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INTRODUCTION

SUBJECT DESCRIPTION

A locally assessed language at continuers level is a 10-credit or a 20-credit subject at Stage 1, and a 20-credit subject at Stage 2.

The subject outline for locally assessed languages at continuers 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.

In locally assessed languages at continuers level, students develop their skills to communicate meaningfully with people across cultures. Students are given opportunities to develop knowledge, awareness, and understanding of other languages and cultures in relation to their own. Students reflect on their own attitudes, beliefs, and values, and develop an understanding of how culture and identity are expressed through language.

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

- interacting with others to exchange information, ideas, opinions, and experiences in [Language]
- creating texts in [Language] for specific audiences, purposes, and contexts to express information, feelings, ideas, and opinions
- analysing a range of texts in [Language] to interpret meaning
- examining relationships between language, culture, and identity, and reflecting on the ways in which culture influences communication.

Students develop an understanding of how [Language] is used effectively and appropriately by using various combinations of the skills of listening, speaking, viewing, reading, and writing for a range of purposes in a variety of contexts. Students explore a range of prescribed themes and topics from the perspectives of diverse individuals and groups in the [Language]-speaking communities and in their own community.

Refer to Appendix A for language-specific information on the nine locally assessed languages at continuers level: Chinese, French, German, Indonesian, Italian, Japanese, Modern Greek, Spanish, and Vietnamese.

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 locally assessed languages at continuers level. In [Language] at continuers level, students develop intercultural communication skills to communicate effectively and appropriately in a variety of contexts for a range of purposes.

Communication

Students develop their ability to communicate and interact effectively and appropriately in a variety of contexts, within and across languages and cultures.

By interacting with others to exchange information, ideas, opinions, and experiences in [Language], students develop their ability to interpret and understand interactions between diverse individuals. They develop their understanding of how meaning is created and interpreted in the process of communication.

Students develop and apply linguistic and intercultural knowledge, understanding, and skills. They create texts in [Language] and analyse and interpret meaning in a range of written, spoken, visual, and multimodal texts that are in [Language], to share new insights and information with others.

Students examine relationships between language, culture, and identity by comparing and making connections between languages and cultures, and reflecting on the ways in which culture influences communication.

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 perspectives of diverse individuals and communities, including their own. Through this learning, students gain an understanding of how cultural concepts and practices affect how people see the world, interact, 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 understand and interpret meaning from a variety of texts and are sensitive to the ideas, values, and beliefs presented in those 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, for example, sense of self, aspirations, personal values, opinions, ideas, and relationships with others. 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 explore change as it affects the world of work from the perspective of the [Language]-speaking communities and their own communities.

Learning

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

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 and 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 LOCALLY ASSESSED LANGUAGES AT CONTINUERS 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.

Students develop skills to communicate effectively and appropriately in [Language] in a variety of contexts for a range of purposes and audiences. Language learning also provides ideal opportunities for students to develop and refine the communication skills of listening, speaking, reading, and writing. Students have opportunities to engage with and reflect on the ways in which texts are created for specific purposes and audiences.

NUMERACY IN LOCALLY ASSESSED LANGUAGES AT CONTINUERS 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 become familiar with numbers, dates, and terms for mathematical operations in [Language].

Students apply numeracy skills when they use tables or graphs for analysis 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 Locally Assessed
Languages Continuers
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 locally assessed languages at continuers level.

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

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

CONTENT

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

Stage 1 [Language] at continuers level is organised around three prescribed themes and a number of prescribed topics and suggested subtopics.

These themes have been selected to promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture, and identity.

The prescribed themes are consistent across all languages at continuers level. The prescribed topics may vary from one language to another.

Themes, Topics, and Subtopics

Refer to Appendix A for language-specific information.

There are three prescribed themes:

- The Individual
- The [Language]-speaking Communities
- The Changing World.

The theme 'The Individual' enables students to explore aspects of their personal world, for example, sense of self, aspirations, personal values, opinions, ideas, and relationships with others. This theme also enables students to study topics from the perspectives of other people.

The theme 'The [Language]-speaking Communities' explores topics from the perspectives of diverse individuals and groups within those communities or the communities as a whole, and encourages students to reflect on their own attitudes, beliefs, and values and develop an understanding of how culture and identity are expressed through language.

The theme 'The Changing World' enables students to explore change as it affects the world of work and other topics, as specified in Appendix A.

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

The topics are broad enough to allow flexibility in school programs, but specific enough to be of practical assistance to students and teachers. Not all topics will require the same amount of study time.

Students should study a range of spoken, written, visual, and multimodal texts in [Language] in their treatment of themes, topics, and subtopics. The language that students use to respond to a text may be either the language they are studying or English, as specified in each assessment type.

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

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

Teachers should structure and organise programs based on the prescribed themes and topics so that they address all the learning requirements of this subject outline.

Text Types

Refer to pages 23 to 24 for information.

Students should be familiar with and able to produce the following kinds of writing: descriptive, narrative, personal, informative, persuasive, evaluative, imaginative.

Vocabulary

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

Dictionaries

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

Grammar

Refer to Appendix A for language-specific information.

ASSESSMENT SCOPE AND REQUIREMENTS

Assessment at Stage 1 is school based.

EVIDENCE OF LEARNING

The following assessment types enable students to demonstrate their learning in Stage 1 locally assessed languages at continuers level:

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

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

- one interaction
- one text production
- one text analysis
- one response in [Language] and one reflective response in English for the investigation.

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

For a 20-credit subject, students should provide evidence of their learning through ten assessments, with at least two assessments from each assessment type. The remaining assessments may be undertaken from any assessment type. Each assessment type should have a weighting of at least 20%.

Teachers should ensure a balance of macro skills, and of knowledge, skills, and topics across the set of the assessments.

ASSESSMENT DESIGN CRITERIA

The assessment design criteria are based on the learning requirements and are used by teachers to:

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

The assessment design criteria consist of specific features that:

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

For these subjects the assessment design criteria are:

- ideas
- expression
- 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, audience, and topic
 - conveying appropriate detail, ideas, information, or opinions
 - creating interest and engaging the audience.
- I2 Depth of treatment of ideas, information, or opinions
 - depth and breadth of content
 - elaboration of ideas and support of opinions
 - planning and preparation.

Expression

The specific features are as follows:

- E1 Capacity to convey information accurately and appropriately
 - range of expression (i.e. linguistic structures and features)
 - accuracy of expression (i.e. linguistic structures and features, 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, interest in the topic)
 - use of communication strategies (i.e. comprehension, responding to cues)
 - fluency of responses.

Interpretation and Reflection

The specific features are as follows:

- IR1 Interpretation of meaning in texts, by identifying and explaining
 - the content (general and specific information)
 - the context, purpose, and audience of the text
 - concepts, perspectives, and ideas represented in the text.
- IR2 Analysis of the language in texts
 - linguistic and cultural features (e.g. word choice, expressions, idiom)

- stylistic features (e.g. tone, register, phrasing and repetition, textual features and organisation).

IR3 Reflection

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

SCHOOL ASSESSMENT

Assessment Type 1: Interaction

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

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

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 express ideas and/or information and/or opinions and/or feelings in written [Language].

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

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, persuasive, 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

Students analyse and interpret a text or texts that are in [Language] with a response or responses in [Language] and/or English.

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

The design of the assessments should enable students to:

- interpret meaning in text(s), by identifying and explaining
 - the content (general and specific information)
 - the context, purpose, and audience of the text
 - concepts, perspectives, and ideas represented in texts
- analyse the language in text(s) (e.g. tone, register, linguistic, cultural, and stylistic features)
- reflect on how cultures, values, beliefs, practices, and ideas are represented or expressed in text(s).

When selecting texts for interpretation, teachers should take into consideration the processing demands placed on students, for example, the:

- nature and complexity of ideas in the text
- reading time required to access meaning in the text (based on the length of text and the processing demands of the writing system of the language).

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

- expression
- interpretation and reflection.

Assessment Type 4: Investigation

Students undertake an investigation demonstrating research and personal reflection on a cultural or social aspect or issue of a topic or subtopic associated with 'The [Language]-speaking Communities' or 'The Changing World' themes. The aspect or issue for research may be chosen by negotiation with, or at the direction of, the teacher. Students should complete both assessments for the investigation:

- an oral or written or multimodal response in [Language] (e.g. a report, article, blog, presentation, talk, podcast, or website)
- a reflective response in English.

An Oral or Written or Multimodal Response in [Language]

Students:

- interact with people to exchange information, ideas, opinions, and experiences in spoken [Language]. Students may give a multimodal presentation, talk, or speech to a specific audience and respond to questions

or

- create a text, in which they express ideas, information, and opinions about their investigation in written [Language]. This may include, for example, writing articles, blogs, or reports.

The design of the assessment(s) should specify a context, purpose, and audience. The design of an assessment requiring a written response should specify the text type for production and the specific kind of writing required (e.g. informative, imaginative, narrative, personal, persuasive, evaluative, or descriptive).

A Reflective Response in English

Students reflect on their experience in undertaking the investigation in English.

Students may reflect on, for example:

- learning that was new, surprising, challenging
- how the learning may have changed their thinking

- how cultures, values, beliefs, practices, and ideas are represented or expressed in the texts studied

- their own values, beliefs, practices, and ideas in relation to those represented or expressed in texts studied
- how the investigation has increased their understanding of the [Language]-speaking communities
- how their learning in their investigation has contributed to their understanding of themselves (e.g. identity, culture(s), values).

Students:

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

or

- give an oral presentation, talk, speech, etc. to a specific audience

or

- participate in a discussion (individual or round table).

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

- ideas
- expression
- 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 has been developed for languages at continuers 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 1 Locally Assessed Languages at Continuers Level

Ideas	Expression		Interpretation and Reflection
<p>A</p> <p><i>Relevance</i> Responses are consistently relevant to context, purpose, audience, and topic. Responses consistently convey the appropriate detail, ideas, information, and opinions. Responses successfully create the desired impact and interest, and engage the audience.</p> <p><i>Depth of Treatment of Ideas, Information, or Opinions</i> Depth and breadth in the treatment of ideas, information, or opinions on familiar topics. Effective elaboration of ideas and support of opinions. Comprehensive evidence of planning and preparation.</p>	<p><i>Capacity to Convey Information Accurately and Appropriately</i> Familiar vocabulary and sentence structures are used with a high degree of accuracy in familiar contexts. Some errors when trying to use more complex structures, but errors do not usually impede meaning. Effective use of a range of cohesive devices to connect ideas. Expression consistently appropriate to the cultural and social context. Fluent expression and effective use of intonation and stress, with mostly accurate pronunciation.</p> <p><i>Coherence in Structure and Sequence</i> Information and ideas are organised logically and coherently. Conventions of the text type are observed.</p>	<p><i>Capacity to Interact and Maintain a Conversation</i> Interaction is sustained on familiar topics with minimal input from the interlocutor. Interest and enthusiasm for the topic of conversation are conveyed highly effectively. Use of a number of communication strategies to maintain interaction (e.g. using new vocabulary encountered during interaction, asking for repetition, affirming, self-correcting). Responses to open-ended questions on familiar topics are quick, confident, and fluent. There may be some hesitation when dealing with unfamiliar topics.</p>	<p><i>Interpretation of Meaning in Texts</i> Thoughtful interpretation of texts containing familiar and unfamiliar language and content on a range of familiar topics. Conclusions are drawn about purpose, audience, message (argument) of the text, and justified with evidence from the text. Concepts, perspectives, and ideas represented in the text are identified and explained with clarity and insight.</p> <p><i>Analysis of the Language in Texts</i> The functions of particular linguistic and cultural features in the text are explained clearly. Ways in which stylistic features used for effect in the text (e.g. register, tone, textual features/organisation) are explained clearly.</p> <p><i>Reflection</i> In-depth reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts. Insightful reflection on own values, beliefs, ideas, and practices in relation to those represented in texts. Thoughtful reflection on own learning.</p>
<p>B</p> <p><i>Relevance</i> Responses are mostly relevant to context, purpose, audience, and topic. Responses mostly convey the appropriate detail, ideas, information, and</p>	<p><i>Capacity to Convey Information Accurately and Appropriately</i> Familiar vocabulary and sentence structures are used with a sound degree of accuracy in familiar contexts. Errors made when more</p>	<p><i>Capacity to Interact and Maintain a Conversation</i> Use of well-rehearsed language to maintain an interaction on familiar topics. Some reliance on input from the interlocutor to maintain interaction. Interest in the</p>	<p><i>Interpretation of Meaning in Texts</i> Key ideas represented in texts containing familiar language and familiar content are identified and explained. Some conclusions are drawn</p>

