, and/or ideas in relation to those represented in texts.</p>
<p>D</p> <p><i>Relevance</i></p> <p>Responses are partially relevant to the purpose, and show some awareness of the audience or context.</p> <p>Responses convey some simple details or information that may be appropriate.</p> <p>Responses partially engage the audience or interlocutor.</p> <p><i>Treatment of Ideas, Information, or Opinions</i></p> <p>Some information relating to familiar topics is communicated.</p> <p>Information is generally repetitive and responses often rely on keywords or formulaic expressions to communicate meaning, or attempt to support information.</p>	<p><i>Capacity to Convey Information Accurately and Appropriately</i></p> <p>A limited range of simple structures and vocabulary are used.</p> <p>The language produced contains frequent errors and only partially communicates what is intended. Responses may resemble literal translations from first language.</p> <p>A cohesive device may be used.</p> <p>Language is occasionally appropriate to the purpose or audience.</p> <p>Pronunciation may impede meaning. Little attention is paid to intonation. Lack of comprehension impedes fluency.</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Responses tend to be loosely connected sentences.</p> <p>Inconsistent use of one or more conventions of the text type.</p>	<p><i>Capacity to Interact and Maintain a Conversation</i></p> <p>Routine courtesy phrases and basic structures are used to respond to simple questions on familiar topics, with heavy reliance on the interlocutor to complete the interaction. Repetition, rephrasing of questions, and a slowed rate of speech are required for comprehension.</p> <p>Utterances rarely consist of more than two or three words. A keyword or partial response is provided as a means of negotiating more time for processing, with reliance on paralinguistic devices to convey meaning.</p>	<p><i>Interpretation of Meaning in Texts</i></p> <p>Keywords and some supporting detail are identified in texts containing simple, well-rehearsed language dealing with familiar situations.</p> <p>Specific information in the text is transcribed rather than interpreted.</p> <p><i>Analysis of the Language in Texts</i></p> <p>One or more basic linguistic and stylistic features of the text are identified.</p> <p><i>Reflection</i></p> <p>Some cultural elements expressed in texts are identified.</p> <p>One or more of own values, beliefs, practices, or ideas in relation to those represented in texts are identified.</p>
<p>E</p> <p><i>Relevance</i></p> <p>Responses have limited relevance to the purpose or audience.</p>	<p><i>Capacity to Convey Information Accurately and Appropriately</i></p> <p>Single words and brief formulaic</p>	<p><i>Capacity to Interact and Maintain a Conversation</i></p> <p>Interaction is limited to rehearsed</p>	<p><i>Interpretation of Meaning in Texts</i></p> <p>Isolated items of information are identified in texts on familiar topics</p>

Ideas	Expression		Interpretation and Reflection
<p>Responses are often incomplete.</p> <p>Responses may include an element that attempts to engage the audience or interlocutor.</p> <p><i>Treatment of Ideas, Information, or Opinions</i></p> <p>Responses are brief and often rely on a keyword or formulaic expression to convey meaning.</p> <p>Some basic information relating to familiar topics is communicated, using single words.</p>	<p>expressions are used to convey basic information on familiar topics. Rehearsed simple sentences are used out of context.</p> <p>There is a high incidence of basic errors that impede meaning, with evidence of the influence of the syntax of English and/or other languages.</p> <p>Attempted use of a cohesive device.</p> <p>Limited appropriateness of language to the purpose or audience.</p> <p>Pronunciation impedes meaning and may be strongly influenced by first language.</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Conventions of the text type are ignored.</p> <p>Responses consist of disconnected sentences.</p>	<p>repetitive vocabulary and one-word answers, with assistance from the interlocutor needed to complete sentences or to interpret intended meanings. There are misunderstandings of simple questions.</p> <p>A keyword is used to convey a whole message. There are frequent long pauses to process questions, and heavy reliance on paralinguistic devices to convey meaning.</p>	<p>OFFICIAL containing simple language.</p> <p>Understanding is limited to occasional isolated words, such as borrowed words.</p> <p><i>Analysis of the Language in Texts</i></p> <p>Attempted identification of one or more linguistic or stylistic features.</p> <p><i>Reflection</i></p> <p>Attempted identification of isolated cultural elements.</p> <p>One or more of own values, beliefs, practices, or ideas are identified.</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 is 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.

Written examinations for the Stage 2 languages at beginners level are conducted by the Board of Studies, Teaching and Educational Standards NSW (BOSTES NSW).

Refer to the BOSTES NSW website (www.boardofstudies.nsw.edu.au) for past examination papers and associated material.

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).

APPENDIX A: LANGUAGE-SPECIFIC INFORMATION

CHINESE

Language

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

For the purpose of this subject outline, modern standard Chinese is taken to be *putonghua* in the spoken form, and simplified character text in the written form. Throughout the Chinese-speaking communities, modern standard Chinese may also be known as Mandarin, *Guoyu*, *Huayu*, *Hanyu*, *Zhongwen*, and *Zhongguohua*. The romanised form of the character text is *Hanyu Pinyin*.

Students should be conversant with simplified characters. Questions and tasks will be set in simplified characters and all written responses should be in simplified characters.

Characters

Students should develop the necessary skills and confidence to recognise, analyse, and use characters effectively.

A list of prescribed characters that are relevant to the themes and topics is available on the subject minisite, under subject advice and strategies.

Grammar

Students should use the following grammatical structures:

Item/Function	Example(s)	In phrases/sentences
A: Parts of Speech		
Nouns		
common	人,书	
proper	白大伟,王老师	
Measure Words		
animals	只,条	一只猫,两条鱼
classroom objects	本	一本书
clothes	件,条,双	一件毛衣,两条裤子,一双皮鞋

Item/Function	Example(s)	In phrases/sentences
general length weight monetary time	个 米,公里 斤,公斤 块(元),毛(角),分 点(钟),分钟	三个学生 五米,三十公里 半斤,两公斤 十块两毛五(分) 三点五分
Pronouns personal demonstrative interrogative	我(们),你/您(们), 他/她/它(们) 这,那 这儿/这里,那儿/那里 谁,什么,哪 哪儿? 几,多少	他是谁? 这是什么? 您是哪位? 你住哪儿? 今天几月几号?
Numerals counting ordinals approximations fractions percentages decimals	零,一,二,三,四 千,百,十 第 三四,五六,八九,十一二 二三十 三分之一 百分之十 五点一	三点零五分 两千九百三十五 第一课,第二天 三四个人
Verbs action emotive auxiliary direction special	走,看,写 喜欢,觉得,知道,爱 能,会,要,可以,应该 上/下,来/去/回 是,有	看电影 我喜欢打球。 她会画画儿。 他下楼了。 我回来了。 你去哪儿? 那是电脑。 他们有汽车。
Adverbs frequency	常常, 不常, 又, 再	我不常游泳。

Item/Function	Example(s)	In phrases/sentences
sequence	就, 才, 刚	我就来。 老师才来。 她刚走。
linking	也, 还	我喜欢游泳, 也喜欢打球。
quantity	都, 只	我们都学习汉语。 只有两个
degree	很, 非常, 最	你最喜欢什么运动?
negation	不, 没(有)	我不冷。 他没上课。
progress	正,正在	正下雨呢。 他正在看书。
Adjectives		
monosyllabic	大/小, 多/少, 长/短	他的头发很长。
disyllabic	高兴	老师今天很高兴。
monosyllabic (colours)	白, 红, 蓝, 黑, 绿	白衬衫, 黑皮鞋
nouns as adjectives	男, 女	男生, 女人
Prepositions		
distance	从, 离	从三月到五月 我家离学校很近。
position	在	在桌子下面
direction	对, 给	她对你说什么? 谁给我打电话?
object focus	把	把书打开。
comparative	比	她比我高。
Conjunctions		
linking (pro)nouns	和, 跟	他和我是同学。 你跟我一起走。
alternative	还是 (question)	你想去北京还是想去西安?
phrases	因为...	我昨天没上课,因为我生病了。
Particles		
verbal	了, 过	我买了一个苹果。 我去过中国。
structural	的 (possessive) 的 (attributive) 得 (complement) 地 (adverbial)	老师的词典, 我(的)妈妈 我喜欢的人 我跑得(很)快。 高兴地说
modal	吗,呢,吧	你明天来吗? 走吧! 你呢?