Ideas	Expression		Interpretation and Reflection
<p>opinions.</p> <p>Responses generally create the desired impact and interest, and engage the audience.</p> <p><i>Depth of Treatment of Ideas, Information, or Opinions</i></p> <p>Breadth and some depth in the treatment of ideas, information, or opinions on familiar topics.</p> <p>Generally effective elaboration of ideas, and some support of opinions.</p> <p>Sound planning and preparation.</p>	<p>complex structures are attempted may sometimes impede meaning.</p> <p>Use of simple cohesive devices to link ideas.</p> <p>Expression is mostly appropriate to the cultural and social context.</p> <p>Some degree of fluency. Responses are hesitant when dealing with unfamiliar contexts. Reasonably accurate pronunciation and intonation.</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Mostly coherent organisation of information and ideas.</p> <p>Most conventions of the text type are observed.</p>	<p>topic is conveyed effectively.</p> <p>Use of a number of communication strategies to maintain interaction (e.g. responding to correction by the interlocutor, using prepared phrases to indicate lack of comprehension and ask for support).</p> <p>Some fluency in responding to questions on familiar topics. Occasional silences because of lack of comprehension and time required to process more complex language.</p>	<p>about purpose, audience, message (argument) of the text, and supported with some relevant examples from the text.</p> <p>Concepts, perspectives, and ideas represented in the text are generally identified and explained with some clarity.</p> <p><i>Analysis of the Language in Texts</i></p> <p>The functions of particular linguistic features in the text are identified and described. Cultural features in the text are recognised and described (e.g. idiom, rhetoric, expressions).</p> <p>Stylistic features in the text are identified (e.g. register, tone, textual features/organisation).</p> <p><i>Reflection</i></p> <p>Some depth in reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts.</p> <p>Some depth in reflection on own values, beliefs, practices, and ideas in relation to those represented in texts.</p> <p>Some depth in reflection on own learning.</p>
<p>C <i>Relevance</i></p> <p>Responses are generally relevant to the topic and purpose, with some relevance to context and audience.</p> <p>Responses generally convey simple ideas and opinions, with generally appropriate information.</p> <p>Responses generally create some interest and partly engage the audience.</p> <p><i>Depth of Treatment of Ideas, Information, or Opinions</i></p> <p>Some variety in the treatment of information</p>	<p><i>Capacity to Convey Information Accurately and Appropriately</i></p> <p>Use of familiar vocabulary and sentence structures and well-rehearsed language to convey meaning. Structure often based on word order derived from English when attempts are made to elaborate.</p> <p>Accuracy tends to be variable with some quite basic errors. Generally accurate when using formulaic expressions and rehearsed patterns.</p> <p>Often relies on one or two cohesive devices to link ideas.</p>	<p><i>Capacity to Interact and Maintain a Conversation</i></p> <p>Use of well-rehearsed language to maintain an interaction by responding to simple questions on familiar topics. Reliance on the interlocutor to take the lead and maintain interaction. Some interest in the topic is conveyed.</p> <p>Often relies on the interlocutor's sentence patterns to respond. Partial understanding of questions may lead to a response that is not relevant.</p> <p>Responses may be hesitant</p>	<p><i>Interpretation of Meaning in Texts</i></p> <p>Identifies and explains some relevant information from texts on familiar topics containing predictable and familiar language structures.</p> <p>Competent understanding of context, purpose, and audience, supported with isolated examples from the text.</p> <p>Main concepts, ideas, and one or more perspectives in the text are identified, with some explanation.</p> <p><i>Analysis of the Language in</i></p>

Ideas	Expression		Interpretation and Reflection
<p>and simple ideas or opinions on familiar topics.</p> <p>Simple sentences usually containing one idea are used with some effectiveness to convey meaning and support an opinion.</p> <p>Competent planning and preparation.</p>	<p>Expression generally appropriate to the cultural and social context.</p> <p>Some hesitancy in responding. Pronunciation and information are understandable.</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Generally coherent organisation of information and ideas.</p> <p>Some of the conventions of the text type are observed (e.g. can use rehearsed salutations).</p>	<p>and fluency is often confined to learnt material.</p>	<p><i>Texts</i></p> <p>Particular linguistic and cultural features of the text are identified.</p> <p>Particular stylistic features are identified.</p> <p><i>Reflection</i></p> <p>Some reflection on, with mostly description of, cultures, values, beliefs, practices, and ideas represented or expressed in texts.</p> <p>Some reflection on own values, beliefs, practices, and ideas in relation to those represented in texts.</p> <p>Some reflection on learning experiences.</p>
<p>D <i>Relevance</i></p> <p>Responses partially relevant to the topic and purpose.</p> <p>Responses convey some basic information that may be appropriate.</p> <p>Responses include one or more elements of interest that may engage the audience.</p> <p><i>Depth of Treatment of Ideas, Information, or Opinions</i></p> <p>Some basic treatment of information or ideas relating to simple aspects of familiar topics.</p> <p>Simple sentences are used with partial effectiveness to convey an idea or opinion. Sentences may be short or incomplete.</p> <p>Some planning and preparation.</p>	<p><i>Capacity to Convey Information Accurately and Appropriately</i></p> <p>Reliance on learnt structures and formulaic expressions to convey meaning. Learnt vocabulary and structures are recombined to create simple sentences on very familiar topics.</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, with some effectiveness.</p> <p>Expression occasionally appropriate to the cultural and social context.</p> <p>Frequent hesitancy in responding. Pronunciation may impede meaning.</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Responses tend to be a series of loosely connected sentences.</p> <p>Inconsistent use of limited</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. Interaction is maintained by input from the interlocutor. Some interest in the topic may be conveyed.</p> <p>Utterances rarely consist of more than two or three words and there are frequent pauses, repetition, and inaccuracies.</p> <p>Repetition, rephrasing of questions, and a slowed rate of speech are required for comprehension.</p>	<p><i>Interpretation of Meaning in Texts</i></p> <p>Keywords and some supporting details are identified in texts dealing with familiar situations.</p> <p>Some basic understanding of context, purpose, and/or audience.</p> <p>Identification of one or more concepts or ideas, with specific information in the text transcribed rather than interpreted.</p> <p><i>Analysis of the Language in Texts</i></p> <p>One or more basic linguistic and/or cultural features of the text are identified.</p> <p>One or more stylistic features are identified.</p> <p><i>Reflection</i></p> <p>One or more familiar aspects of cultures, values, beliefs, ideas, or practices represented or 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 described.</p>

Ideas		Expression		Interpretation and Reflection
		conventions of the text type.		Learning experiences are recounted.
E	<p><i>Relevance</i></p> <p>Responses have limited relevance to the topic and purpose.</p> <p>Responses attempt to convey some basic information, with limited appropriateness.</p> <p>Responses attempt to include an element of interest.</p> <p><i>Depth of Treatment of Ideas, Information, or Opinions</i></p> <p>Attempted treatment of simple information relating to one or more aspects of familiar topics.</p> <p>Responses are brief and often rely on a keyword to attempt to convey basic meaning.</p> <p>Attempted planning or preparation.</p>	<p><i>Capacity to Convey Information Accurately and Appropriately</i></p> <p>Limited range of vocabulary and sentence structures, with use of single words and set formulaic expressions, to convey basic information relating to familiar topics.</p> <p>High incidence of basic errors that impede meaning, with evidence of the influence of syntax of English and/or other languages.</p> <p>Attempted use of a cohesive device, with limited effectiveness.</p> <p>Limited appropriateness of expression.</p> <p>Always or mostly hesitant in responding. Pronunciation may still be strongly influenced by first or different language and impedes meaning.</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Responses are disjointed.</p> <p>Attempted use of one or more conventions of the text type.</p>	<p><i>Capacity to Interact and Maintain a Conversation</i></p> <p>Relies on interlocutor to assist with communication breakdowns to complete sentences or to interpret intended meanings.</p> <p>Mostly single words are used to respond. Frequent misunderstandings of simple questions.</p> <p>Frequent long pauses to process questions.</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>Identification of a context, purpose, or audience.</p> <p>Understanding of information is limited to occasional isolated words (e.g. borrowed words, high-frequency social conventions).</p> <p><i>Analysis of the Language in Texts</i></p> <p>Attempted identification of a basic linguistic feature of the text.</p> <p>Attempted identification of a stylistic feature.</p> <p><i>Reflection</i></p> <p>One or more formulaic cultural expressions are identified.</p> <p>One or more of own values, beliefs, practices, or ideas are identified.</p> <p>Learning experiences are listed.</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).

OFFICIAL

Stage 2 Locally Assessed
Languages Continuers
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 locally assessed languages at continuers level.

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

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

CONTENT

A Stage 2 locally assessed language at continuers level is a 20-credit subject.

Stage 2 [Language] at continuers level is organised around three prescribed themes and a number of prescribed topics and suggested subtopics. These themes have been selected to promote meaningful communication and enable students to extend their understanding of the interdependence of language, culture, and identity. The themes, topics, and subtopics are intended to be covered across Stage 1 and Stage 2.

The prescribed themes are consistent across all languages at continuers level. The prescribed topics may vary from one language to another.

Themes, Topics, and Subtopics

Refer to Appendix A for language-specific information.

There are three prescribed themes:

- The Individual
- The [Language]-speaking Communities
- The Changing World.

The theme 'The Individual' enables students to explore aspects of their personal world, for example, sense of self, aspirations, personal values, opinions, ideas, and relationships with others. This theme also enables students to study topics from the perspectives of other people.

The theme 'The [Language]-speaking Communities' explores topics from the perspectives of diverse individuals and groups within those communities or the communities as a whole, and encourages students to reflect on their own attitudes, beliefs, and values and develop an understanding of how culture and identity are expressed through language.

The theme 'The Changing World' enables students to explore change as it affects the world of work and other topics, as specified in Appendix A.

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

The topics are broad enough to allow flexibility in school programs, but specific enough to be of practical assistance to students and teachers. Not all topics will require the same amount of study time.

Students should study a range of spoken, written, visual, and multimodal texts in [Language] in their treatment of themes, topics, and subtopics. The language that students use to respond to a text may be either the language they are studying or English, as specified in each assessment type.

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

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

Teachers should structure and organise programs based on the prescribed themes and topics so that they address all the learning requirements of this subject outline.

Text Types

In their teaching, learning, and assessment programs, teachers should introduce students to a wide range of text types. Text types for receptive use in teaching, learning, and assessment are not prescribed.

In the external examination, students may be expected to produce the following text types. Text types indicated with two asterisks ** are those that students will be required only to fill in.

Article

Conversation or dialogue

Diary or journal entry

Discussion (spoken, written, or online)

*Form ***

Interview

Invitation

Letter

*List ***

*Map, plan, chart, or table ***
Note, message, email, or blog
*Personal profile or curriculum vitae ***
Postcard
Report
Review
Script of a speech or talk
Story or narrative
*Survey or questionnaire ***
*Timetable ***

Students should be familiar with and able to produce the following kinds of writing: descriptive, narrative, personal, informative, persuasive, evaluative, imaginative.

Vocabulary

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

Dictionaries

Students should be encouraged to use dictionaries and develop the necessary skills and confidence to do so effectively.

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

Grammar

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 locally assessed languages at continuers level:

School Assessment (70%)

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

External Assessment (30%)

- Assessment Type 3: Examination (30%).

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

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

Teachers should ensure a balance of macro skills and of knowledge, skills, and topics across the set of assessments.

ASSESSMENT DESIGN CRITERIA

The assessment design criteria are based on the learning requirements and are used by:

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

The assessment design criteria consist of specific features that:

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

For these subjects the assessment design criteria are:

- ideas
- expression

-
- 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, audience, and topic
 - conveying appropriate detail, ideas, information, or opinions
 - creating interest and engaging the audience.
- I2 Depth of treatment of ideas, information, or opinions
 - depth and breadth of content
 - elaboration of ideas and support of opinions
 - planning and preparation.

Expression

The specific features are as follows:

- E1 Capacity to convey information accurately and appropriately
 - range of expression (i.e. linguistic structures and features)
 - accuracy of expression (i.e. linguistic structures and features, 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 and discussion
 - interaction on topics (i.e. relating to the interlocutor, interest in the topic)
 - use of communication strategies (i.e. comprehension, responding to cues)
 - fluency of responses.

Interpretation and Reflection

The specific features are as follows:

- IR1 Interpretation of meaning in texts, by identifying and explaining
 - the content (general and specific information)
 - the context, purpose, and audience of the text
 - concepts, perspectives, and ideas represented in the text.
- IR2 Analysis of the language in texts

-
- linguistic and cultural features (e.g. word choice, expressions, idiom)
 - stylistic features (e.g. tone, register, phrasing and repetition, textual features and organisation).

IR3 Reflection

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

SCHOOL ASSESSMENT

Assessment Type 1: Folio (50%)

There are three assessments for the folio:

- Interaction
- Text Production
- Text Analysis.

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

Interaction

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

Students may participate in, for example, conversations, interviews, discussions, forums, or debates, or give multimodal presentations or talks to specific audiences and respond to questions in [Language] (5 to 7 minutes).

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

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

- ideas
- expression.

Text Production

Students create a text, in which they express ideas and/or information and/or opinions and/or feelings in written [Language].

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

The design of the assessment(s) should specify:

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

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

-
- ideas
 - expression.

Text Analysis

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

Students analyse and interpret meaning and reflect on language use by responding to written, spoken, or multimodal texts in [Language] (e.g. magazine and newspaper articles, diaries, advertisements, brochures, reports, literary texts, blogs, conversations, interviews, announcements, talks, songs, speeches, voicemail, podcasts, radio broadcasts, websites).

The design of the assessment(s) should enable students to:

- interpret meaning in text(s), by identifying and explaining
 - the content (general and specific information)
 - the context, purpose, and audience of the text
 - concepts, perspectives, and ideas represented in texts
- analyse the language in texts (e.g. tone, register, linguistic, cultural, and stylistic features)
- reflect on how cultures, beliefs, values, practices, and ideas are represented or expressed in texts.

When selecting texts for interpretation teachers should take into consideration the processing demands placed on students, for example, the:

- nature and complexity of ideas in the text
- reading time required to access meaning in the text (based on the length of the text and the processing demands of the writing system of the language).

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

- expression
- interpretation and reflection.

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

There are three assessments for the in-depth study:

- one oral presentation in [Language] (3 to 5 minutes)
- one written response to the topic in [Language] (maximum of 600 characters/500 words)
- one reflective response in English (maximum of 600 words, or 5 to 7 minutes).

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

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

Students undertake an in-depth study demonstrating research and personal reflection on an aspect or aspects of a topic associated with 'The [Language]-speaking Communities' or 'The Changing World' themes. The in-depth study is intended to be more than learning a body of facts and reporting on them. It requires analysis and reflection.

The subject of the in-depth study will be the focus of the discussion section of the external oral examination. Details of the discussion are under 'External Examination — Oral Examination — Section 2: Discussion'.

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

It is important that there is some individuality in the research focus, so that students bring their own knowledge, insights, and opinions to their study. Students should participate as much as possible in selecting their own topic, so that they take ownership and view the study as a personal investigation of relevance and meaning to them. Some topics may enable students to make comparisons between their learning and their personal experience.

The texts that form the basis of the in-depth study will depend upon the availability of appropriate resources. These could include, for example, guest speakers, newspaper articles, websites, documentaries, films, short stories, songs, interviews, and oral histories, either in their original form or adapted for language learning. Texts used may also be subtitled, or produced in English, if appropriate.

A range of different texts relating to the topic of the in-depth study should be selected for analysis and interpretation, so that students are able to explore their topic in sufficient depth. At least three of the texts should be in [Language].