Item/Function	Example(s)	In phrases/sentences
	了	我吃饱了。 太好了!

B: Sentence Parts Subject noun/pronoun verb-construction	桌子/他 学习汉语	桌子很大/他是我朋友。 学习汉语很有意思。
Predicate verb as... adjective as... noun as... Object noun (phrase) pronoun adjective (phrase) verb (phrase)	唱, 看 漂亮 星期五 英语 他 热 打乒乓球	她唱歌。 他看书。 我姐姐很漂亮。 今天星期五。 她会说英语。 爸爸叫他。 我觉得很热。 他们喜欢打乒乓球。
Attributives (pro)noun adjective adverb + adjective numeral + measure word	他 有意思 很多 两个	他的汽车 有意思的电影 很多地方 两个朋友
Adverbial Adjunct adverb as... adjective as... preposition-construction as... noun as... (i) indicating time (ii) indicating place	非常 快,高兴 从北京, 往东 在悉尼 下个星期 前面	非常好看 快走 高兴地说 他从北京来。 往东走 在悉尼工作 下个星期去旅游 在前面走
Complements of degree of result of direction	V 得很快 V 到/在/给/好 V 来/去	跑得很快 看到她/住在上海/送给他一本书/吃好了 进来,出去

C: Sentence Types		
Statements	subject, verb, object	她喜欢跳舞。
Questions		
吗 type	吗?	你会游泳吗?
affirmative-negative	verb 不/没 verb	你会不会开车?
using a pronoun	什么,谁,哪,怎么,几,多少	你什么时候起床?
alternative type	还是	你学习汉语还是学习日语?
Exclamations	啊,了	天气真好啊! 太好了!
Imperatives	吧 (suggestive) 不要 (command)	走吧! 不要去!

FRENCH

Language

The language to be studied and assessed is the modern standard version of French, as spoken in France. During their program, students may also encounter variations of the language spoken in other francophone countries. Students should be aware of different levels of language, for example, formal and informal. This includes the use of colloquialisms where they are appropriate and an awareness of regional differences.

Grammar

Students should use the following grammatical structures:

Grammatical Items	Sub-elements	Example
Nouns gender plural		<i>un acteur – une actrice</i> <i>un musicien – une musicienne</i> <i>un professeur – une professeur</i> <i>un élève – une élève</i> <i>un stylo – des stylos</i> <i>un feu – des feux</i> <i>un animal – des animaux</i>
Articles indefinite definite contracted with <i>à</i> contracted with <i>de</i> partitive partitive in the negative form omission of the article	<i>un, une, des</i> <i>le, la, les</i> <i>à l', à la, au, aux</i> <i>de l', de la, du, des</i> <i>de l', de la, du, des</i> <i>pas de, plus de, jamais de</i>	<i>un chat, une souris, des chevaux</i> <i>le père, la mère, les grands-parents</i> <i>Réponds au professeur. On est à l'heure.</i> <i>Je peux aller aux toilettes?</i> <i>C'est l'heure de la récréation. Elle descend du train.</i> <i>Donnez-moi du pain, de la salade, de l'huile et des oignons.</i> <i>Elle n'a plus d'argent. Ils n'ont pas eu de chance. Je ne mange jamais de poisson.</i> <i>Ma sœur est dentiste.</i> <i>Ce monsieur est ingénieur.</i>
Adjectives qualifying: gender		<i>australien – australienne</i> <i>français – française</i> <i>sénégalais – sénégalaise</i> <i>canadien – canadienne</i> <i>sérieux – sérieuse</i> <i>neuf – neuve</i> <i>dernier – dernière</i> <i>fou – folle</i> <i>beau/bel – belle</i>

Grammatical Items	Sub-elements	Example
demonstrative	<i>ce/cet, cette, ces</i>	<i>normal – normaux gentil – gentils vieux – vieux beau – beaux ce lycée, cet environnement, cette fille, ces idées</i>
possessive	<i>mon/ma/mes, ton/ta/tes, son/sa/ses, notre/nos, votre/vos, leur/leurs</i>	<i>ton opinion, ses loisirs, vos amis, leur lycée</i>
word order		<i>J'aime les olives vertes. C'est une petite histoire drôle. Nous avons passé de merveilleuses vacances.</i>
exclamative	<i>quel, quelle, quels, quelles</i>	<i>Quel désastre! Quels beaux châteaux! Quelle chaleur! Quelles bonnes notes!</i>
cardinal numbers	<i>un, deux, trois, quatre, cent, mille</i>	<i>Deux personnes se disputent.</i>
approximations	<i>une dizaine, une vingtaine</i>	<i>Le village se situe à une vingtaine de kilomètres de la plage.</i>
ordinal numbers	<i>premier/première, vingtième, trente-troisième</i>	<i>mon premier album, la deuxième chanson, au neuvième étage</i>
comparative	<i>plus ... que, moins ... que, bon ... meilleur</i>	<i>Le mois de janvier est plus long que le mois de février. C'est un bon film, mais le roman est meilleur.</i>
superlative	<i>le plus, le moins, le meilleur, le pire</i>	<i>C'est le plus beau jour de ma vie. La meilleure solution est souvent la plus simple.</i>
Adverbs		
simple	<i>ainsi, déjà, encore, même, presque, souvent, tant, toujours, trop</i>	<i>Je viens aussi vite que je peux. Il y a du monde partout.</i>
ending in -ment	<i>facile – facilement, doux – doucement, évident – évidemment</i>	<i>Je suis vraiment désolé(e). Vous parlez couramment le français?</i>
irregular	<i>bien, mal, beaucoup, peu</i>	<i>J'aime bien écouter de la musique.</i>
Verbs		
present tense	regular verbs	<i>Vous passez par là.</i>
present tense	irregular verbs	<i>Nous sommes prêts. Vous venez?</i>
<i>futur proche</i>	using <i>aller</i>	<i>Je vais jouer au basket.</i>
future	regular verbs	<i>Nous mangerons à six heures.</i>
future	irregular verbs	<i>Je n'aurai pas le temps. Elles feront leurs devoirs.</i>
conditional	regular and irregular verbs	<i>Tu voudrais sortir samedi?</i>
perfect tense	regular verbs	<i>Nous avons dansé. Ils sont montés.</i>

Grammatical Items	Sub-elements	Example
perfect tense	irregular verbs	<i>J'ai vu le film. J'ai reçu une carte postale de Paris. Je suis venu(e) ce matin.</i>
common reflexive		<i>Je me lève. Je me suis cassé la jambe.</i>
imperfect tense	<i>être and avoir</i>	<i>C'était horrible. J'avais mal aux dents.</i>
infinitive following a finite verb		<i>J'aime lire les bandes dessinées.</i>
Negative phrases	<i>ne ... pas, ne ... plus, ne ... jamais, ne ... personne, ne ... rien, ne ... pas encore</i>	<i>Il n'est jamais là. Vous n'avez rien vu?</i>
used without <i>ne</i>	<i>jamais, personne, rien</i>	<i>Qu'est-ce que tu as? Rien.</i>
Pronouns		
personal	<i>je, tu, il/elle/on, nous, vous, ils/elles</i>	<i>On va à la piscine, les enfants? Elles sont incroyables, ces filles!</i>
disjunctive	<i>moi, toi, lui/elle, nous, vous, eux/elles</i>	<i>Ce sont eux les champions, pas nous! Et toi, tu aimes ces pulls?</i>
direct object	<i>me, te, le/la, nous, vous, les</i>	<i>La télé, je la regarde tous les jours. Mes devoirs? Je les ai déjà faits!</i>
indirect object	<i>me, te, lui, nous, vous, leur</i>	<i>Je lui téléphonerai demain. Nous leur offrirons ces jouets pour Noël.</i>
reflexive	<i>me, te, se, nous, vous, se</i>	<i>On se retrouve devant la gare. Je me suis couché tard.</i>
word order	<i>me/te/le/leur/y/en la les l'</i>	<i>Je te les donne. Elle leur a demandé l'adresse. Réveille-moi à six heures. Ne te perds pas! Il y est allé l'année dernière.</i>
relative	<i>qui</i>	<i>les gens qui habitent à côté</i>
interrogative	<i>où, quand, comment, qui, que, quoi, combien, pourquoi, lequel, laquelle</i>	<i>Pardon? Qu'est-ce que vous dites? Comment ça s'écrit? Un pull? Lequel? Une jupe? Laquelle?</i>
location	<i>y</i>	<i>J'y suis, j'y reste!</i>
quantity	<i>en</i>	<i>Tu en as combien?</i>
Sentence and phrase types		
statements		<i>Elle choisit une robe.</i>
questions	<i>Qu'est-ce-que? Est-ce que? inversion intonation</i>	<i>Qu'est-ce qu'il va faire demain? Est-ce qu'il va au musée? Va-t-il au musée? Il va au musée?</i>
exclamations		<i>Comme il fait froid!</i>