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

- a list of words, phrases, or expressions
- a draft of the response in [Language]
- a draft of the response in English
- personal notes, paragraphs, or short summaries relating to texts, analysed in the student's own words
- personal reflections
- charts, maps, diagrams, pictures, as appropriate
- a bibliography or references.

The assessment of the in-depth study should enable students to demonstrate what they have learnt about the topic and to share findings, information, opinions, and interpretations with others.

An Oral Presentation in [Language] (3 to 5 minutes)

Students present ideas, opinions, information, and experiences in spoken [Language] about an aspect of their in-depth study. Students may participate in, for example, a multimodal presentation or a talk for a specific audience. The design of the assessment should specify a context, purpose, and audience.

A Written Response to the Topic in [Language] (maximum of 600 characters/500 words)

Students write one text in [Language], in which they express ideas and/or information and/or opinions in relation to their in-depth study.

The design of the assessment should specify:

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

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

Students reflect on, for example, their experience in undertaking the in-depth study in English.

Students may reflect on:

- how the research experience was similar to or different from their preconceptions
- how the research has influenced their thinking about language and culture
- how cultures, values, ideas, practices, and beliefs are represented or expressed in the texts studied
- how the research has influenced their own understanding or perspectives on issues/topics
- learning that was new, surprising, or challenging
- how the learning may have changed their thinking
- how the in-depth study has increased their understanding of the [Language]-speaking communities
- how their learning in their in-depth study has contributed to their understanding of themselves (e.g. identity, culture(s), values)
- their own values, beliefs, practices, and ideas in relation to those represented or expressed in the texts studied
- how they may use this experience in the future.

Students are required to:

- write a reflective response, for example, a reflective essay, a personal journal entry, a blog
- or*
- give, for example, an oral presentation or talk to a specific audience.

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

- ideas
- expression
- interpretation and reflection.

EXTERNAL ASSESSMENT

Assessment Type 3: Examination (30%)

The examination consists of two assessments:

- an oral examination
- a written examination.

Oral Examination

The oral examination is designed to assess primarily students' knowledge and skill in using spoken [Language]. The oral examination takes 10 to 15 minutes and has two sections.

Section 1: Conversation (approximately 5 to 7 minutes)

The examination begins with a conversation between the student and the examiner(s). It consists of a general conversation about the student's personal world (e.g. life, family and friends, interests and aspirations).

Section 2: Discussion (approximately 5 to 8 minutes)

After the conversation the student indicates to the examiner(s) the subject of the in-depth study chosen for the discussion. The student may also briefly introduce the main focus of the in-depth study, in no more than 1 minute, alerting the examiner(s) to any objects brought to support the

discussion. The student explores with the examiner(s) the subject of the in-depth study and refers to the texts studied. The student may also refer to personal experiences related to the subject of the in-depth study.

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

Written Examination

The 130-minute written examination has three sections:

- Section 1: Listening and Responding
- Section 2: Reading and Responding
- Section 3: Writing in [Language].

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

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

Section 1: Listening and Responding (10 marks) 20 minutes (30 minutes when including 10 minutes reading time before the start of the listening texts)

Students analyse and interpret spoken texts and respond in English or [Language] to questions on the texts.

The questions may require students to:

- interpret the meaning in texts, by identifying and explaining
 - the content (general and specific information)
 - the context, purpose, and audience of the texts
 - concepts, perspectives, and ideas represented in texts
- analyse aspects of the language in texts (e.g. tone, register, linguistic features).

The texts in this section will be related to one or more of the prescribed themes.

Students hear two texts in [Language] of different text types. The total listening time, for one reading of the texts without pauses, will be approximately 3.5 to 4 minutes.

One text may be short; that is, one reading of the text will be approximately 35 to 45 seconds. The other text will be longer. The maximum length of one reading of a single text may be up to 3 minutes. Each text will be heard twice. There will be a pause between the first and second readings, in which students may make notes. Students will be given sufficient time after the second reading to complete their answers.

In an e-exam, each text will be heard twice however, there will be no set pause times before or after listening texts. Students can navigate through the listening texts as they wish, and spend as much or little time on the answers as needed.

Students respond to a range of question types, such as completing a table, chart, list, or form; or responding to a message or open-ended questions. Questions will be written in English or [Language] or both, for answers in English or [Language] as specified.

Section 2: Reading and Responding

Section 2 of the written examination has two parts, Part A and Part B. The texts in both parts will be related to one or more of the prescribed themes.

Part A (10 marks) 20 minutes

In Part A students analyse and interpret a written text.

Students:

- interpret the meaning in the text, by identifying and explaining
 - the content (general and specific information)
 - the context, purpose, and audience of the text
 - concepts, perspectives, and ideas represented in the text
- analyse aspects of the language in the text (e.g. tone, register, linguistic features).

Students may be required to:

- extract, summarise, and/or evaluate information from the text
- respond critically to the text
- compare and/or contrast aspects of the text.

Students read one text in [Language] of approximately 300 characters/250 words/400 ji in total.

Questions on the texts will be written in English or [Language] or both, for answers in English or [Language] as specified.

Part B (15 marks) (40 minutes)

In Part B students demonstrate both an understanding of a written text and the ability to express information and/or ideas and/or opinions and/or feelings by responding in [Language] to information provided in the text.

Students read a short text (approximately 200 characters/150 words/250 ji) in [Language], for example, a letter, message, advertisement, or notice. Students are required to express information and/or ideas and/or opinions and/or feelings in response to questions, statements, comments, and/or other specific items in the written text. The question will specify a purpose, a context, and an audience.

Students produce a text type drawn from those prescribed for productive use in this subject outline. Students write a response of 200 to 250 characters/words/ji in [Language].

The question will be written in English and [Language] for a response in [Language].

Section 3: Writing in [Language] (20 marks) 40 minutes

Students write one text in [Language], in which they express ideas and/or information and/or opinions and/or feelings. There will be a choice of two to four questions, which will be related to one or more of the prescribed themes.

Questions will accommodate a range of student interests and will give students opportunities to produce different kinds of writing (e.g. informative, imaginative, narrative, personal, persuasive, evaluative, or descriptive) by, for example:

- having different purposes, audiences, and contexts
- requiring different text types.

Students write a response of 350 to 400 characters/250 to 300 words/350 to 400 ji in [Language].

Questions will be written in English and [Language] for a response in [Language].

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 has been developed for languages at continuers level.

The complexity of language and ideas in texts selected for interpretation, and the complexity of ideas exchanged and expressed by students 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 Locally Assessed Languages at Continuers Level

Ideas	Expression		Interpretation and Reflection
<p>A <i>Relevance</i></p> <p>Responses are consistently relevant to context, purpose, audience, and topic.</p> <p>Responses consistently convey the appropriate detail, ideas, information, and opinions.</p> <p>Responses successfully create the desired impact and interest, and engage the audience.</p> <p><i>Depth of Treatment of Ideas, Information, or Opinions</i></p> <p>Depth and breadth in the treatment of the topic and content are very detailed and varied.</p> <p>Ideas are elaborated, opinions and arguments are supported and justified, and complex ideas are communicated effectively, with originality and creativity.</p> <p>Comprehensive evidence of planning and preparation.</p>	<p><i>Capacity to Convey Information Accurately and Appropriately</i></p> <p>Use of an extensive range of complex linguistic structures and features with a high degree of accuracy to achieve interest, flow, and cohesion.</p> <p>A few errors may be evident when attempting to use more complex language, but errors do not impede meaning.</p> <p>Effective use of a range of sophisticated cohesive devices to connect ideas.</p> <p>Expression consistently appropriate to the cultural and social context.</p> <p>Very effective communication with a high degree of fluency. Pronunciation is accurate, and there is little hesitation in the choice of linguistic resources. Intonation and stress are used effectively to enhance meaning.</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Information and ideas are organised logically and coherently.</p> <p>Conventions of the text type are observed.</p>	<p><i>Capacity to Interact and Maintain a Conversation and Discussion</i></p> <p>Interaction is initiated, sustained, and spontaneous across a wide range of topics. Comments or opinions are adjusted or elaborated on in response to reactions and comments. Interest and enthusiasm for the topic of discussion are conveyed.</p> <p>A variety of communication strategies are used with effect during interaction (e.g. using new vocabulary encountered during interaction, seeking clarification, using appropriate pause fillers).</p> <p>Responses are quick, confident, and fluent. Topic shifts and unpredictable elements are handled well.</p>	<p><i>Interpretation of Meaning in Texts</i></p> <p>Detailed and appropriate use of evidence from texts to support arguments/conclusions. Interpretations are enhanced by making connections within and/or between texts (e.g. comparing and contrasting information, ideas, and opinions).</p> <p>Conclusions are drawn about the purpose, audience, and message (argument) of the text, and justified with evidence from the text.</p> <p>Concepts, perspectives, and ideas represented in the text are identified and explained with clarity and insight.</p> <p><i>Analysis of the Language in Texts</i></p> <p>The functions of particular linguistic and cultural features in the text are explained with clarity and insight.</p> <p>Detailed explanation of how stylistic features are used for effect in the text (e.g. register, tone, textual features/organisation).</p> <p><i>Reflection</i></p> <p>Critical reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts.</p> <p>Sophisticated recognition and explanation of connections between own values, beliefs, practices, and ideas, and those explored in texts.</p> <p>Critical reflection on own learning.</p>

Ideas	Expression		Interpretation and Reflection
<p>B</p> <p><i>Relevance</i> Responses are mostly relevant to context, purpose, audience, and topic.</p> <p>Responses mostly convey the appropriate detail, ideas, information, and opinions.</p> <p>Responses generally create the desired impact and interest, and engage the audience.</p> <p><i>Depth of Treatment of Ideas, Information, or Opinions</i></p> <p>Breadth and some depth in the treatment of the topic.</p> <p>Ideas are elaborated by offering additional details, and opinions are supported with examples. When dealing with unfamiliar topics, ideas are presented as a series of statements rather than as an argued position.</p> <p>Sound planning and preparation.</p>	<p><i>Capacity to Convey Information Accurately and Appropriately</i></p> <p>Use of a range of linguistic structures and features, with good control, to convey meaning.</p> <p>Mostly accurate use of high-frequency vocabulary and sentence structures. Attempts are made to use some complex language, and errors sometimes impede meaning.</p> <p>A range of cohesive devices is used to connect ideas.</p> <p>Expression is mostly appropriate to the cultural and social context.</p> <p>Effective communication, with some degree of fluency. Reasonably accurate pronunciation and intonation.</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Mostly coherent organisation of information and ideas.</p> <p>Most conventions of the text type are observed.</p>	<p><i>Capacity to Interact and Maintain a Conversation and Discussion</i></p> <p>Interaction is maintained on a range of familiar topics. Some clarification or repetition is required to comprehend topic shifts into unfamiliar areas or when complex sentence constructions are used. Interest in the topic is conveyed effectively.</p> <p>A number of communication strategies are used to maintain interaction (e.g. self-correcting, responding to correction by the interlocutor, seeking support and clarification).</p> <p>Occasional pauses to process questions and to search for linguistic resources.</p>	<p><i>Interpretation of Meaning in Texts</i></p> <p>Key ideas represented in texts are identified and explained. Interpretations of meaning are supported with some appropriate examples.</p> <p>Some conclusions are drawn about the purpose, audience, and message (argument) of the text and supported with some relevant examples from the text.</p> <p>Concepts, perspectives, and ideas represented in the text are generally identified and explained with some clarity.</p> <p><i>Analysis of the Language in Texts</i></p> <p>The functions of particular linguistic and cultural features in the text are described.</p> <p>Some detail in explaining stylistic features in the text (e.g. register, tone, textual features/organisation).</p> <p><i>Reflection</i></p> <p>Some depth in reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts.</p> <p>Some depth in reflection on own values, beliefs, practices, and ideas in relation to those represented in texts.</p> <p>Thoughtful reflection on own learning.</p>
<p>C</p> <p><i>Relevance</i> Responses are generally relevant to topic and purpose, with some relevance to context and audience.</p> <p>Responses generally convey simple ideas and opinions, with generally appropriate information.</p> <p>Responses generally create</p>	<p><i>Capacity to Convey Information Accurately and Appropriately</i></p> <p>Use of a range of linguistic structures and features to convey meaning. Reliance on rehearsed patterns.</p> <p>Accuracy tends to be variable, with some basic errors. Generally accurate when using formulaic</p>	<p><i>Capacity to Interact and Maintain a Conversation and Discussion</i></p> <p>Use of well-rehearsed language to maintain an interaction by responding to questions on familiar topics. Some reliance on the interlocutor to take the lead. Some interest in the topic is conveyed.</p>	<p><i>Interpretation of Meaning in Texts</i></p> <p>Identifies and explains some relevant information from texts on familiar topics containing predictable and familiar language structures.</p> <p>Competent understanding of context, purpose, and audience, supported with isolated examples from the</p>