Grammatical Items	Sub-elements	Example
time phrases		<i>Il a joué pendant des heures. J'étudie le français depuis un an. Ils vont à Marseille pour huit jours. Je suis allé à Nice il y a deux ans.</i>
Connective words	<i>mais, parce que, et, puis, donc</i>	<i>Elle aime l'été parce qu'on peut se baigner. Tu peux sortir mais rentre avant neuf heures!</i>
Prepositions location time with verbs, nouns, and adjectives	<i>à, en, dans, sur, sous, chez, au bout de, près de, loin de, à côté de, en face de</i> <i>avant, après</i> <i>à, de</i>	<i>Nous passons les vacances en Nouvelle-Calédonie. J'habite loin de l'école. Vous venez avant ou après le dîner? J'ai commencé à travailler. Il a besoin de vous. Tu es content de tes notes?</i>
Mood indicative imperative		<i>Tu prends une photo. Prends une photo! Tais-toi! Vas-y! Écoutes! Faites attention!</i>

In addition, students should recognise the following grammatical items:

Grammatical Items	Sub-elements	Example
Verbs imperfect		<i>Il faisait froid.</i>
Mood Subjunctive (commonly used verbs)		<i>Il faut que je parte.</i>

GERMAN

Language

The language to be studied and assessed is the modern standard version of German (*Hochdeutsch*). Students should be aware of different levels of language, for example, formal and informal. This includes the use of colloquialisms, where they are appropriate, and an awareness of regional differences.

Grammar

Students should use the following grammatical structures:

Grammatical Items	Sub-elements	Example(s)
Nouns gender: masculine feminine neuter plural formation of the feminine compound nouns case: nominative accusative dative		<i>der Mann</i> <i>die Frau</i> <i>das Kind</i> <i>die Leute</i> <i>die Lehrerin, die Direktorin</i> <i>das Mineralwasser,</i> <i>die Geburtstagsparty</i> <i>Der Mathelehrer heißt Herr Lenz.</i> <i>Hast du den Mantel gekauft?</i> <i>Wir fahren mit dem Bus.</i>
Articles definite indefinite	<i>der, die, das, etc.</i> <i>ein, eine, etc.</i>	<i>Hier ist das Klassenzimmer.</i> <i>Ich möchte den Mantel kaufen.</i> <i>Nach der Schule gehen wir schwimmen.</i> <i>Ist Grünwald ein Dorf oder eine Stadt?</i> <i>Hast du einen Plan?</i> <i>Möchten Sie in einem Café essen?</i>
Pronouns personal: nominative accusative dative reflexive indefinite interrogative	<i>ich, du, er, sie, es, etc.</i> <i>mich, dich, ihn, sie, es, etc.</i> <i>mir, dir, ihm, ihr, etc.</i> <i>mich, dich, sich, etc.</i> <i>man</i> <i>wer, was, wann, wo, warum,</i> <i>woher, wohin, wie viel, wie viele,</i> <i>wie lange, etc.</i>	<i>Hast du Peter gesehen?</i> <i>Wir wollen dich besuchen.</i> <i>Gabi wohnt bei uns.</i> <i>Ich wasche mich.</i> <i>Hier darf man nicht rauchen.</i> <i>Wer ist das?</i> <i>Was machst du?</i> <i>Warum fährt er nach London?</i>
Adjectives predicative		<i>Mein Haus ist klein.</i>

Grammatical Items	Sub-elements	Example(s)
attributive: nominative accusative dative possessive comparative superlative derived from place names indefinite	 <i>mein, dein, sein, etc.</i> <i>alle, viele, etc.</i>	<i>Der blaue Rock steht mir gut. Petra hat einen neuen Freund. Wir fahren mit dem nächsten Bus.</i> <i>Das ist mein Fahrrad.</i> <i>Ich bin jünger als Anna.</i> <i>Die billigsten Blumen kauft man auf dem Markt.</i> <i>der Hamburger Hafen</i> <i>Alle meine Freunde haben ein Handy. Nur ich nicht. Ich habe viele Städte besucht.</i>
Adverbs simple comparative superlative	 	<i>Ich spreche oft mit Oma. Sie singt gut. Ich trage gern eine Uniform.</i> <i>Ich trage lieber ein Kleid.</i> <i>Ich trage am liebsten Jeans.</i>
Numbers cardinal numbers ordinal numbers	 <i>eins, zwei, drei, etc.</i> <i>erste, zweite, dritte, etc.</i>	<i>Kannst du um zwei Uhr kommen?</i> <i>Am zwanzigsten Februar habe ich Geburtstag.</i>
Verbs present tense perfect tense imperfect tense future tense conditional	 regular verbs irregular verbs modal verbs seit + present tense regular verbs irregular verbs <i>sein</i> and <i>haben</i> modal verbs <i>würde</i> + infinitive subjunctive II of <i>mögen</i> and <i>können</i>	<i>Wir spielen Tennis. Papa fährt morgen nach Wien. Susi will in die Stadt gehen. Ich spiele seit sechs Jahren Klavier.</i> <i>Ich habe den Wagen gekauft. Hast du den Film gesehen? Wir sind nach Rom geflogen.</i> <i>Das Wetter war schön. Er konnte leider nicht kommen.</i> <i>Du wirst in den Ferien arbeiten. Ich werde in Paris wohnen.</i> <i>So etwas würde ich nie machen. Möchten Sie hier bleiben?</i>
Prepositions with the accusative with the dative	 <i>bis, durch, für, entlang, gegen, ohne, um</i> <i>aus, bei, gegenüber, mit, nach, seit, von, zu</i>	<i>Das Geschenk ist für dich.</i> <i>Kannst du mit mir Tennis spielen?</i>

Grammatical Items	Sub-elements	Example(s)
with the accusative or dative	<i>an, auf, in, hinter, neben, über, unter, vor, zwischen</i>	<i>Gehst du ins Kino? Mein Bruder arbeitet in der Stadt. Ich warte vor dem Kaufhaus.</i>
Conjunctions coordinating subordinating	<i>und, aber, oder, denn</i> <i>weil, wenn, dass, als</i>	<i>Ich gehe schwimmen und sehe auch fern. Wenn das Wetter schlecht ist, fahre ich mit dem Bus.</i>
Word order in statements in questions in commands in subordinate clauses position of <i>nicht</i> in adverbial phrases: time, manner, place position of past participles position of infinitives position of separable prefix		<i>Morgen kaufe ich ein Kleid. Warum kommst du nicht mit? Bringst du Wurst oder Salat? Bleib hier! Ich koche das Abendessen, weil meine Mutter arbeitet. Das kann ich nicht machen. Ich fahre morgen mit Peter nach Melbourne. Hast du eine Postkarte geschrieben? Katrina muss zu Hause bleiben. Ich sehe gern fern. Kommst du mit?</i>

In addition, students should recognise the following grammatical structures:

Grammatical Items	Sub-elements	Example(s)
Nouns case: genitive		<i>Hast du den Sportwagen des Lehrers gesehen? Manfreds Bruder geht an die Uni.</i>
Articles demonstrative	<i>dieser, jeder, welcher</i>	<i>Dieser Mantel ist mir zu klein.</i>
Pronouns interrogative relative	<i>was für</i> <i>der, die, das, etc.</i>	<i>Was für ein Auto ist das? Da ist der Junge, der so gut Hockey spielt.</i>
Adjectives attributive: genitive		<i>Das Haus meiner alten Großmutter ist schön.</i>

Grammatical Items	Sub-elements	Example(s)
Verbs imperfect tense pluperfect tense subjunctive II passive voice with a fixed preposition impersonal expression	verbs other than <i>sein</i> , <i>haben</i> , and modals verbs other than <i>mögen</i> and <i>können</i> <i>es gibt</i>	<i>Sie schrieb einen langen Brief.</i> <i>Das hatte er nie gesehen.</i> <i>Das wäre toll!</i> <i>Ich hätte gern einen Hund.</i> <i>Das Parkhaus wird um 24 Uhr geschlossen</i> <i>Ich warte auf dich.</i> <i>Heute gibt es kein Eis.</i>
Prepositions with the genitive case	<i>wegen</i> , <i>während</i> , etc.	<i>Wegen des Wetters kann ich nicht kommen.</i>
Conjunctions with the genitive case	other than <i>weil</i> , <i>wenn</i> , <i>dass</i> , <i>als</i>	<i>Ich will eine Wohnung mieten, obwohl ich nicht viel Geld habe.</i> <i>Ich bin nicht 20, sondern 25 Jahre alt.</i> <i>Du kannst entweder mit dem Bus oder mit dem Zug fahren.</i>

INDONESIAN

Language

The language to be studied and assessed is the modern standard version of Indonesian. Students should be aware of different levels of language, for example, formal and informal. This includes the use of colloquialisms, where they are appropriate, and an awareness of regional differences.

Grammar

Students should use the following grammatical structures:

Grammatical Items	Sub-elements	Example(s)
Verbs	base-word verbs <i>ber-</i> <i>me-</i> <i>me...kan, me...i</i> <i>ke...an</i> active and passive forms with markers and modifiers with accompanying prepositions	<i>mandi, bangun, tidur</i> <i>berjalan, bersekolah, berkacamata, bernama, berumur, berwarna, bersepeda</i> <i>merasa, membaca, menari, mengambil, menyikat</i> <i>melakukan, mendekati</i> <i>kehabisan, ketinggalan</i> <i>beli, membeli, dibeli</i> <i>sudah, sedang, akan, harus, dapat, bisa, boleh, suka, ingin, mau, baru, dulu, nanti, tadi</i> <i>bertanya kepada</i>
Nouns	base-word nouns <i>ke...an</i> <i>pe-</i> <i>pe...an</i> <i>per...an</i> <i>-an</i> plurals	<i>meja, celana</i> <i>kemerdekaan, kesehatan</i> <i>pembeli, pemain</i> <i>pendidikan</i> <i>pertandingan</i> <i>makanan, minuman</i> <i>buku-buku, tiga pena, para guru, banyak murid, beberapa orang, semua pemain, buah-buahan, sayur-sayuran</i>
Negation	with verbs with nouns, pronouns with adjectives	<i>tidak, belum, jangan, kurang</i> <i>bukan</i> <i>tidak kaya, kurang baik, belum siap, tidak begitu sukar, tidak terlalu mahal</i>
Pronouns	personal terms of address	<i>saya, aku, kami, kita</i> <i>kamu, Anda, kalian, kamu sekalian, Anda sekalian</i> <i>dia, ia, mereka</i> <i>Bapak, Ibu, Adik, Kakak, Saudara, person's name</i>

Grammatical Items	Sub-elements	Example(s)
Quantifiers	possessive relative cardinal numbers ordinal numbers collectives with terms of measurement indefinite terms fractions classifiers	-ku, -mu, -nya, ... saya yang ... yang ...-nya satu, dua, tiga pertama, kedua, kesepuluh ketiga pemain, kami berenam, berpuluh-puluh, ratusan meter, liter, gram, rupiah, kilo banyak, beberapa, sedikit, semua sepertiga, setengah, tiga perempat seorang, dua buah, sepuluh ekor, sehelai, sepotong
Questions	question words question tag	apakah, apa, -kah, bagaimana, yang mana, mana and its compounds, mengapa/kenapa, kapan, berapa, siapa Kan ...? ... bukan/'kan?
Adjectives	base-word adjective me- with adjectival function me...kan with adjectival function comparatives superlatives	senang, marah menarik menyenangkan lebih + adjective ... daripada se- + adjective ... paling/ter- + adjective
Adverbs	dengan + base duplication of base	dengan baik diam-diam, pagi-pagi secepat-cepatnya, secepat mungkin
Prepositions		belakang, dalam, depan, luar, dengan, tanpa, untuk, lewat, di, ke, dari, antara, atas, bawah, melalui, sampai, pada, kepada, muka, samping, sebelah, tengah, tentang, menurut, oleh
Conjunctions		atau, bahwa, dan, kalau, karena, kemudian, ketika, lalu, sambil, sampai, sebelum, sedangkan, sehingga, selama, sementara, sesudah, supaya, agar, tanpa, tetapi, untuk, akibatnya, walaupun/meskipun, baik ... maupun ...
Exclamations		aduh, asyik, ayo, sialan, wah, bukan main ...nya, alangkah ...nya
Equational sentences	ini/itu use of <i>adalah</i> and <i>ialah</i>	Ini pena saya. Itu Anwar. Bahasa nasional ialah Bahasa Indonesia.

Grammatical Items	Sub-elements	Example(s)
Requests and commands	<i>silakan, boleh(kah), minta, -lah, harap, coba, tolong, jangan, dilarang</i>	<i>Silakan duduk. Bolehkah saya ke belakang, Bu? Minta tambah nasinya, Pak. Bawalah gelas ini. Harap tunggu sebentar. Coba baca halaman empat. Tolong buka pintu. Jangan makan di kelas. Dilarang merokok.</i>

ITALIAN

Language

The language to be studied and assessed is the modern standard version of Italian. This is the language as spoken in Italy. During their course of study, students may also encounter dialects and provincial variants. Students should be aware of different levels of language, for example, formal and informal. This includes the use of colloquialisms, where they are appropriate, and an awareness of regional differences.

Grammar

Students should use the following grammatical structures:

Grammatical Items	Sub-elements	Example(s)
Nouns	regular forms, gender regular forms, number common irregular forms (singular and plural) common borrowed words (singular and plural) invariable forms in the plural compound words use of prefixes and suffixes	<i>il bambino, la bambina</i> <i>i bambini, le bambine</i> <i>il braccio, le braccia</i> <i>la mano, le mani</i> <i>il computer, i computer</i> <i>la città, le città</i> <i>il caffèlatte</i> <i>svantaggio, ragazzino</i>
Articles	definite, singular and plural indefinite partitive articles (some, any) omission of article	<i>il, la, l', lo, i, le, gli</i> <i>un, una, un', uno</i> <i>di + article, un po' di</i> <i>mio padre, mia madre</i> (members of the immediate family in the singular form)
Numerals	cardinals ordinals (with gender agreement) time dates proportions collective numbers	<i>uno, due</i> <i>primo/a/i/e</i> <i>è mezzogiorno, sono le quattro</i> <i>il due maggio</i> <i>un etto, due chili, cento grammi</i> <i>un paio di scarpe, una dozzina di uova, una decina di ragazzi</i>
Adjectives	regular, agreement with nouns in gender and number irregular, no agreement common position of adjective demonstrative interrogative possessive	<i>rosso, rossi, rossa, rosse, grande, grandi</i> <i>blu, rosa</i> <i>una macchina vecchia</i> <i>questo, questa, quello, quella</i> <i>Questo? Quella?</i> <i>mio, tua, suoi, vostre</i>

Grammatical Items	Sub-elements	Example(s)
Verbs	comparative and superlative conjugation of regular and irregular verbs: present tense future tense perfect tense imperfect tense reflexive verbs (common) imperatives conditional modal verbs <i>piacere</i> idiomatic use of <i>avere</i> and <i>fare</i>	<i>più bravo, bravissimo, il più bravo, meglio, il migliore</i> <i>parlo, andiamo, volete</i> <i>sarò, andrà, dovranno</i> <i>ho visto, sono andato/a</i> <i>ero, avevo</i> <i>mi alzo, mi sono alzato/a</i> <i>scusi, scusa, gira a destra</i> <i>vorrei, mi piacerebbe</i> <i>dovere, potere, volere</i> <i>mi piace, mi è piaciuto/a</i> <i>ho fame, ho caldo, fa caldo, faccio colazione</i>
Pronouns	subject pronouns object pronouns indirect pronouns possessive agreement with preceding direct object use of 'ci' interrogative pronouns disjunctive relative	<i>io, tu, lui, lei, Lei, noi, voi, loro</i> <i>lo, la, li, le</i> <i>gli, le, loro, mi, ti, ci, vi</i> <i>il mio, la mia, il tuo, la tua</i> <i>le ho comprate</i> <i>ci vado</i> <i>Chi? Che cosa?</i> <i>me, te, lui</i> <i>che, cui</i>
Prepositions	simple articulated common prepositional phrases indicating time indicating location verbs + <i>a/di</i>	<i>a, di, in, da, con, su, per</i> <i>al, ai, del, dei, nel, nei</i> <i>a piedi, in macchina, dal dottore, da Maria, compiti da fare, studio l'italiano da due anni</i> <i>alle nove, all'una, a mezzogiorno</i> <i>davanti a, dietro a, sotto</i> <i>dimenticare di fare, telefonare a</i>
Negation	position of 'non' double negatives	<i>non capisco</i> <i>non ... mai/niente/nessuno</i>
Adverbs	common adverbs formation common adverbial phrases comparative and superlative	<i>studio molto, studio poco</i> <i>-mente ending (e.g. lentamente)</i> <i>in ritardo, qui vicino, fra poco, poco fa</i> <i>sto meglio, sto benissimo, sto malissimo</i>