Ideas	Expression		Interpretation and Reflection
<p>some interest, and partly engage the audience.</p> <p><i>Depth of Treatment of Ideas, Information, or Opinions</i></p> <p>Some variety in the treatment of information and simple ideas or opinions on mostly familiar topics.</p> <p>Simple sentences usually containing one idea are used with some effectiveness to convey meaning and support an opinion.</p> <p>Competent planning and preparation.</p>	<p>expressions and rehearsed patterns.</p> <p>Cohesive devices are simple and repetitive. Reliance on a limited range of cohesive devices to connect ideas at sentence, paragraph, and whole text level.</p> <p>Expression is generally appropriate to the cultural and social context.</p> <p>Some hesitancy in responding. Pronunciation and intonation are understandable.</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Generally coherent organisation of information and ideas.</p> <p>Responses generally conform to the conventions of the text type.</p>	<p>Use of prepared phrases to indicate lack of comprehension and ask for support. Often relies on the interlocutor's sentence patterns to respond.</p> <p>Occasional silences because of lack of comprehension and time required to process more complex language and to search for words. Responses may be repetitive. Some hesitation in communication when dealing with unfamiliar contexts.</p>	<p>text.</p> <p>Main concepts, ideas, and one or more perspectives in the text are identified, with some explanation.</p> <p><i>Analysis of the Language in Texts</i></p> <p>Particular linguistic and cultural features of the text are identified.</p> <p>Identification of stylistic features in the text (e.g. idioms, rhetoric, expressions).</p> <p><i>Reflection</i></p> <p>Some reflection on cultures, values, beliefs, practices, and ideas represented or expressed in texts.</p> <p>Some reflection on, with mostly description of, own values, beliefs, practices, and ideas in relation to those represented in texts.</p> <p>Some reflection on own learning.</p>
<p>D <i>Relevance</i></p> <p>Responses partially relevant to the topic and purpose.</p> <p>Responses convey some basic information that may be appropriate.</p> <p>Responses include one or more elements of interest that may engage the audience.</p> <p><i>Depth of Treatment of Ideas, Information, or Opinions</i></p> <p>Some basic treatment of information or ideas relating to simple aspects of familiar topics.</p> <p>Simple sentences are used with partial effectiveness to convey an idea or opinion. Sentences may be short or incomplete.</p> <p>Some planning and preparation.</p>	<p><i>Capacity to Convey Information Accurately and Appropriately</i></p> <p>Use of simple vocabulary, short sentences, formulaic expressions, and rehearsed patterns to convey meaning. When attempts are made to elaborate, the structure is often based on word order derived from English.</p> <p>Frequent errors and incorrect selection of words from the dictionary impede meaning.</p> <p>A cohesive device may be used, with some effectiveness.</p> <p>Expression occasionally appropriate to cultural and social context.</p> <p>Frequent hesitancy in responding. Pronunciation may impede meaning.</p> <p><i>Coherence in Structure and</i></p>	<p><i>Capacity to Interact and Maintain a Conversation and Discussion</i></p> <p>Routine courtesy phrases and basic structures are used to respond to simple questions on familiar topics. Reliance on the interlocutor to take the lead and maintain interaction. Some interest in the topic may be conveyed.</p> <p>Reliance on repetition and rephrasing of questions. Partial understanding of questions may lead to a response that is not relevant.</p> <p>Frequent silences may occur because of lack of comprehension and time required to search for words and construct answers.</p>	<p><i>Interpretation of Meaning in Texts</i></p> <p>Keywords and some supporting detail are identified in texts dealing with familiar situations.</p> <p>Some basic understanding of context, purpose, and/or audience.</p> <p>Identification of one or more concepts or ideas, with specific information in texts transcribed rather than interpreted.</p> <p><i>Analysis of the Language in Texts</i></p> <p>One or more basic linguistic and/or cultural features of the text are identified.</p> <p>One or more stylistic features are identified.</p> <p><i>Reflection</i></p> <p>One or more familiar aspects of cultures, values,</p>

Ideas	Expression		Interpretation and Reflection
	<p><i>Sequence</i></p> <p>Some basic organisation of information and/or ideas.</p> <p>Some use of very basic conventions of the text type.</p>		<p>beliefs, practices, or ideas represented or 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 described.</p> <p>Learning experiences are recounted.</p>
<p>E</p> <p><i>Relevance</i></p> <p>Responses have limited relevance to the topic and purpose.</p> <p>Responses attempt to convey some basic information, with limited appropriateness.</p> <p>Responses attempt to include an element of interest.</p> <p><i>Depth of Treatment of Ideas, Information, or Opinions</i></p> <p>Attempted treatment of simple information relating to one or more aspects of familiar topics.</p> <p>Responses are brief and often rely on a keyword to convey basic meaning.</p> <p>Attempted planning or preparation.</p>	<p><i>Capacity to Convey Information Accurately and Appropriately</i></p> <p>Use of a very limited range of vocabulary and sentence structures, with single words and set formulaic expressions to convey basic information. Reliance on Anglicisms to convey meaning.</p> <p>Frequent errors impede meaning.</p> <p>Attempted use of a cohesive device, with limited effectiveness.</p> <p>Limited appropriateness of expression.</p> <p>Always or mostly hesitant in responding. Pronunciation impedes meaning.</p> <p><i>Coherence in Structure and Sequence</i></p> <p>Limited organisation of information or ideas.</p> <p>Limited evidence of conventions of text type.</p>	<p><i>Capacity to Interact and Maintain a Conversation and Discussion</i></p> <p>Reliance on interlocutor to assist with communication breakdowns to complete sentences or to interpret intended meanings.</p> <p>Repetition, rephrasing of questions, and a slowed rate of speech are required for comprehension. Utterances rarely consist of more than two or three words.</p> <p>Frequent misunderstandings of simple questions.</p> <p>Frequent long pauses to process questions and to search for words. May resort to using English to convey meaning.</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>Identification of a context, purpose, or audience.</p> <p>Understanding of information is limited to occasional isolated words (e.g. borrowed words, high-frequency social conventions).</p> <p><i>Analysis of the Language in Texts</i></p> <p>Attempted identification of a basic linguistic feature of the text.</p> <p>Attempted identification of a stylistic feature.</p> <p><i>Reflection</i></p> <p>One or more formulaic cultural expressions are identified.</p> <p>One or more of own values, beliefs, practices, or ideas are identified.</p> <p>Learning experiences are listed.</p>

ASSESSMENT INTEGRITY

The SACE Assuring Assessment Integrity Policy outlines the principles and processes that teachers and assessors follow to assure the integrity of student assessments. This policy is available on the SACE website (www.sace.sa.edu.au) as part of the SACE Policy Framework.

The SACE Board uses a range of quality assurance processes so that the grades awarded for student achievement, in both the school assessment and the external assessment, are applied consistently and fairly against the performance standards for a subject, and are comparable across all schools.

Information and guidelines on quality assurance in assessment at Stage 2 are available on the SACE website (www.sace.sa.edu.au).

SUPPORT MATERIALS

SUBJECT-SPECIFIC ADVICE

Online support materials are provided for each subject and updated regularly on the SACE website (www.sace.sa.edu.au). Examples of support materials are sample learning and assessment plans, annotated assessment tasks, annotated student responses, and recommended resource materials.

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

The Language

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

For the purpose of this subject outline, Modern Standard Chinese is Putonghua in the spoken form, and simplified character text in the written form. Throughout the Chinese-speaking communities, Modern Standard Chinese is also known as Mandarin, Guoyu, Huayu, Hanyu, Zhongwen, and Zhongguohua. The system of romanisation used in this subject outline is Hanyu Pinyin.

Simplified characters will be used in the Stage 2 external examination, and students are expected to write their answers in simplified characters.

The correct use of recognised non-binary pronouns is acceptable in examination and school assessment responses.

Themes, Topics, and Subtopics

There are three prescribed themes:

- The Individual
- The Chinese-speaking Communities
- The Changing World.

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

The Individual

- **Personal Identity**
Examples
Appearance and personality
Family, friends, and relationships
Home and neighbourhood
Daily routine
- **Education and Aspirations**
Examples
School life — facilities, rules, routines, subjects, and examinations
Further education
Future plans
- **Recreation and Leisure**
Examples
Sport
Interests
Shopping
Eating out
Entertainment, parties
- **Travel Experiences**
Examples
Holidays and sightseeing
Travel plans and requirements
Transport and accommodation

The Chinese-speaking Communities

- **History and Culture**
Examples
Traditions and beliefs
Festivals and customs
Legends and fables
Famous people
- **Schooling**
Examples
School life — subjects, study habits, routine
- **Lifestyles**
Examples
Leisure
Sports
Food types and cuisine
Media, film, TV
- **Geography**
Examples
Places of interest in China and the Chinese-speaking world
Urban and rural life

The Changing World

- **Youth Issues**
Examples
Entertainment
Technology in daily life
The environment
- **The World of Work**
Examples
Work skills and gaining employment
Careers and occupations
- **Tourism and Hospitality**
Examples
Tourism in Australia or China
Cross-cultural perspectives

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

Text Types

Refer to pages 23 to 24 for information.

Vocabulary

All texts in the Stage 2 written examination will be written in simplified characters. Where words or phrases are used and it is reasonable to expect that students may not be familiar with them, they will be glossed in English. Students are expected to use simplified characters consistently in their written responses in Chinese.

Grammar

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

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

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

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

Students studying Chinese in a continuers-level program are expected to recognise and use the following grammatical items:

Verbs (动词)

- Equative verbs, e.g. 是, 叫, 姓
 Possessive verbs, e.g. 你有兄弟姐妹吗? 我有兄弟, 没有姐妹。
 Existential verbs, e.g. 这儿有几家书店。我们学校没有游泳池。
- Action, e.g. 妈妈写信。
- Stative, e.g. 这张画儿很好看。
- Pivotal, e.g. 请喝茶。
- Verb-object, e.g. 看书, 上课, 做饭, 写字, 开车
 Verb copying, e.g. 他开车开得太快。
- Resultative verbs, e.g. 找到, 看见, 坐好, 做完, 听错
 Actual result, e.g. 你听见了吗? 我没听见。
 Potential result, e.g. 我们来得及吗? 来不及了。
- Directional verbs, e.g. 她昨天拿回来一些中文报。
- Auxiliary verbs, e.g. 会, 不用, 应该, 可以, 得, 要
 我得走了。
 他今天不用工作。
- Coverbs, e.g. 比, 从, 对, 跟, 向, 往, 在, 离, 让, 给

从早上到现在

小王在中学学习。

从上海到北京有多远?

他家离城里很近。

我对音乐不感兴趣。

- Aspect perfective

Verbal *-le*, e.g. 他昨天买了一辆自行车。

Sentence final *-le*, e.g. 快要下雨了。我大姐大学毕业了。

他生气了，就不必再跟他谈了。

Double *-le*, e.g. 她爸爸在中国住了五年了。

- Durative

Continuing, e.g. 他喜欢站着吃饭。

Progressive, e.g. 我们正在听录音呢。他还在打电脑。

- Experiential, e.g. 我从来没有去过美国。这本书我看过三次了。

- Verb reduplication, e.g. 看（一）看，休息休息。

Nouns

- Proper nouns

With classifiers (measure words), e.g. 北京, 澳大利亚, 邓小平, 一家商店
十个小时, 三件行李, 半斤水果

- Titles and forms of address, e.g. 林老师, 李大夫, 王太太。

Pronouns

- Personal, e.g. 我, 你, 他, 她, 它, 我们/咱们, 你们, 他们

- Interrogative, e.g. 谁, 什么, 哪儿, 怎么, 几, 今天几月几号?

Used as identifiers, e.g. 我什么都喜欢吃。他谁都不相信。

- Demonstrative, e.g. 这是我的房间。那怎么办?

- Other, e.g. 人家, 其他

- Determiner (determinative)

Demonstrative, e.g. 这/那个人怎么了? 这件事不容易做好。

Specifying, e.g. 每, 各, 另

- Modifier

Reduplication, [†] e.g. 她大大方方地坐在那儿。

Comparison forms with *geng* and *zui*, e.g. 更便宜, 最方便。

Adverbs

- Frequently used adverbs, e.g. 很, 都, 太, 还, 也, 再, 只, 有一点, 就

- Time, e.g. 刚才, 已经

- Negators, e.g. 不, 没有

- Intensifier, e.g. 非常冷, 挺好, 太贵, 真热闹

- Stative verbs used as adverbs, e.g. 小心地放, 简单地说

- Post-verbal complement, e.g. 这件衣服洗得干净吗? 我的新车跑得很快。

- Movable vs non-movable, e.g. 去年, 下午, 现在, 已经, 还没。

Adjectives, e.g. 年老的, 热闹的, 愉快的

- Adjectival clauses, e.g. 那个跟你说话的女孩是我妹妹。

- Use and non-use of *de*, e.g. 红毛衣, 红色的衬衣, 我(的)妈妈

- Localiser, e.g. 前面, 左边, 里(面), 外面

Added to nouns, e.g. 桌子上面, 我家对面

After verbs or coverbs, e.g. 一直往前走, 就到了。

[†] for receptive use only

Numerical Expressions

- Use of *ling* as a place marker, e.g. 一百零五块零七分
- Cardinal, e.g. 六十八, 十九
 - er* vs *liang*, e.g. 三十二个, 两个
- Ordinal with *di* and *tou*, e.g. 第一, 第二天, 头三个月
- Fractions, decimals, and percentages, e.g. 四分之三, 五点二, 百分之三十五
- Indefinites, e.g. 一些孩子, 二十多岁, 我昨晚只睡了几个小时。
- Telephone numbers, e.g. 九五三零七一一九
- Monetary expressions, e.g. 十二块七毛五
- Time expressions
 - Time duration, e.g. 他在工厂工作了半年。
 - Clock time, e.g. 现在是下午三点一刻。
 - Age, e.g. 小林下星期就四十二岁了。
 - Days of week, months, year, date, e.g. 一九九八年五月九号是星期六。
 - With classifiers (measure words), e.g. 三个人, 五支笔
 - Places in family, e.g. 老三, 二姐。

Classifier (measure word)

- For nouns, e.g. 个, 张, 本, 把, 年, 件, 家
- For verbs, e.g. 次, 回, 趟, 遍
- Reduplication, † e.g. 个个, 天天
- Particle
 - Modal, e.g. 走吧! 谁呀? 吃饭吧!
 - Structural, 的, 得, 地, e.g. 他的家后面就是一个公园。
他学得真快。慢慢地来, 不要急。
 - Interrogative, e.g. 吗, 呢, 吧。

Sentence and Phrase Types

- Declarative sentences, e.g. 我喜欢运动。
- Interrogative sentences
 - Use of question markers, e.g. 你要跟我去游泳吗? 那个男的是谁呢?
 - Use of verbs, e.g. 你们去不去? 他吃过中国菜没有?
 - Use of *wh*- question words, e.g. 谁啊? 你在找什么?

† for receptive use only

Alternative questions, e.g. 你在学习还是在看电视?

Tag questions, e.g. 明天去听音乐会, 好吗?

- Passive sentences, † e.g. 他被人打了。这个人真叫人讨厌。

桌上的东西都给小妹吃光了。

- *ba* sentences, e.g. 把门关好。谁把我的手提包拿走了?

- Imperative sentences, e.g. 别动! 过来! 注意看!

- Exclamatory sentences, e.g. 好极了!

- Special constructions

Emphatic expressions, e.g. 我是坐火车来的。

Pseudo-cleft constructions, † e.g. 我学的(就)是中文。他担心的就是考不及格。

Topic-comment constructions, † e.g. 今天学校放假, 真好!

Sentences without subjects, e.g. 来一碗面。下课了! 下雨了!

Rhetorical sentences, e.g. 你不是去过中国吗?

Serial verb constructions, e.g. 拿过来给我看。

Double-object constructions, e.g. 他教我写汉字。

我准备送妈妈一份生日礼物。

Cohesive Devices

- Coordinating constructions

Use of enumerative comma, e.g. 他们买回来了苹果、香蕉、梨。

With coordinate conjunctions, e.g. 又...又... 不但...而且...

一边...一边... 或者

Subordinate constructions, e.g. 当...的时候 一...就... 因为...所以... 虽然...但是...

除了...以外

Formulaic Expressions, Fillers, and Acclamations

- Fillers, e.g. 那(么), 我明天再来看你。
- Formulaic expressions, e.g. 还可以, 差不多, 总的来说
- Polite forms, e.g. 您贵姓?

Style

- Written/spoken, e.g. 时 and 的时候
- Formal/informal, e.g. 你 and 您, 位 and 个。

† for receptive use only

FRENCH

The Language

The language to be studied and assessed is modern standard French.

Although the focus of study will be the French spoken in metropolitan France, students may also encounter French spoken in other French-speaking countries. Students should be aware of different levels of language, for example, formal and informal language, some colloquialisms, and slang. Students are expected to know that dialects exist; however, they are not required to study them.

The correct use of recognised non-binary pronouns is acceptable in examination and school assessment responses.

Themes, Topics, and Subtopics

There are three prescribed themes:

- The Individual
- The French-speaking Communities
- The Changing World.

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

The Individual	The French-speaking Communities	The Changing World
<ul style="list-style-type: none">• <i>Personal Identity</i> Examples <i>Stages of life</i> <i>Love and memories</i>• <i>Relationships</i> Examples <i>Family and friends</i>• <i>School Life and Aspirations</i> Examples <i>Hopes</i> <i>School experiences</i>• <i>Leisure and Interests</i> Examples <i>Hobbies</i> <i>Sport</i>	<ul style="list-style-type: none">• <i>Daily Life or Lifestyles</i> Examples <i>Routines</i> <i>City and rural life</i> <i>Regions</i> <i>Cuisine</i>• <i>Historical Influences on Modern-day Life</i> Examples <i>Traditions, customs, celebrations, festivals</i> <i>Historical events and figures</i>• <i>The Arts and Entertainment</i> Examples <i>Cinema</i> <i>Music</i>	<ul style="list-style-type: none">• <i>The World of Work</i> Examples <i>Careers and occupations</i> <i>Men and women in the workplace</i> <i>Unemployment</i>• <i>Current Issues</i> Examples <i>Prominent people and events</i> <i>Technology</i> <i>The environment</i>• <i>A Young Person's World</i> Examples <i>Youth cultures</i> <i>Youth issues</i>

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

Text Types

Refer to pages 23 to 24 for information.

Grammar

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

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

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

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

Students studying French in a continuers-level program are expected to recognise and use the following grammatical items:

Verbs

- Person and number, e.g. 1st person singular: *je crois*, 1st person plural: *nous croyons*
- Regular -er, -ir, -re verbs, e.g. *donner, finir, vendre*
- Frequently occurring irregular verbs, e.g. *aller, faire*
- Reflexive verbs, e.g. *se lever, se parler*
- Modal verbs, e.g. *devoir, pouvoir, savoir, vouloir*
- Impersonal verbs, e.g. *il pleut, il faut, il est interdit*
- Causative verbs, e.g. *j'ai fait construire un garage*.

Tense

- Infinitives
 - Present and past, e.g. *après avoir fait mes devoirs*
 - Verbs with infinitives, e.g. *je viens de manger, je vais faire*
- Simple
 - Present, e.g. *je donne, il dort, elle prend*
 - Imperfect, e.g. *nous mangions, vous faisiez*
 - Future, e.g. *on ira, tu prendras*
- Conditional (see 'Mood'), e.g. *je dormirais, ils vendraient*
 - Past historic/passé simple,[†] e.g. *il alla, je donnai*
- Compound
 - Perfect, e.g. *j'ai fini, elle est allée*
 - Pluperfect, e.g. *nous avions fait, tu avais fini*
 - Future perfect, e.g. *on aura vendu, il sera parti*
 - Conditional perfect, e.g. *vous auriez bu, tu aurais été*
- Participles
 - Present, e.g. *tout en mangeant*
 - Past, e.g. *Il m'a offert un cadeau. Il est né.*

Voice

- Active, e.g. *Les Bordelais ont gagné le match.*
- Passive, e.g. *Le match a été gagné par les Bordelais. L'image a été créée.*
- Use of *on*, e.g. *On parle français ici.*

[†] for receptive use only

Mood

- Indicative, e.g. *Je fais mes devoirs.*
- Subjunctive — only the most common uses
 - Present, e.g. *Il faut que je fasse mes devoirs.*
 - Perfect, e.g. *Je suis contente que tu aies pu venir.*
- Imperative, e.g. *Fais tes devoirs!*
- Conditional
 - Present, e.g. *Je ferais mes devoirs si j'avais le temps.*
 - Past, e.g. *J'aurais fait mes devoirs si j'avais eu le temps.*

Adjectives

- Gender and number, e.g. *beau, belle, beaux, belles*
- Position, e.g. *ma propre chambre/ma chambre propre*
- Demonstrative, e.g. *ce garçon/cet homme/cette école/ces enfants*
- Possessive, e.g. *mon école, nos amis*
- Interrogative, e.g. *quel âge as-tu?*
- Exclamatory, e.g. *quelle horreur!*
- Numerals: cardinal, e.g. *un, deux, trois*
- Numerals: ordinal, e.g. *le premier mai, la deuxième fois*
- Comparative and superlative
 - Regular, e.g. *intelligent/plus intelligent/le plus intelligent*
 - Irregular, e.g. *bon/meilleur/le meilleur.*

Pronouns

- Subject, e.g. *je mange, il voit*
- Object, e.g. *je les mange, il nous cherche*
- Reflexive, e.g. *nous nous lavons*
- Possessive, e.g. *le mien, la mienne*
- Demonstrative, e.g. *je prends celui-ci ou celle-là*
- Interrogative indefinite, e.g. *qui/qui est-ce qui/que*
- Interrogative definite, e.g. *Voici deux robes, laquelle préfères-tu?*
- Relative, e.g. *qui/que/dont/lequel*
- Disjunctive, e.g. *moi/toi/lui/elle.*

Prepositions

- Indicating time, location, direction, e.g. *après, chez, vers*
- With verbs, nouns, adjectives, e.g. *j'essaie de comprendre, j'ai l'intention de . . . c'est facile à faire, je commence à comprendre.*

Sentence and Phrase Types

- Statement, e.g. *Il va au stade.*
- Question, e.g. *Est-ce qu'il va au stade? Va-t-il au stade? Il va au stade?*
- Exclamation, e.g. *Mon Dieu! Qu'est-ce qu'il est beau!*
- Negative constructions, e.g. *je ne comprends rien, personne n'y va*
- Time phrases, e.g. *il attend depuis une heure, pendant, pour*
- Conjunctions and connectives, e.g. *donc, mais, parce que, malgré, pourtant*
- *Si* clauses, e.g. *S'il fait beau, nous sortirons ensemble.*

GERMAN

The Language

The language to be studied and assessed is the modern standard or official version of German. This includes the use of colloquialisms where they are appropriate, and an awareness of regional differences. The SACE Board uses the new spelling system in external examinations. Since January 2006, students have been expected to use the new spelling system.

The correct use of recognised non-binary pronouns is acceptable in examination and school assessment responses.

Themes, Topics, and Subtopics

There are three prescribed themes:

- The Individual
- The German-speaking Communities
- The Changing World.

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

The Individual	The German-speaking Communities	The Changing World
<ul style="list-style-type: none"> • <i>Personal Identity</i> Examples <i>Self-image</i> <i>My home</i> <i>Community</i> <i>Family and friends</i> <i>Relationships</i> <i>Pressure and influences</i> • <i>School and Aspirations</i> Examples <i>School</i> <i>Education systems</i> <i>Future plans and pathways</i> <i>Student exchanges</i> • <i>Leisure and Interests</i> Examples <i>Holidays</i> <i>Sports</i> <i>Hobbies</i> <i>Keeping fit and healthy</i> 	<ul style="list-style-type: none"> • <i>People and Places</i> Examples <i>Lifestyles</i> <i>Daily life</i> <i>Cultural diversity</i> <i>Traditions</i> <i>Cultural heritage</i> <i>Regional and national festivals</i> • <i>Past and Present</i> Examples <i>Historical perspectives</i> <i>Changing face of German-speaking countries and communities</i> • <i>Arts and Entertainment</i> Examples <i>Music and songs</i> <i>Film and theatre</i> <i>Media</i> <i>Writers and literature</i> <i>Movements in art</i> <i>Popular culture</i> 	<ul style="list-style-type: none"> • <i>The World of Work</i> Examples <i>Technology and design</i> <i>Jobs and careers</i> <i>Globalisation and its effects</i> • <i>Social Issues</i> Examples <i>Youth issues</i> <i>The environment</i> <i>Equality</i> <i>Anxiety for the future</i> <i>Health issues</i> • <i>Tourism and Hospitality</i> Examples <i>Travel at home and abroad</i> <i>Interacting with visitors in Australia</i>

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

Text Types

Refer to pages 23 to 24 for information.

Grammar

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

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

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

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

Students studying German in a continuers-level program are expected to recognise and use the following grammatical items:

Nouns

- Gender, number, case (all four cases)
- Adjectival nouns, e.g. *Alles Gute zum Geburtstag!*
- Infinitives used as nouns, e.g. *Wir wissen, dass Rauchen ungesund ist. Das Wandern ist des Müllers Lust.*

Articles

- Definite, e.g. *der, die, das*
- Indefinite, e.g. *ein, kein.*

Adjectives

- Common adjectives, e.g. *klein, interessant*
- Agreement, predicative and attributive position, e.g. *Das Wetter ist schön. Das ist ein witziges Lied.*
- Demonstrative, e.g. *dieser, jener, solcher*
- Indefinite, e.g. *jeder, mancher, irgendein, kein, alle*
- Possessive, e.g. *mein, dein, sein*
- Comparative and superlative forms, e.g. *Dieser Sommer ist wärmer als der letzte. Sie ist die erfolgreichste Schwimmerin in diesem Jahr.*
- Interrogative, e.g. *Was für ein? Welcher?*
- Adjectives derived from place names, e.g. *Münchner Bier, Schweizer Schokolade, das Brandenburger Tor.*

Pronouns

- Personal pronouns, e.g. *ich, du, er, sie*
Nominative, accusative, dative cases, e.g. *ihn, ihr*
- Reflexive, e.g. *mich, dich, mir, dir, sich, uns, euch*
- Indefinite, e.g. *man, etwas, einer, jemand, niemand, nichts*
- Interrogative, e.g. *wer, wen, wem, wessen, was*
- Relative (nominative, accusative, dative, genitive), e.g. *der, die, das . . . Das ist die Frau, deren Mann arbeitslos ist. Kennst du den Mann, mit dem Karl gerade spricht? Die CD-Rom, die er zum Geburtstag bekommen hat, funktioniert nicht.*

Verbs — Regular and Irregular (strong, weak)

- Tenses
 - Present, e.g. *Ich lerne Deutsch.*
 - Perfect, e.g. *Gestern sind wir ins Kino gegangen.*
 - Future, e.g. *Wir werden die Wahl gewinnen.*
 - Imperfect, e.g. *Hänsel und Gretel verlieben sich im Wald. Es war so finster und auch so bitter kalt.*
 - Pluperfect, e.g. *Ich hatte ihn in einer Disco kennengelernt.*
 - Using the present plus an adverb indicating future, e.g. *Morgen fliegt er nach Österreich.*
 - Inseparable, e.g. *Sie überholte den Lastwagen.*
 - Separable, e.g. *Morgen fangen die Ferien an.*
 - Reflexive, e.g. *Sie konnte sich an die Kälte gar nicht gewöhnen.*
- Modals, e.g. *dürfen, können, mögen, müssen, sollen, wollen*
- Mood
 - Imperative, e.g. *Lies mal vor!*
 - Subjunctive (in requests, and conditional clauses), e.g. *würde, hätte, wäre, könnte, müsste, sollte. Würden sie mir bitte noch ein Stück Kuchen reichen? Wenn ich Millionär wäre, könnte ich mir einen Porsche kaufen.*
- Passive voice, e.g. *Das Parkhaus wird um 24 Uhr geschlossen.*
- Impersonal expressions, e.g. *Es gibt . . . Es stimmt, dass . . . Es ist schade, dass . . .*
- Infinitives with verbs of perception, motion, and with *lassen*, e.g. *Ich hörte ihn kommen. Wir gehen schwimmen. Meine Mutter lässt mich nie fernsehen.*
- Verbs taking prepositional objects, e.g. *Ich freue mich auf deinen Besuch. Sie entschuldigt sich bei der Lehrerin.*
- Verbs taking the dative, e.g. *Ich danke dir. Er hilft/folgt seinem Freund. Das gehört ihm . . .*

Adverbs

- Positive, comparative, and superlative forms, e.g. *gern, lieber, am liebsten*

Prepositions

- The cases with prepositions, e.g. *Ich gehe jetzt in die Schule. Ich lerne Deutsch in der Schule.*
- Contracted forms with articles, e.g. *beim, zum, im . . .*
- *Wo und da(r)* compounds, e.g. *womit, wozu, damit, dazu, dabei, darauf . . .*

Sentence Structures

- The various parts of the sentence, e.g. subject, direct object, indirect object
- Statements, questions, commands
- Subordinate or main clauses, e.g. *Obwohl er noch zur Schule geht, hat er schon einen Job.*
- Conjunctions
 - Coordinating, e.g. *und, aber, oder, denn, sondern . . .*
 - Subordinating, e.g. *weil, wenn, als, dass . . .*
 - Correlative, e.g. *entweder . . . oder, weder . . . noch, nicht nur . . . sondern auch, sowohl . . . als auch*
- Relative clauses, e.g. *Wie heißt der Fluss, an dem Hamburg liegt?*
- Indirect questions, e.g. *Ich möchte gern wissen, wie er heißt.*

Word Order

- Position of *nicht* in a clause, e.g. *Er hat seine Hausaufgaben nicht gemacht.*
- Position of adverbs and adverbial phrases — time, manner, place, e.g. *Er fährt jeden Tag fröhlich zur Arbeit.*
- Position of past participles, e.g. *Er hat seine Hausaufgaben schon gemacht.*

- Infinitives with *zu* and *um . . . zu*, e.g. *Um den Führerschein zu bekommen, muss man viele Fahrstunden nehmen. Sandra überredet Antje, etwas anderes anzuziehen.*

INDONESIAN

The Language

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

The correct use of recognised non-binary pronouns is acceptable in examination and school assessment responses.