Grammatical Items	Sub-elements	Example(s)
Sentence and phrase types	questions statements exclamations time phrases connective words fillers	<i>Maria è a casa?</i> <i>Maria è a casa.</i> <i>Uffa! Che barba!</i> <i>fra/tra poco</i> <i>e, ma, però, perciò, perché</i> <i>dunque, quindi, cioè, magari</i>

In addition, students should recognise the following grammatical items:

Grammatical Items	Sub-elements	Example(s)
Verbs	impersonal present gerund subjunctive (common expressions)	<i>si mangia bene</i> <i>sto facendo</i> <i>credo che sia, spero che abbia</i>
Pronouns	combination pronouns use of 'ne'	<i>glielo, me la</i> <i>ne ho tre</i>

JAPANESE

Language

The language to be studied and assessed is the modern standard version of Japanese. Students should be aware of different levels of language, for example, formal and informal. This includes the use of colloquialisms, where they are appropriate, and an awareness of regional differences. Hiragana and katakana syllabaries and a prescribed number of kanji will be studied in this subject.

Characters

Students should develop the necessary skills and confidence to recognise, analyse, and use characters effectively.

A list of prescribed characters that are relevant to the themes and topics is available on the subject minisite, under subject advice and strategies.

Grammar

Students should use the following grammatical structures:

Grammatical Items	Plain Forms	Polite Forms
Nouns 先生	だ だった	です でした
Adjectival nouns きれい	じゃない じゃなかった	じゃ (or では) ないです/ じゃ (or では) ありません じゃ (or では) なかったです/ じゃ (or では) ありませんでした でしょう じゃ (or では) ないでしょう
～い Adjectives	おもしろい おもしろくない おもしろかった おもしろくなかった	おもしろいです おもしろくないです おもしろかったです おもしろくなかったです
～る Verbs	食べる 食べない 食べた	食べます 食べません 食べました

Grammatical Items	Plain Forms	Polite Forms
	食べなかった	食べませんでした 食べましょう 食べませんか
～う Verbs	のむ のまない のんだ のまなかった	のみます のみません のみました のみませんでした のみましょう のみませんか
Irregular verbs	来る 来ない 来た 来なかった	来ます 来ません 来ました 来ませんでした 来ませんか
	する しない した しなかった	します しません しました しませんでした しましょう しませんか

Verbs: ～て form

Form	Function/Use	Example
～て	linking ideas	家にかえってしゅくだいをします。
～て＋ください	requesting	ドアをあけてください。
～て＋います ～ていました (past) ～ていません (negative) ～ていませんでした (negative past)	expressing what you are doing	ピザを食べています。
～て＋もいいですか	giving permission (asking)	テレビを見てもいいですか

Form	Function/Use	Example
～て＋はだめです	denying permission	テレビを見てはだめです。
～て＋みます	expressing a desire to try to do something	さしみを食べてみます。

Adjectives: ～て form

Form	Function/Use	Example
～くて/で	linking ideas	ふじ山はきれいでゆうめいです。 日本語はおもしろくてたのしいです。

Verbs: ～た / ～たり / ～たら forms

Form	Function/Use	Example
～たあと (で)	expressing when (after) you do something	しゅくだいをしたあとで、テレビを見ます。
～たり～たり	expressing that you do various activities	おんがくを聞いたりテレビを見たりします。

Verbs: ～ます Base

Form	Function/Use	Example
BASE＋たいです	expressing what you want to do	海に行きたいです。
BASE＋たいと思います	expressing what you think you would like to do	日本に行きたいと思います。
BASE＋に	indicating purpose	えいがを見に行きます。
BASE＋ながら	indicating actions done simultaneously	テレビを見ながらおかしを食べます。

Verbs: Finite Form

Form	Function/Use	Example
FF + 時	expressing when you do something (when)	私が日本に行った時...
FF + 前	expressing when you do something (before)	日本に行く前に...
FF + ことができます	expressing what you can do	中国語を話すことができます。
FF + つもりです	expressing what you intend to do	あした海に行くつもりです。
FF + と思います	expressing what you think	みち子さんも来ると思います。
FF + から	giving reasons	あさはやくおきるから、はやくねます。
FF + Noun	relative clause	あした見るえいが... きのう買った本...

Nouns, Adjectival Nouns and Adjectives: Finite Form

Form	Function/Use	Example
FF + と思います	expressing what you think	さおりさんの本だと思います。 きれいだと思います。 おもしろいと思います。
FF + といいます	quoting what someone said	けんくんはあした来るといいました。
FF + から	giving reasons	先生のくるまだからです。 ゆうめいだからです。 あついからです。

Particles

Particle	Function/Use	Example
は	topic marker	私は日本人です。
	contrast	本はありますが、じしょはありません。
が	subject marker	ねこがいます。 まさおくんが来ました。
	expressing likes	日本語が好きです。
	expressing abilities	日本語ができます。
の	possessive (of, 's)	私の本です。 ジョンくんのじしょです。

Particle	Function/Use	Example
(の)んです	possessive pronoun	私のです。
	adjectival	日本のくるまでです。
	locational	つくえの上にあります。
	asking/giving clarification, explanation	どうしたんですか。 あたまがいたいんです。
を	direct object	コーラをのみます。
	place of motion (along, through)	このみちをまっすぐ行ってください。
に	place of existence (in, at)	町に住んでいます。
	position/location	へやにいます。 つくえの上にあります。
	destination (to)	あした町に行きます。
	point of time (at, on, in)	三時に行きます。 月よう日にあいましょう。 十二月に行きます。
	indirect object	先生に聞いてください。
	making decision	すしにします。
	purpose	あそびに行きます。
へ	direction (to)	日本へ行きます。
	letter-addressee (to)	よう子さんへ
より	letter-sender (from)	ゆみ子より
で	place of action	レストランで食べます。
	by means of (transport)	でんしゃで行きます。
	with (implement)	はしで食べます。
	in (language)	ひらがなでかきます。
と	linking (and)	本とざっしを買います。
	with (person)	友だちと行きます。
や	linking (and etc.)	本やざっしを買います。

Particle	Function/Use	Example
も	linking (as well, too)	あきらくんもいます。 広島にも行きたいです。
か	question marker	何才ですか。
	alternative (or)	えんぴつかペンをください。
ね/ねえ	tag question (isn't it?)	むずかしいですね。
よ	emphasising/exclaiming (!)	あぶないですよ。
	assuring/gently persuading	やさしいですよ。

Conjunctions

Conjunction	Function/Use	Example
が	linking (but)	すう学はつまらないですが、 日本語はおもしろいです。
けど/けれど/けれども	linking (but)	日本に行きたいけど/けれど、お金がありません。

Connectives

Connective	Function/Use	Example
そして	and then	六時におきます。そしてシャワーをあびます。
だから	therefore	あたまがいたいです。だからねます。
でも	however	よくテニスをします。でもへたです。
それから	after that	しゅくだいをしました。それからテレビを見ました。

Nominalisers

Nominaliser	Function/Use	Example
時	nominalisation (time)	子どもの時からピアノをならっています。 小さい時オーストラリアに来ました。
こと	nominalisation	えいがに行くことが好きです。
の	nominalisation	本をよむのが好きです。
	nominalisation (the one)	あかいのをください。