Themes, Topics, and Subtopics

There are three prescribed themes:

- The Individual
- The Indonesian-speaking Communities
- The Changing World.

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

The Individual	The Indonesian-speaking Communities	The Changing World
<ul style="list-style-type: none"> • <i>Personal Identity</i> Examples <i>Personal details and qualities</i> <i>Relationships with family and friends</i> <i>Daily life</i> <i>Making arrangements</i> <i>Free time and leisure activities</i> <i>Health and fitness</i> • <i>Education and Aspirations</i> Examples <i>Future study</i> <i>School life</i> <i>Career choices</i> <i>Personal goals</i> <i>Travel</i> <i>Student exchanges</i> • <i>Values, Attitudes, and Opinions</i> Examples <i>The place of individuals in their world</i> <i>Social issues, ideas, and</i> 	<ul style="list-style-type: none"> • <i>Arts, Crafts, and Entertainment (modern and traditional)</i> Examples <i>Dance</i> <i>Music</i> <i>Drama</i> <i>Wayang</i> <i>Film</i> <i>TV</i> <i>Internet</i> <i>Media</i> <i>Batik</i> <i>Ikat</i> • <i>Visiting Indonesia</i> Examples <i>Planning</i> <i>Travel experiences</i> <i>Shopping</i> <i>Finding accommodation</i> <i>Obtaining assistance or advice</i> <i>Visiting friends</i> <i>Health</i> • <i>Stories from the Past</i> 	<ul style="list-style-type: none"> • <i>Contemporary Issues</i> Examples <i>Social</i> <i>Political</i> <i>Economic</i> <i>Religious</i> <i>Environmental</i> <i>Technological</i> <i>Australian and Indonesian relations</i> <i>The impact of tourism</i> • <i>The World of Work</i> Examples <i>People at work</i> <i>Types of jobs</i> <i>Work in rural and urban areas</i> <i>Division of labour</i> <i>Unemployment</i> <i>Exploitation of labour</i> <i>Work experience</i> <i>Careers</i>

*opinions expressed through
literature, film, and other
resources*

Examples
Historical perspectives
Famous people
Significant events
Personal recollections
Oral history
*The past expressed through
literature, film, and other
resources*

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

Students studying Indonesian in a continuers-level program are expected to recognise and use the following grammatical items:

Phonology

- Quality of vowel sounds
- The glottal stop, e.g. *bapak, tidak*
- Non-aspiration of *t, d, b,* and *p*
- Indonesian trilled *r*
- Nasalisation of verbal roots, e.g. *ny* and *ng, ngg* sound
- Pattern and rhythm
- Intonation and stress.

Verbs

- Unaffixed verbs, e.g. *makan*
- Affixed verbs using, for example, *ber-, ber . . . an, me-, me . . . kan, me . . . i, memper-, ke . . . an, ter . . .* e.g. *berjalan, berpamitan, menjual, memberikan, menemani, memperbaiki, ketinggalan, terdapat*
- Active, passive, and imperative forms
- With reduplication, e.g. *makan-makan, berlari-lari* (repetitive, varied, or non-specific action) *surat-menyurat, berpamit-pamitan* (reciprocity)
- With markers and modifiers, e.g. *sudah, telah, sedang, akan, harus, dapat, bisa, boleh, suka, ingin, mau, lagi, kembali*
- With negators, e.g. *tidak, belum*
- With accompanying prepositions, e.g. *bergantung pada, ingat akan, minta maaf atas, percaya pada.*

Nouns

- Unaffixed nouns, e.g. *pintu*
- Affixed nouns using, for example, *ke . . . an, pe-, pe . . . an, per . . . an, -an, -wan/-wati,* e.g. *kecepatan, pencuri, pelajaran, perjalanan, makanan, jutawan, wisatawan*
- With reduplication, e.g. *surat-surat kabar, adat-istiadat* (plurality, showing variety) *obat-obatan* (showing collectivity)
- With the negator *bukan.*

Personal Pronouns

- 1st person: *saya, aku, kami, kita*
- 2nd person: *kamu, Anda, engkau, kau-, kalian, kamu sekalian, Anda sekalian*
- 3rd person: *dia, ia, beliau, mereka*
- Other terms used in the place of pronouns, e.g. *Bapak, Ibu, Adik, Kakak, Saudara*, name of person
- With the negator *bukan*.

Deictics, e.g. *ini, itu, sini, sana, situ, begini, begitu*.

Quantifiers

- Cardinal numbers
- Collectives, e.g. *ketiga pemain, kami berenam, berpuluh-puluh, ratusan*
- With terms of measurement, e.g. *meter, liter, gram, rupiah*
- Indefinite terms, e.g. *banyak, berbagai, beberapa, sedikit, semua, seluruh, segala*
- Ordinal numbers, e.g. *kesatu or pertama, kedua, kesepuluh*
- Fractions, e.g. *sepertiga*
- Classifiers, e.g. *orang, buah, ekor* (others as passive knowledge when encountered)
- Singularity, e.g. *se-, satu, suatu*
- Plurality, e.g. through duplication, through context, through use of *para/kaum*.

Adjectives

- Unaffixed adjectives, e.g. *mahal*
- *Me . . . kan* with adjectival function, e.g. *menyenangkan*
- Comparatives
 - *Se- + adjective*
 - *Sama + adjective + -nya*
 - *Lebih/kurang + adjective + daripada*
 - *Yang/paling/ter- + adjective*
- With degree markers: *tidak terlalu kecil, akan sangat senang*
- With other modifiers: *harus lebih mudah, tidak sakit lagi*
- With negators: *tidak, belum*.

Adverbs

- *Dengan + base*, e.g. *dengan baik*
- Duplication of base, e.g. *diam-diam*
- *Se + adjective-adjective + nya*, e.g. *setinggi-tingginya, sesungguhnya-sungguhnya*.

Prepositions, e.g. *akibat, antara, bersama, buat, dalam, dari, dekat, dengan, di, karena, ke, kecuali, kepada, lewat, melalui, mengenai, menurut, oleh, pada, sama, sampai, sebab, sebagai, sejak, sekeliling, sekitar, selama, sepanjang, seperti, tanpa, tentang, untuk, akan, atas, bagi, selain, terhadap*

- With locative nouns, e.g. *di bawah, ke muka, oleh karena, sampai dengan, di antara*.

Conjunctions, e.g. *agar, atau, bahwa, dan, dengan, di samping, hanya, kalau, karena, kecuali, kemudian, ketika, lalu, oleh karena (itu), sambil, sampai, seandainya, sebab, sebelum, sedangkan, sehingga, sejak, selain (itu), selama, seolah-olah, sesudah, setelah, setiap, supaya, tanpa, tetapi, tiap kali, untuk, waktu, walaupun, akan tetapi, akibat, asal, baik . . . maupun, dalam, demikian, jika . . . (maka), lagi (pula), melainkan, meskipun (begitu), namun, padahal, sebagai, sementara, serta, tidak hanya . . . tetapi juga*.

Interjections, e.g. *sialan, asyik, ayo, wah, aduh*.

Articles, e.g. *sang, para, si*.

Particles, e.g. *-kah, -lah*.

Phrases and Sentences

- Simple and more complex phrases, e.g. *berteriak keras-keras/tidak perlu merasa tersinggung*
- Single clauses
 - Subject + predicate
 - Subject + verb (+ phrase)
 - Subject + verb + object (+ indirect object)
- Compound clauses, e.g. *Dia rajin membaca, baik waktu dia masih mahasiswa, maupun setelah dia bekerja.*
- *Siapa pun yang minta, Pak Anwar selalu bersedia menolong.*
- Use of *ini/itu* to point to a particular referent in a noun phrase, e.g. *pakaian yang dilemparkan ke laut di Parangtritis itu.*
- Use of *adalah/ialah* to mark the subject–predicate break, e.g. *Pengangguran tersembunyi di kota-kota besar adalah masalah yang serius.*
- Use of *yang* as a relative clause marker, e.g. *Tempat berpiknik yang paling disenangi oleh orang Jakarta. Kepala pabrik yang hanya mementingkan dirinya sendiri.*
- Extension of basic sentences by the addition of information on place, instrument, time, purpose, participant, means, similarity, cause.
- Statements
- Commands
 - Use of *-lah, jangan, tolong, coba, silakan*
 - Use of passive to soften
- Questions
 - With question words
 - With rising intonation
 - With *-kah*
 - Using *bukan/belum/tidak* at the end of the sentence
- Exclamations using *aduh, bukan main, alangkah, -nya*
- Emphatic sentences using *-lah* followed by *yang*
- Active and passive sentences
- Direct and indirect speech.

ITALIAN

The Language

The language to be studied and assessed is modern standard Italian. Italian belongs to the family of Romance languages, and a great deal of terminology in science, technology, medicine, pharmacy, and law derives from its Latin ancestor, while musical terminology draws directly on Italian.

Standard Italian is the language of Italy. Apart from being the language of everyday communication, it is the language of education, all levels of government, and the mass media. It is important to be aware of, and acknowledge, the role of regional dialects and their provincial variants. These dialects have often survived better in the communities outside Italy (albeit with local intrusions) than in Italy, where, because of the internal population shifts from the second half of the twentieth century, and the influence of the mass media, the dialects are being eroded. However, in Italy dialects are now being revalued and, in some instances, revived.

Like other languages, Italian is changing rapidly, particularly in the spoken form. Some examples of this include:

- the more commonly accepted use of *gli* to replace *loro* and *le*
- the use of *voi* to replace the *loro* form in some formal situations
- the more frequently spoken form of the past definite in some geographical locations, particularly southern Italy
- the increasing use of the indicative instead of the subjunctive
- the increasing use of the present indicative instead of the future indicative
- the use of the present indicative in place of the conditional when making requests
- the disappearance of the capital letter to indicate polite form register, except in legal and diplomatic language
- efforts to simplify and update bureaucratic language
- English words (e.g. computer, weekend, picnic, Internet, best seller).

The formal and informal forms of address are important aspects of the language as they reflect the conventions of social relationships among Italian-speaking people.

The correct use of recognised non-binary pronouns is acceptable in examination and school assessment responses.

Themes, Topics, and Subtopics

There are three prescribed themes:

- The Individual
- The Italian-speaking Communities
- The Changing World.

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

The Individual

- **Personal Identity**
Examples
Who am I?
Adolescence
Memories
Relationships
- **Health and Leisure**
Examples
Leisure time
Part-time work
Sport
Holidays
- **Education and Aspirations**
Examples
School
Personal aspirations
Cultural exchanges

The Italian-speaking Communities

- **Historical Perspectives**
Examples
Italy from unification to the present day
Emigration
The European Union
- **Lifestyle in Italy and Abroad**
Examples
Italian passions
Italian cuisine
The young or the elderly
Festivals and traditions
The arts
Entertainment
- **Social and Contemporary Issues**
Examples
The environment
Aspects of modern society
Cultural identity
The contribution of Italians to Australia

The Changing World

- **The World of Work**
Examples
Different types of jobs/professions/trades
Employment in the future
Entering the world of work
- **Technology**
Examples
International multimedia
Information technology
The sociocultural impact of technology
- **Trade and Tourism**
Examples
Made in Italy
Italian–Australian trade relations
Travel in Italy
Tourism in Australia

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

Text Types

Refer to pages 23 to 24 for information.

Grammar

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

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

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

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

Students studying Italian in a continuers-level program are expected to recognise and use the following grammatical items:

Nouns

- Regular forms
 - Gender and number
- Common irregular forms (singular and plural)
- Compound nouns, e.g. *l'altoparlante, il portafoglio*
- Collective nouns, e.g. *la gente*
- Invariable forms in the plural, e.g. *la città, le città: il film, i film*
- Use of suffixes and prefixes, † e.g. *sorellina, inutile*.

Articles

- Definite and indefinite articles
 - Use of all forms, and their omission
- Omission or inclusion of definite articles with titles
- Inclusion of definite articles before nouns used in a general or abstract sense, e.g. *il coraggio è una virtù*
- Partitive articles (some, any), e.g. *del pane*.

Adjectives

- Regular formation
- Agreement with nouns
- Position
- Common irregular adjectives that precede masculine nouns, e.g. *bello, buono*
- Adjectives that commonly precede nouns, e.g. *primo, ultimo, buono, bello, giovane, vecchio, altro, stesso, molto, poco, grande, piccolo*
- Demonstrative adjectives, e.g. *questo, quello*
- Possessive adjectives — form and uses, including their use before terms indicating family relationships
- Indefinite adjectives, e.g. *ogni, qualche, qualsiasi/qualunque, ciascuno, nessuno, altro, molto, alcuno*
- Interrogative adjectives, e.g. *che? quale? quanto?*
- Comparative and superlative forms
 - Regular and irregular types.

Adverbs

- Formation
- Position
- Classes (manner, place, time, quantity), e.g. *bene, qui, prima, molto*
- Adverbial phrases, e.g. *all'improvviso, poco fa, nel frattempo, d'ora in poi, in ritardo, fra poco, qui vicino*
- Comparative and superlative forms
 - Regular and irregular types, e.g. *meglio, peggio, bene, benissimo*
- Use of adverbs, e.g. *molto, poco, troppo*.

Pronouns

- Personal pronouns
 - Subject, direct object, indirect object
 - Use and position
 - Elision, e.g. *l'ho visto*
 - and past participle, e.g. *li ho comprati*
 - Combined, e.g. *te lo spedisco*

† for receptive use only

Relative pronouns (including word order), e.g. *che, cui, chi, il quale*

- Interrogative pronouns, e.g. *chi? che (cosa)? quale? quanto?*
- Demonstrative pronouns, e.g. *questo, quello, ciò*
- Indefinite pronouns, e.g. *uno, qualcuno, ciascuno, nessuno*
- Possessive pronouns, e.g. *mio fratello, la mia amica*
- Reflexive pronouns, e.g. *si veste*
- Disjunctive pronouns, e.g. *a me, per te*
- Common uses of
 - si*, e.g. *si mangia bene qui*
 - ci* and *vi*, e.g. *ci sono andata*
 - ne*, e.g. *cosa ne pensi? Hai dello zucchero? Sì, ne ho.*

Verbs

- Conjugation
- Regular forms
- Frequently occurring irregular forms
- Reflexive verbs
- Mood
 - Indicative
 - Present
 - Present perfect
 - Imperfect
 - Pluperfect[†]
 - Future
 - Future perfect[†]
 - Past historic[†]
 - Past anterior[†]
 - Conditional
 - Present
 - Perfect[†]
 - Subjunctive
 - Present
 - Perfect[†]
 - Imperfect, ‘if’ clause
 - Pluperfect[†]
 - Imperative (including its use in formal and informal address and with pronouns), e.g. *da’!*, *damm!*, *dammelo!*
- Gerundio
 - Present, e.g. *guardando*
 - Past, e.g. *essendo partito(a)*
 - Stare with gerundio, e.g. *sto mangiando*
- Infinitive structure
 - Prima di* with infinitive
 - Infinitive used as a noun,[†] e.g. *il leggere*
 - Lasciare* construction,[†] e.g. *lascia stare, lasciami stare*
- Auxiliaries — *essere* and *avere*
- Participles
- Passive voice,[†] e.g. *è stato costruito da . . .*
- Impersonal verbs and expressions, e.g. *bisogna che, basta che*

[†] for receptive use only

Modal verbs (*dovere, potere, volere*)

- *Piacere* in the present, present perfect, imperfect, and future tenses of the indicative, and in the present conditional
- Idiomatic use of *avere* and *fare*, e.g. *avere fame, fare colazione*
- Causative construction,[†] e.g. *ho fatto riparare la macchina*.

Prepositions

- Simple and articulated forms
- Common prepositional phrases, e.g. *parto per Milano, partiamo da Roma*
- Special usage of *a, di, da*, e.g. *vado a scuola, vieni da me*.

Numerals

- Cardinals, ordinals, decimals, dates
- Fractions, e.g. *un quarto, metà*
- Time
- Common measurements, e.g. *è alta un metro e ottanta*
- Collective numbers, e.g. *paio, coppia, decina, dozzina, centinaio, migliaio*
- Mathematical signs, e.g. *più, meno, diviso, per*.

Conjunctions

- Common conjunctions, e.g. *e, ed, anche, ma, però, infatti, né . . . né*
- Fillers, e.g. *quindi, magari, cioè*.

Negation

- Use of *non*
- Double negative.

False Friends

- Italian words that closely resemble English words but may not always have the same meaning, e.g. *parenti, sensibile, fattoria*.

Sentence and Phrase Types

- Italian word order is more flexible than English word order; this may be related to the presence of gender and number markers. However, attention should be given to word order in:
 - statements
 - questions
 - the position of object pronouns.

[†] for receptive use only

JAPANESE

The Language

The language to be studied and assessed is modern standard Japanese in both written and spoken forms. Some dialect variations in pronunciation and accent are acceptable. Students should be familiar with informal and formal levels of language as prescribed in this subject outline. Hiragana and katakana syllabaries and a prescribed number of kanji (Chinese characters) will be studied.

The correct use of recognised non-binary pronouns is acceptable in examination and school assessment responses.

Themes, Topics, and Subtopics

There are three prescribed themes:

- The Individual
- The Japanese-speaking Communities
- The Changing World.

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

The Individual	The Japanese-speaking Communities	The Changing World
<ul style="list-style-type: none"> • <i>Personal Identity</i> Examples <i>Personal information</i> <i>Family and friends</i> <i>Home and neighbourhood</i> • <i>Daily Life</i> Examples <i>Routines</i> <i>Health and sickness</i> • <i>Leisure</i> Examples <i>Hobbies</i> <i>Making arrangements</i> <i>Past experiences</i> • <i>Education</i> Examples <i>School life</i> <i>Future plans</i> 	<ul style="list-style-type: none"> • <i>Life in Japan</i> Examples <i>Home and family life</i> <i>Shopping and eating</i> <i>School life</i> <i>Leisure</i> <i>Significant people and events</i> • <i>Visiting Japan</i> Examples <i>Tourist and cultural attractions</i> <i>Getting around (directions, tickets, accommodation, and reservations)</i> <i>Homestay experiences</i> <i>Visiting people</i> <i>Gift-giving</i> 	<ul style="list-style-type: none"> • <i>Working Life</i> Examples <i>Casual work</i> <i>Different jobs/occupations</i> • <i>Current Issues</i> Examples <i>Technology</i> <i>Youth issues</i> <i>Social issues</i>

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

Text Types

Refer to pages 23 to 24 for information.

Vocabulary

A vocabulary list, comprising basic vocabulary relevant to the topics and suggested subtopics, will be on the SACE website (www.sace.sa.edu.au). Students do not need to know all the words on the list in order to be successful in a program based on this subject outline. It is provided as a resource for teachers and students to use in preparing for oral and written examinations.

The written examination may include words that are not on the list. In such cases the words will be glossed in English, or they will be of the kind that do not impede overall understanding of the text and will be able to be found in any of the recommended dictionaries.

The prescribed kanji list (below) includes 150 kanji for active use in writing in Japanese and 50 kanji for recognition when reading texts in Japanese.

Prescribed Kanji

Active Use

Verbs

生 住 休 作 使 言 話 読 売 見
洗 食 飲 会 止 言 着 買 立 出
入 乗 行 帰 来 知 書 持 聞 思

Adjectives

大 小 高 安 新 古 少 多 白 黒
赤 青 好 長 広 楽

Nouns

• Numbers/Counters

一 二 三 四 五 六 七 八 九 十
百 千 万 人 本 番 才

• Time/Seasons

日 月 火 水 木 金 上 曜 毎 週
年 明 朝 昼 晩 午 前 後 時 分
半 今 先 間 春 夏 秋 冬

• Nature

山 川 海 雨 花 天

• Positions/Directions

上 下 中 外 近 左 右 東 西 北
南 方

• Family/Friends

家 族 父 母 兄 姉 弟 妹 私 男
女 子 友 達

• Body/Health

体 目 耳 口 手 足 元 気

• School

学 校 語 字 国 勉 強

• Shopping

町 円 店 屋 物

• Miscellaneous

何 自 車 電 名 紙 心

Receptive Use

Verbs

動 働 泊 待 始 終 教 通 遊

Adjectives

早 同 正 茶

Nouns

• Time/Seasons

夜 夕 次

• Nature

地 島 田 雪

• Places

公 園 道 寺 神 社 旅 館 京 都
区 市 州 県 所 場 駅

• School

室 英 漢

• Shopping

員 飯

• Miscellaneous

事 活 仕 発 和 洋 色 女

Grammar

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

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

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

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

Students studying Japanese in a continuers-level program are expected to recognise and use the following grammatical items:

Summary of forms of verbs and adjectives

Finite forms — plain forms

<i>Verbs</i>	<i>Adjectives</i>	<i>The verb 'to be'</i>
Nonpast (Dictionary form) -ru: 食べる -u: 書く Past ~た: 食べた 書いた	Nonpast i-Adj.: 赤い na-Adj.: しずかだ Past ~かった: 赤かった ~だった: しずかだった	Nonpast ~だ: (本)だ Past ~だった: (本)だった
Negative, Nonpast ~ない: 食べない 書かない	Negative, Nonpast ~くない: 赤くない ~じゃない: しずかじゃない	Negative, Nonpast ~じゃない: (本) じゃない
Negative, Past ~なかった: 食べなかった 書かなかった	Negative, Past ~くなかった: 赤くなかった ~じゃなかった: しずかじゃなかった	Negative, Past ~じゃなかった: (本) じゃなかった

Finite forms — polite forms

<i>Verbs</i>	<i>Adjectives</i>	<i>The verb 'to be'</i>
Nonpast (-masu form) ~ます: 食べます 書きます	Nonpast i-Adj.: 赤いです na-Adj.: しずかです	Nonpast ~です: (本)です
Past ~ました: 食べました 書きました	Past ~かったです: 赤かったです ~でした: しずかでした	Past ~でした: (本)でした
Negative, Nonpast ~ません: 食べません 書けません	Negative, Nonpast ~くないです: 赤くないです ~じゃないです: しずかじゃないです	Negative, Nonpast ~じゃないです: (本) じゃないです
Negative, Past ~ませんでした: 食べませんでした 書けませんでした	Negative, Past ~くなかったです: 赤くなかったです ~じゃなかったです: しずかじゃなかったです	Negative, Past ~じゃなかったです: (本) じゃなかったです

(じゃ=では) (ないです=ありません) (なかったです=ありませんでした)

Finite form (plain) + ...

Form	Function/Use	Example(s)
FF+ そうです	reporting what someone else said	かれは日本へ帰るそうです。 えいがはおもしろかったそうです。 ピアノが上手だそうです。
FF(Verb)+ つもりです FF(Verb, <i>i</i> -Adj.)+ 時/間 FF(Verb)+ 前 (に)	expressing what you intend to do expressing when you do something (when, while, before)	明日買い物に行くつもりです。 私がそこに行った時、... いそがしい時は、... 日本にいる間、... 出かける前 (に)、...
FF(Verb, <i>i</i> -Adj.)+ より FF(Verb, <i>i</i> -Adj.)+ ほう	comparing	テレビを見るより本を読むほうが楽しいです。
FF(Verb, <i>i</i> -Adj.)+ かもしれません FF(Verb, <i>i</i> -Adj.)+ でしょう FF+ と	indicating lower possibility indicating higher probability quoting what someone said	雪がふるかもしれません。 ちょっとむずかしいかもしれません。 雪になるでしょう。 あまりむずかしくないでしょう。 かれは明日来ると言いました。 その本はおもしろかったと言っていました。 スポーツがとくだと言いました。
FF(Verb)+ ため (に)	indicating purpose	大学に入るためにいっしょうけんめい勉強します。
FF(Verb)+ ように	indicating purpose, result, or requesting	かぜをひかないようにくすりを飲みました。 私に電話するように言ってください。
FF+ し <i>The polite form can also be used.</i>	linking statements or reasons	やきゅうもするし、サッカーもします。 やさしいし、あたまもいいです。 きれいだし、りょうりも上手だ。
FF(Verb, <i>i</i> -Adj.)+ NOUN	describing the following noun	田中さんが読んだ本 つまらないえいが
FF(Verb, <i>i</i> -Adj.)+ の/ん です	explaining, clarifying	おととしオーストラリアに来たんです。 おなかがいたいんです。
FF(Verb, <i>i</i> -Adj.)+ うち [†]	expressing when you do something (while)	雨がふらないうちに帰りましょう。 あついうちに飲んでください。
FF(Verb, <i>i</i> -Adj.)+ のに [†] <i>The polite form can also be used.</i>	linking ideas (even though)	やくそくしたのに来なかった。 かれはわかいのによく仕事ができます。
FF(Verb, <i>i</i> -Adj.)+ みたい [†]	expressing how something appears	雪になるみたいですね。

† for receptive use only

て form + ...

<i>Form</i>	<i>Function/Use</i>	<i>Example(s)</i>
～て	linking ideas	町に行ってえいがを見ます。 せが高くてあたまがいいです。
～て+ ください	requesting	早く帰ってください。
～て+ います	expressing what you are doing	テレビを見ています。
～て+ みます	expressing what you try, to see what it's like	このセーターを着てみます。
～て+ しまいます	expressing that you do something completely, or finish doing something	おかしを食べてしまいました。 しゅくだいをわすれてしまいました。
～て+ はいけません	forbidding	まだ帰ってはいけません。
～て+ もいいです	giving permission	もう帰ってもいいです。
～て+ も	expressing a condition (even if)	たくさんねてもまだねむいです。 高くても買います。
～て+ から	expressing when you do something (after)	いつも勉強をしてからテレビを見ます。

て form verb + verbs of giving and receiving

<i>Form</i>	<i>Function/Use</i>	<i>Example(s)</i>
～て+ くださいます	expressing that a superior does you a favour	先生が教えてくださいました。
～て+ くれます	expressing that someone does you a favour	日本から本をおくってくれました。
～て+ あげます	expressing that you do a favour for someone	買ってあげましょうか。
～て+ もらいます	expressing that you receive a favour from someone	友達に作ってもらいました。
～て+ いただきます	expressing that you receive a favour from a superior	先生にかしていただきました。

た、たら、たり forms

<i>Form</i>	<i>Function/Use</i>	<i>Example(s)</i>
～た+ ほうがいいです	offering advice	勉強したほうがいいです。
～た+ ことがあります	relating your experience	京都に行ったことがありますか。
～た+ 後 (で)	expressing when you do something (after)	食事をした後 (で) テレビを見ました。
～たり、～たり	expressing that you do various activities or that conditions alternate	本を読んだり、テレビを見たりします。 あつかったり、さむかったりたいへんです。
～たら	expressing a condition	わからなかったら聞いてください。 おいしくなかったら食べなくてもいいです。

Verb ます base + ...