Words indicating extent

Word	Function/Use	Example
から	since, from (a point of time)	五時からです。
	from (a place)	フランスから来ました。
まで	until (a point of time)	十時までべんきょうします。
	to (a place)	家から学校まであるいて行きます。
ごろ	approximate point of time	三時ごろかえます。
ぐらい	approximate amount	十ドルぐらいです。
	approximate length of time	五分ぐらいかかります。
	approximate length (measurement)	五メートルぐらいです。
より	comparative (than)	くるまはバスよりはやいです。
ほう	comparative	りんごのほうやすいです。
いちばん	superlative (the most)	すう学がーばん好きです。
だけ	extent (only)	私だけ行きます。

Counters

Counter	Example
にん (people)	なんにん 何 人 ひとり、ふたり、さんにん...
ひき (small animals)	なん 何 ひき いっぴき、にひき、さんびき...
さい (age)	なんさい 何 才 いっさい、にさい、さんさい...
つ (general)	いくつ ひとつ、ふたつ、みっつ...
さつ (books, magazines)	なん 何 さつ いっさつ、にさつ、さんさつ...
ばん (numbers)	なん 何 ばん いちばん、にばん、さんばん...
じ (time)	なんじ 何 時 いちじ、にじ、さんじ...
まい (thin, flat objects)	なん 何 まい いちまい、にまい、さんまい...
ほん (long, slender objects)	なんほん 何 本 いっほん、にほん、さんほん...
えん (yen)	いくら ひゃくえん、にひゃくえん、さんびゃくえん...
ドル (dollars)	いくら いちドル、にドル、さんドル...
セント (cents)	いくら ごセント、じゅっセント、にじゅっセント...
じかん	なんじかん 何 時間

Counter	Example
じかんめ	いちじかん、にじかん、さんじかん... なんじかんめ 何 時間目 いちじかんめ、にじかんめ、さんじかんめ...
にち	なんにち かん 何 日 (間) いちにち、ふつか (かん)、みっか (かん) ...
しゅうかん	なんしゅうかん 何 週間 いっしゅうかん、にしゅうかん、さんしゅうかん...
かげつ	なん げつ 何 か 月 いっかげつ、にかげつ、さんかげつ...
ねん	なんねん かん 何 年 (間) いちねん(かん)、にねん(かん)、さんねん(かん)...

In addition, students should recognise the following grammatical structures:

Form	Function/Use	Example
～くなる / ～になる	expressing change in state	おもしろくなります。 しずかになります。 しょう来、先生になります。
～たことがあります	relating your experience	日本に行ったことがありますか。
～たら	expressing a condition	日本に来たら、ぜひれんらくしてください。
FF + そうです	saying/reporting what you have heard	トムくんは日本に行くそうです。 それはアメリカのえいがだそうです。 ふじ山はきれいだそうです。 日本のなつはあついそうです。
Base + なければなりません	expressing what you have to do/must do	しゅくだいをしなければなりません。
Base + ないてください	requesting someone not to do something	くるまで行かないてください。

KOREAN

Language

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

Students should be aware of different levels of language, for example, casual, informal, and formal.

Grammar

Students should use the following grammatical structures:

Text forms

Grammatical Items	Formation or example(s)	In phrases or sentences
Polite Informal Form (PIF)	-요	가요 먹어요?
Informal (Casual) Form (IF)	Statement	가 먹어
	Drop ‘요’ from PIF	가? 먹어?
	Question	가니? 먹니
	Drop ‘요’ from PIF	가니? 먹니
	VST+니	가니? 먹니

Particles and Suffixes

Grammatical Items	Formation or example(s)	In phrases or sentences
Topic particles	N+는 (V) N+은 (C)	스미스는 제인은
Subject particles	N+가 (V) N+이 (C)	스미스가 제인이
Object particles	N+를 (V) N+을 (C)	나는 드라마를 좋아해요 나는 운동을 싫어해요
Locative particle	에	슈퍼마켓에
Particle indicating place	에서	수영장에서 수영해요
Particle indicating time	에	오전에
Particles indicating direction	로/으로	호텔로 가요 왼쪽으로/오른쪽으로
Particle indicating instrument	로	버스로 연필로

Grammatical Items	Formation or example(s)	In phrases or sentences
Particles indicating start and end point	-부터 ~까지 -에서 ~까지	1 시 부터 2 시 까지 시드니 에서 서울 까지
Particle conveying inclusiveness	도	나 도 가고 싶어요
Particle indicating purpose or goal	VST+(으)러	사 러 먹 으러
Dative particles	에게/한테	김 선생님 에게/한테
Possessive particles	의	피터 의 아들
Plural particles	들	사 람 들
Linking particles (and/with)	와/과	어머니 와 아버지 선생님 과 학생
(or)	하고 (이)나	미술 하고 음악 어머니 나 아버지 선생님 이나 학생
Adjectival suffix	VST +L (V) VST +은 (C) VST +는 (C)	조용한 (조용하+L) 좋은 (좋+은) 재미있는 (재미있+는)
Adverbial suffix	VST +게	바쁘 게 (바쁘+게)
Comparative suffix (than)	보다	우리 아버지는 나 보다 키가 커요
Honorific suffix	(으)시	우리 학교에 오 셔서 반가워요 (셔=시+어)

Numerals

Grammatical Items	Formation or example(s)	In phrases or sentences
Cardinal numbers (Pure Korean)	하나(한), 둘(두), 셋(세), 넷(네), 다섯, 여섯, 일곱, 여덟, 아홉, 열스물(스무), 서른, 마흔,쉰, 예순, 일흔, 여든,아흔, 백, 천	우리 아버지는 쉰 한 살이에요
Cardinal numbers (Sino Korean)	공, 일, 이, 삼, 사, 오, 육, 칠, 팔, 구, 십, 백, 천	전화번호는 9021 3547(구공이일 삼오사칠)이에요
Ordinal numbers	첫 번째, 두 번째, 세 번째	첫 번째 사거리에서 오른쪽으로 가세요

Nouns

Grammatical Items	Formation or example(s)	In phrases or sentences
Approximate quantity	정도	3 일 정도
Approximate time	때	이 사진은 내가 두 살 때 예요

Grammatical Items	Formation or example(s)	In phrases or sentences
Counting numbers	-에 ~번	하루에 한 번 일 주일에 두 번

Pronouns

Grammatical Items	Formation or example(s)	In phrases or sentences
Personal pronouns	나/내, 내/우리, 저/제, 제/ 저희, 당신	내 이름은 클레어예요. 이분은 우리 어머니예요.
Demonstrative pronouns	이것, 저것 여기, 저기 이곳, 저곳	이것은 뭐예요? 여기는 내가 운동하는 곳이에요.
Interrogative pronouns	누구 어디 얼마 뭘/뭐 왜 언제 어떤 무슨 몇	누구세요? 어디에 가요? 얼마예요 뭘 좋아해요? 왜요? 언제예요? 어떤 사람이 그렇게 말해요? 무슨 색이에요? 반(교실)에 학생이 몇 명이에요?

Adjectives

Grammatical Items	Formation or example(s)	In phrases or sentences
Conjugated to modify noun	N+에 관한/N+에 대한	한국에 관한 책

Adverbs

Grammatical Items	Formation or example(s)	In phrases or sentences
Adverbs of time	어제, 오늘, 내일 지금, 이제	어제 뭘 했어요? 이제 가야겠어요.
Adverbs of frequency	항상, 자주, 가끔	피터는 나한테 자주 전화해요
Adverbs of degree	아주, 참, 너무, 별로	피터는 노래를 아주 잘 불러요. 별로 할 일이 없어요
Adverbs indicating duration	얼마나 (오래)	얼마나 걸려요?
Adverbs that connect nouns and noun phrases	N+와 함께 (V) N+과 함께 (C)	내 친구 와 함께 우리 부모님 과 함께
Common adverbs	모두, 같이, 조금, 많이	나는 한국 드라마를 많이 봤어요.
Negative adverbs	안 못	학교에 안 가요. 학교에 못 가요.
Superlative form	제일	시드니는 제일 아름다운 도시예요.

Connectives

Grammatical Items	Formation or example(s)	In phrases or sentences
Indicating equal status	그리고	이 도서관은 커요. 그리고 밝아요.
Providing an explanation for the previous sentence or clause	그러면	배 고파요? 그러면 빵을 먹으세요.
Indicating the opposite in meaning or a contrast	하지만/그런데	오빠는 운동을 잘 해요. 하지만 나는 운동을 잘 못해요.
Indicating reason	그래서	내일은 내 생일이예요. 그래서 피터를 내 생일 파티에 초대하고 싶어요.
Indicating cause	왜냐하면 VST +니까요 (V) VST +으니까요 (C)	창문을 닫으세요. 왜냐하면 , 오늘은 날씨가 선선하니까요.

Prepositions

Grammatical Items	Formation or example(s)	In phrases or sentences
Simple prepositions	중에서 앞에/뒤에/옆에/안에/ 밖에/건너편에/위에/ 아래에	한국 음식 중에서 제일 맛있는 음식이 뭐예요? 우리 집은 학교 건너편에 있어요

Classifiers

Grammatical Items	Formation or example(s)	In phrases or sentences
Using Sino-Korean numerals	년/월/일 그램/미터/리터 학년 달러/불 원 분(minute(s))	2016 년 , 이천십육 년 3 월 , 삼 월 17 일 , 십칠 일 5,000 원 , 오천 원
Using Pure-Korean numerals	개, 마리, 잔/컵, 명/분 (person(s)), 살, 시/시간	
Serving for [number] people	인분	불고기 3 인분 , 불고기 삼 인분
For the use of [number] people	인용	4 인용 식탁, 사 인용 식탁

Verbs

Grammatical Items	Formation or example(s)	In phrases or sentences
Verb 'to be'/'to have'	있어요 없어요	나는 학교에 있어요 미나는 집에 없어요
Past tense	drop 요 from PIF and attach ㅘ어요 ㅙ어요	갔어요 (가+ㅘ어요) 먹었어요 (먹어+ㅘ어요)
Making a proposition	VST +자	가자/먹자
Imperative form	<i>Action verb</i> VST +ㄴ다고 해요 (V) VST +는다고 해요 (C) <i>Descriptive verb</i> VST +다고 해요	피터가 축구를 좋아한다고 해요 . (좋아하+ㄴ다고 해요) 존이 아홉 시에 저녁을 먹는다고 해요 . (먹+는다고 해요) 피터가 제인이 예쁘다고 해요 . (예쁘+ㄴ다고 해요)
Inquiring as to the hearer's intention/Asking an opinion	VST +ㄹ까요? (V) VST +을까요? (C)	갈 까요? (가+ㄹ까요) 먹 을까요? (먹+을까요)
Indicating intention	VST +(으)려고 해요 (V) VST +으려고 해요 (C)	공부하 려고 해요. 아침 먹 으려고 해요.
Indicating supposition or intention	VST +겠어요	내일은 (날씨가) 맑 겠어요 (맑+겠어요) 한국어를 공부하 겠어요 (공부하+겠어요)
Indicating intention or expressing desire	VST +고 싶어요	공부하 고 싶어요. 아침 먹 고 싶어요.
Indicating ability	VST +ㄹ 수 있어요 (V) VST +을 수 있어요 (C)	갈 수 있어요. (가+ㄹ 수 있어요) 먹을 수 있어요. (먹+을 수 있어요)
Indicating obligation or necessity	drop 요 from PIF and attach 야 해요	한국어를 공부 해야 해요. (공부해+야 해요)
Expressing an opinion politely	VST +ㄴ 것 같아요 (V) VST +은 것 같아요 (C) VST +는 것 같아요 (C)	예쁜 것 같 아요. (예쁘+ㄴ 것 같아요) 좋은 것 같 아요. (좋+은 것 같아요) 맛있는 것 같 아요. (맛있+는 것 같아요)
Indicating a sure estimation	VST +ㄹ 것 같아요 (V) VST +을 것 같아요 (C)	내일 비가 올 것 같 아요. (오+ㄹ 것 같아요)
Indicating something advisable or reflecting on your own thought	drop '요' from PIF and attach 야 겠어요	한국어를 열심히 공부 해야 겠어요. (공부해+야 겠어요)

Grammatical Items	Formation or example(s)	In phrases or sentences
Indicating a condition for something	VST +면 (V) VST +으면 (C)	비가 오면 기분이 안 좋아요.
Indicating that it is time to do something	VST +ㄹ 시간이에요 (V) VST +을 시간이에요 (C)	아침 먹을 시간이에요. (먹+을 시간이에요)
Indicating a proposal or plan to do something	VST +ㄹ 계획이에요 (V) VST +을 계획이에요 (C)	비빔밥을 만들 계획이에요. (만드+ㄹ 계획이에요)
Conveying the passing of time	VST +ㄴ 지 (T) 됐어요 (V) VST +은 지 (T) 됐어요 (C)	호주에 온 지 6년 됐어요. (오+ㄴ 지 ~ 됐어요)
Conveying an opportunity or time experienced in the past	VST +ㄴ 적이 있어요 (V) VST +은 적이 있어요 (C)	한국에 간 적이 있어요. (가+ㄴ 적이 있어요)
Verb as nouns (Gerunds)	VST +기 VST +는 것	노래하기 (노래하+기) 듣는 것 (듣+는 것)
Conjunctive structures (clause connectives)	VST +고 VST +지만	영화를 보고 영화를 보지만
Tag ending — seeking agreement/ confirming information	VST +지요?	이 도서관은 크지요?

VST: Verb Stem

T: Time

V: Vowel

PIF: Polite Informal Form

N: Noun

C: Consonant

IF: Informal (Casual) Form

MODERN GREEK

Language

The language to be studied and assessed is the modern standard version of Modern Greek, which is the demotic form of the written and spoken language. Students should be aware of different levels of language, for example, formal and informal. This includes the use of colloquialisms, where they are appropriate, and an awareness of regional differences.

Students will be required to use the current language, incorporating spelling reforms and the monotonic system of accentuation. The Greek alphabet is the only script to be used in written Greek.

Grammar

Students should use the following grammatical structures:

Grammatical Items	Sub-elements	Example(s)
Articles	definite indefinite	ο, η, το ένας, μία, ένα
Particles		θα, ας, για, να, μα
Prepositions		με, για, από, σε (στον–στην–στο)
Adjectives	adjectival agreement and position agreement with noun in gender, number, and case comparative and superlative degree irregular adjectives numerals: cardinal date time agreement proportions collective numbers	ο καλός μαθητής / η καλή μαθήτρια τη μαύρη τσάντα φτηνός – πιο φτηνός – ο πιο φτηνός ωραίος – ωραιότερος – ωραιότατος ο πολύς – η πολλή – το πολύ ένα, δύο, τρία οχτώ Αυγούστου είναι τρεις η ώρα η πρώτη τάξη μισό κιλό, ένα τέταρτο μια ντουζίνα αυγά, ένα ζευγάρι κάλτσες
Adverbs	adverbs of time adverbs of place adverbs of manner adverbs of quantity or degree	πότε; τότε, σήμερα, αύριο, χτες, πριν, πέρσι, φέτος, ποτέ, κάποτε, κάπου - κάπου πού; εδώ, εκεί, μέσα, έξω, πάνω, κάτω, πίσω, αλλού, ψηλά πώς; όπως, έτσι, μαζί, όμορφα, καλά, κακά, ήσυχα πόσο; όσο, τόσο, πολύ, περισσότερο, λίγο, αρκετά, καθόλου
Conjunctions		και, ούτε, ή, μα, μόνο, λοιπόν, δηλαδή, πως, που, ότι, όταν, σαν, πριν, μόλις, γιατί, επειδή, αν, να, για να, όμως, αλλά

Grammatical Items	Sub-elements	Example(s)
Nouns	<p>proper</p> <p>singular</p> <p>plural</p> <p>gender: masculine (singular and plural)</p> <p>gender: feminine (singular and plural)</p> <p>gender: neuter (singular and plural)</p> <p>common borrowed words</p> <p>nominative case</p> <p>accusative case</p> <p>vocative case</p>	<p>ο Γιώργος, ο Γιάννης, ο Κώστας η Ελένη, η Μαρία, η Βάσω, η Κύπρος, το Σύδνεϋ, το Λονδίνο, το Βιετνάμ</p> <p>ο δρόμος, η φωνή, το βιβλίο</p> <p>οι δρόμοι, οι φωνές, τα βιβλία</p> <p>ο πατέρας, ο γιατρός, ο καθηγητής ο καιρός, ο πίνακας, ο καθρέφτης ο καφές ο παππούς</p> <p>η γλώσσα, η φωνή</p> <p>το παιδί, το βιβλίο, το γράμμα το μέρος το κρέας το γάλα</p> <p>το ταξί, το τένις, το κομπιούτερ, το μπαρ</p> <p>ο γιατρός</p> <p>το(ν) γιατρό</p> <p>γιατρέ</p>
Pronouns	<p>personal</p> <p>possessive</p> <p>relative</p> <p>demonstrative</p> <p>interrogative</p> <p>object pronouns</p>	<p>εγώ, εσύ, αυτός, αυτή, αυτό, εμείς, εσείς, αυτοί, αυτές, αυτά</p> <p>μου, σου, του, της, του, μας, σας, τους, δικός μου – δική μου – δικό μου</p> <p>που, ό,τι</p> <p>αυτός, -ή, -ό, εκείνος, -η, -ο</p> <p>τι, ποιος, -α, -ο, πόσος, -η, -ο</p> <p>μου είτε, της είτε, του έδωσες, σου έδωσα</p>
Verbs Regular	<p>person and number agreement</p> <p>negation</p> <p>active voice tenses:</p> <p>present simple/ present continuous</p> <p>past continuous</p> <p>past simple</p> <p>future simple</p> <p>passive voice tenses:</p>	<p>εγώ διαβάζω εμείς διαβάζουμε</p> <p>εγώ δε διαβάζω, εμείς δε διαβάζουμε</p> <p>ταξιδεύω</p> <p>ταξίδευα</p> <p>ταξίδεψα</p> <p>θα ταξιδέψω</p>

Grammatical Items	Sub-elements	Example(s)
	present simple/ present continuous	σηκώνομαι, πλένομαι, χτενίζομαι ντύνομαι, κοιμάμαι

Grammatical Items	Sub-elements	Example(s)
	past simple	σηκώθηκα, πλύθηκα, χτενίστηκα ντύθηκα, κοιμήθηκα
	imperative mood	Πάρε με τηλέφωνο! Φόρεσε ζεστά ρούχα!
	subjunctive mood	Θέλω να γίνω νοσοκόμα. Πρέπει να φύγω τώρα. Μου αρέσει να χορεύω.
	conditional	Θα ήθελα ένα εισιτήριο, παρακαλώ. Θα ήθελα ένα δωμάτιο, παρακαλώ.

In addition, students should recognise the following grammatical structures:

Grammatical Items	Sub-elements	Example(s)
Adjectives	numerals: ordinal	πρώτος, -η, -ο, δεύτερος, -η, -ο, τρίτος, -η, -ο
Nouns	genitive case	του γιατρού

SPANISH

Language

The language to be studied and assessed is the modern standard version of Spanish. Students should be aware of different levels of language, for example, formal and informal. This includes the use of colloquialisms, where they are appropriate, and an awareness of regional differences. It should be noted that, where regional variants are used, it is also important to provide internationally recognised alternatives.

Grammar

Students should use the following grammatical structures:

Grammatical Items	Sub-elements	Example(s)
Nouns	gender number compound nouns common borrowed words	<i>el niño, la niña, el amor</i> <i>los niños, las niñas, las clases</i> <i>el supermercado</i> <i>el fútbol, el líder</i>
Articles	definite indefinite contraction used with generic nouns with names and titles with days of the week omission of article for example, with a profession	<i>el, la, los, las</i> <i>un, una, unos, unas</i> <i>al, del</i> <i>me gustan las manzanas</i> <i>el señor Suárez</i> <i>el sábado, los domingos</i> <i>soy estudiante</i>
Adjective	agreement gender number position demonstratives possessives interrogatives apocopated (shortened) comparative and superlatives	<i>el perro pequeño</i> <i>los gorros verdes</i> <i>la casa blanca, el último ejercicio</i> <i>este, ese, aquel</i> <i>mi, tu, su, nuestra, vuestros</i> <i>¿cuántos...? ¿qué...?</i> <i>buen, algún, cien, gran</i> <i>más alto, menos difícil, buenísimo, mi mejor amigo</i>
Pronouns	subject reflexive direct object indirect object possessive	<i>yo, tú, él/ella, usted, nosotros, vosotras, ellos, ustedes</i> <i>me, te, se, nos, os</i> <i>me, te, lo(s), la(s), nos, os</i> <i>me, te, le, nos, os, les</i> <i>mío, tuyo, suyo, nuestra</i>

Grammatical Items	Sub-elements	Example(s)
	demonstrative relative indefinite with prepositions position with imperatives with two verbs	<i>esto, eso, aquél</i> <i>que</i> <i>alguien, algo, varios</i> <i>mí, ti, conmigo, contigo</i> <i>déjalo, escúchame</i> <i>lo quiero comprar, quiero comprarlo</i>
Verbs	regular verbs common stem-changing verbs common irregular verbs auxiliaries use of 'ser' and 'estar' reflexives infinitive indicative mood: present progressive present imperfect preterite perfect future <i>Ir a</i> + infinitive conditional in common phrases imperative mood in common phrases subjunctive mood in common phrases	<i>cantar, beber, subir</i> <i>jugar, querer, pedir</i> <i>ser, ir, tener, hacer</i> <i>haber, estar</i> <i>¿cómo están? ¿cómo son?</i> <i>era aburrido, estaba aburrido</i> <i>llamarse, lavarse</i> <i>me gusta bailar, hablar español es fácil</i> <i>canto, bebo, subo, quiero, son, vamos</i> <i>estoy cantando</i> <i>cantaba, bebía, subía, eran, querías</i> <i>canté, bebí, subí, fui, tuvimos</i> <i>ha bebido, han sido</i> <i>cantaré, beberé, subiré, serás, haremos</i> <i>voy a comer</i> <i>me gustaría, ¿podrías...?</i> <i>¡escucha! ¡vengan aquí!</i> <i>¡qué te vaya bien!</i> <i>¡qué tengas buen viaje! ¡venga!</i>
Adverbs	location manner time quantity comparative	<i>aquí, allí, cerca, lejos</i> <i>bien, mal, rápidamente</i> <i>siempre, nunca, ahora, tarde, temprano</i> <i>mucho, muy, demasiado</i> <i>más, menos, tan...como</i>
Prepositions	simple compound verbs followed by a preposition <i>a</i> with direct objects that refer to people	<i>a, de, para, por, con, en</i> <i>al lado de, encima de, detrás de</i> <i>jugar a, acabar de</i> <i>quiero ver a mi madre</i>
Interrogatives		<i>¿por qué? ¿quién? ¿qué? ¿cuándo?</i> <i>¿dónde? ¿cómo? ¿cuántos? ¿cuál?</i>
Conjunctions/connectives		<i>y/e, o/u, pero, porque, por eso</i>

Grammatical Items	Sub-elements	Example(s)
Interjections/exclamations		<i>¡hola!, ¡oiga!, ¡fatal! ¡ay!</i>
Negation	common negatives negative constructions	<i>no, nada, nadie, nunca, ni...ni</i> <i>no hemos comido nada, no calla nunca, no como ni pan ni tortillas</i>
Numerals	cardinal ordinal quantities time	<i>uno, dos</i> <i>primer(o), segundo</i> <i>dos kilos, cien gramos, un litro</i> <i>la una, las dos y media, las tres menos cuarto, las quince y quince</i>

In addition, students should recognise the following grammatical structures:

Grammatical Items	Sub-elements	Example(s)
Articles	the form <i>lo</i> + adjectives to express abstract ideas masculine article with feminine noun	<i>lo mejor de esta idea</i> <i>el agua, el hada, un águila</i>
Pronouns	double object	<i>yo te lo doy, dámelos, se lo dije</i>
Verbs	impersonal forms indicative mood: progressive past pluperfect conditional imperative mood subjunctive mood: present past	<i>se habla español</i> <i>estábamos comiendo, estuve comiendo</i> <i>había bebido, habían ido</i> <i>cantaría, bebería, subiría, sería, tendrían</i> <i>pongan la mesa, no te lo pierdas</i> <i>esperamos que haga buen tiempo, ¿quieres que te ayude?</i> <i>si fuera/fuese más barato lo compraría</i>
Numerals	proportion	<i>medio, un tercio, tres cuartos, cien por cien, veinte por ciento</i>
Prefixes and suffixes	common formations	<i>descansar, rebajas, señorita, Carlitos, muchachón</i>