<i>Form</i>	<i>Function/Use</i>	<i>Example(s)</i>
BASE+なさい	expressing a command	本を読みなさい。
BASE+そうです	expressing how something appears	雨がふりそうですね。
BASE+方	expressing how to do something	ケーキの作り方を教えてください。
BASE+にくいです	saying something is difficult to do	ローマ字は読みにくいです。
BASE+やすいです	saying something is easy to do	ひらがなは読みやすいです。
BASE+たいです	expressing what you want to do	ラジオを聞きたいです。
BASE+たいと思います	expressing intention	日本へ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	ラジオを聞きながら新聞を読みます。
BASE+すぎます	indicating that something is excessive	食べすぎておなかがいたいです。
BASE+はじめます [†]	indicating that you are beginning to do something	そうじをしはじめました。
BASE+おわります [†]	indicating that you finish doing something	この本を読みおわりました。

Verb ない base + ...

<i>Form</i>	<i>Function/Use</i>	<i>Example(s)</i>
BASE +なければなりません	indicating necessity	勉強しなければなりません。
BASE+なくてもいいです	indicating that you do not have to do something	行かなくてもいいです。
BASE+ないでください	requesting not to do something	英語で話さないでください。
BASE+ないで	linking ideas	テレビを見ないで勉強しなさい。
BASE +ないほうがいいです	offering advice	お金を持って来ないほうがいいです。

[†] for receptive use only

Verb -e/-re base + ば

Form	Function/Use	Example(s)
(もし) ~ば [†]	expressing a condition	早く行けば、道はこんでいません。

i-Adjective -kere + ば

Form	Function/Use	Example(s)
(もし) ~ば [†]	expressing a condition	もっとやすければ、買います。

Verb -ou/-you base

Form	Function/Use	Example(s)
BASE (Verb stem+ -ou/-you)	expressing an intention	てがみを書こう。 電話をしよう。
BASE+ と思います	expressing an intention	日本へ行こうと思います。

Verb -eru /-rareru form

Form	Function/Use	Example(s)
Verb stem + -e + ます [†] Verb stem+ られます [†]	indicating that you can do something	漢字で書けます。 さしみが食べられます。

Adverbial forms

i-Adjective stem + ~く na-Adjective stem + ~に		はやくしてください。 しずかにしてください。
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Particles

Particle	Function/Use	Example(s)
は	topic marker	私は高校生です。
	contrast	本は好きですが、まんがは読みません。
が	subject	父がそう言いました。
	subject in subordinate clause direct object marker when expressing likes/abilities	かれが来た時、...。 りんごが好きです。 日本語ができますか。
の	possessives (of, 's) adjectival	私の本です。 日本の車です。 つくえの上にあります。

[†] for receptive use only

	optional alternative to が in adjectival clauses	すずきさんの書いた手紙を読みました。
に	place of existence (in, at, on)	ここに新聞があります。
	destination (to, into, onto)	明日町に行きます。
	indirect object marker	先生にわたしてください。
	point of time	三時半に会いましょう。
	purpose	えいがを見に行きます。
へ	direction (to)	右へまがってください。
を	direct object	コーラを飲みます。
	place of motion (along, through)	この道をまっすぐ行きます。
で	place of action	学校でならいました。
	by means of	おはしで食べます。
と	linking (and)	本とざっしを買いました。
	with person	家族と行きました。
や	linking (and, etc.)	本やざっしを買いました。
か	stating alternatives (or)	今日か明日行きましょう。
	with interrogatives	だれか来ましたか。
も	too, also	私も行きます。
	both	テニスもやきゅうも好きです。
	neither . . . nor . . .	いぬもねこもいません。
	with interrogatives	なんかい 何回も行きました。
	with quantitative words	少しもありません。
	with interrogative + negative	だれも来ませんでした。

Words indicating extent

<i>Word</i>	<i>Function/Use</i>	<i>Example(s)</i>
から	since, from (a point of time), from (a place)	三時から四時までです。 イタリアから来ました。
まで	until (a point of time), to, as far as (a place)	昼まで働きます。 駅まで歩きます。
ごろ	approximate point of time	三時ごろ帰ります。
ぐらい / くらい	approximate amount/time/length	五百人ぐらいいます。
しか	extent + negative (only)	千円しかありません。

だけ	extent (only)	一人だけです。
より	comparative (than)	車はバスよりはやいです。
いちばん (一番)	superlative (the most)	これが一番好きです。

Conjunctions

<i>Conjunction</i>	<i>Function/Use</i>	<i>Example(s)</i>
が	linking (but)	ひらがなは知っていますが漢字は知りません。
から	cause, reason (because, since, so)	つかれたからもうねます。
ので	cause, reason (because, since, so)	雨がふったので行きませんでした。
と	conditional (when, if)	雨がふるとすずしくなります。
のに	linking (even though)	雨がふったのに行きました。

Nominalisers

<i>Nominaliser</i>	<i>Function/Use</i>	<i>Example(s)</i>
の	nominalisation (the one) nominalisation	赤いのをください。 すしを食べるのが好きです。
こと	nominalisation	行くことができます。 行くことがあります。 行くことにします。 行くことになります。

Sentence final particles

<i>Particle</i>	<i>Function/Use</i>	<i>Example(s)</i>
ね / ねえ	tag question (isn't it?)	いいお天気ですね。
よ	assuring gently persuading	おもしろいえいがですよ。 えいがに行こうよ。
か	question marker	だれですか。
の	soft question marker soft sentence ending	どこへ行くの。 かれは明日来ないの。
わ	mild emphasis (feminine)	きれいだわ。

MODERN GREEK

The Language

The language to be studied and assessed is the standard version of Modern Greek — the demotic form of the written and spoken language. Students will be required to use both formal and informal registers, current language use incorporating spelling reforms, and the monotonic system of accentuation. The Greek alphabet is the only script to be used in the written form.

Non-standard regional varieties, even dialect variations, may be acceptable in the appropriate context and to the extent that they do not impede the students' ability to communicate effectively in standard Modern Greek.

Anglicisms and non-standard linguistic transfers from English in vocabulary, expressions, and word order are not acceptable. However, words and expressions that have been officially incorporated and adapted into the language are acceptable.

The correct use of recognised non-binary pronouns is acceptable in examination and school assessment responses.

Themes, Topics, and Subtopics

There are three prescribed themes:

- The Individual
- The Modern Greek-speaking Communities
- The Changing World.

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

The Individual	The Modern Greek-speaking Communities	The Changing World
<ul style="list-style-type: none"> • <i>Personal Identity</i> Examples <i>Personal profile</i> <i>Neighbourhood</i> <i>Hobbies and pastimes</i> • <i>Relationships</i> Examples <i>Friends and peers</i> <i>Family</i> <i>School life</i> • <i>School Experience</i> Examples <i>Subjects</i> <i>Aspirations</i> 	<ul style="list-style-type: none"> • <i>Lifestyles</i> Examples <i>Travel</i> <i>Cultural interests</i> <i>Sport</i> <i>Greek cuisine</i> • <i>Special Traditions</i> Examples <i>Festivals</i> <i>Celebrations</i> <i>National days or religious days</i> • <i>Contemporary People and Events</i> Examples <i>Literary figures</i> 	<ul style="list-style-type: none"> • <i>Youth Issues</i> Examples <i>Entertainment</i> <i>Drugs and alcohol</i> <i>The disadvantaged</i> • <i>The World of Work</i> Examples <i>Occupations or pathways</i> <i>Careers</i> <i>Unemployment</i> • <i>Environmental Issues</i> Examples <i>Global warming</i> <i>Pollution</i> <i>World conflict</i>

Popular entertainers
Sporting heroes or events

- *The Legacy of Greece*

Examples

The Olympic Games

Science

Music

Art

The migrant experience

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

Text Types

Refer to pages 23 to 24 for information.

Grammar

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

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

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

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

Students studying Modern Greek in a continuers-level program are expected to recognise and use the following grammatical items:

Verbs

- Auxiliary — *είμαι, έχω*
- Regular verbs (active and passive)
 - Tense
 - Present, e.g. *λύνω, διαβάζω, λύνομαι*
 - Past simple, e.g. *έλυσα, διάβασα*
 - Past continuous, e.g. *έλυνα, διάβαζα*
 - Present perfect, e.g. *έχω λύσει, έχω διαβάσει*
 - Past perfect, e.g. *είχα λύσει, είχα διαβάσει*
 - Future simple, e.g. *θα λύσω, θα διαβάσω*
 - Future continuous, e.g. *θα λύνω, θα διαβάζω*
 - Conditional, e.g. *θα έλυνα, θα διάβαζα*
 - Mood
 - Subjunctive, e.g. *να λύνω, να διαβάσω*
 - Imperative, e.g. *λύνε, διαβάστε*
 - Participle, e.g. *λύνοντας, διαβάζοντας*
- Irregular verbs, e.g. *πηγαίνω, βγαίνω*
- Impersonal verbs, e.g. *πρέπει, μπορεί*
- The verb *μου αρέσει*
- Negation, e.g. *δεν θέλω, δεν θα πάω.*

Articles

- Definite, e.g. *ο, η, το*
- Indefinite, e.g. *ένας, μία, ένα.*

Nouns

- Regular nouns
 - Masculine, e.g. ο πίνακας, ο μαθητής, ο δρόμος
 - Feminine, e.g. η φίλη, η θάλασσα
 - Neuter, e.g. το πρόβατο, το νησί, το μάθημα
 - Singular or plural, e.g. ο μαθητής – οι μαθητές, το νησί – τα νησιά
- Case
 - Nominative, e.g. ο νικητής
 - Genitive, e.g. της μαθήτριας
 - Accusative, e.g. τον πίνακα
 - Vocative, e.g. δάσκαλε
- Article agreement, e.g. των μολυβιών, τις χώρες
- Imparissyllabic nouns, e.g. ο παππούς – οι παππούδες, η γιαγιά – οι γιαγιάδες
- Scholarly nouns, e.g. ο συγγραφέας, η πόλη, το μέλλον
- Indeclinable nouns, e.g. το ρεκόρ, το τράμι.

Adjectives

- Regular, e.g. καλός, καλή, καλό / νέος, νέα, νέο
- Irregular, e.g. πολύς, πολλή, πολύ
- Agreement and position, e.g. ο όμορφος κήπος
- Comparative and superlative, e.g. ψηλός, πιο ψηλός/ψηλότερος, ο πιο ψηλός/ψηλότετος.

Pronouns

- Demonstrative, e.g. αυτός, τέτοιος, εκείνος
- Interrogative, e.g. ποιος, πού, πώς
- Reflexive, e.g. τον εαυτό μου
- Relative, e.g. που, πως
- Indefinite/Definite, e.g. κανένας, κάποιος, όποιος
- Distributive, e.g. καθένας
- Personal — strong and weak forms, e.g. εγώ ... εμείς (strong), εμένα ... εμάς (weak)
- Possessive, e.g. μου ... μας.

Prepositions

- Simple and compound types, e.g. με, σε, για, από
- Use with nouns, e.g. με τον Κώστα, στο μάθημα, από την Ελλάδα.

Conjunctions, e.g. αλλά, επειδή, γιατί.

Adverbs

- Position in word order
- Comparatives, e.g. γρηγορότερα
- Formation from adjectives, e.g. ωραία, χαμηλά
- Phrases of time, manner, and place, e.g. κάπου-κάπου, πότε-πότε, εκεί που
- With personal pronouns, e.g. μαζί μας.

Numbers

- Date, e.g. έξι του μηνός
- Time, e.g. τρεις η ώρα
- Agreement, e.g. ο πρώτος παίχτης
- Fractions, e.g. μισός χρόνος
- Percentages, e.g. εκατό τοις εκατό

- Collective numerals, e.g. *μία ντουζίνα, εκατοντάδες*.

SPANISH

The Language

The language to be studied and assessed is modern standard Spanish.

Spanish is a Romance language that derives from the Vulgar Latin brought to Western Europe by the Romans. Its development reflects the history of the Iberian peninsula, with its most notable influences being Greek and Arabic, the latter having contributed thousands of words to the vocabulary.

In the fifteenth century, as a result of the arrival of the Spaniards in the Americas, Spanish continued to develop as it was influenced by Indigenous languages.

The maintenance of modern standard Spanish is now the joint responsibility of the Real Academia of each of the countries in which Spanish is an official language. The linguistic integrity of the Spanish language is maintained with the acknowledgment of significant variations between countries, regions, and social groups. These variations are phonetic, morphological, syntactic, and semantic, and do not constitute dialects. However, a number of other languages are spoken in Spanish-speaking countries, with some, such as Basque, Catalan, and Galician in Spain and Guaraní in Paraguay, sharing official language status.

The correct use of recognised non-binary pronouns is acceptable in examination and school assessment responses.

Themes, Topics, and Subtopics

There are three prescribed themes:

- The Individual
- The Spanish-speaking Communities
- The Changing World.

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

The Individual

- **Personal Identity**
Examples
Family and self
Daily routine
Home and community
Contact with the Spanish-speaking world
- **My Life Now and in the Future**
Examples
School life
Spanish studies
Work
Future plans
- **Leisure and Interests**
Examples
Hobbies
Spare time
Friends
Holidays

The Spanish-speaking Communities

- **Different Lifestyles**
Examples
Routines (work, school, leisure)
Housing and accommodation
Eating and drinking
Celebrating (festivals and traditions)
- **Background Knowledge**
Examples
History and geography (significant events, figures, and places)
People(s), cultures, and languages
Food (social and historical importance)
- **Cultural Expression**
Examples
Cinema (films, videos), and television
Folk and Indigenous art and crafts
Music, dance, musical instruments, and songs
Painting, sculpture, and architecture
Literary extracts, short stories, and poems

The Changing World

- **Environmental Issues**
Examples
Key environmental issues and their effects on different societies
The role of individuals, governments, and organisations in addressing environmental issues
- **The World of Work**
Examples
Spanish for tourism
- **Technology in Daily Life**
Examples
Communications
Education and work
Home and leisure
- **Social Issues**
Examples
Social roles
Migration (internal and overseas)
Health and fitness
Employment

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

Text Types

Refer to pages 23 to 24 for information.

Grammar

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

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

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

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

Students studying Spanish in a continuers-level program are expected to recognise and use the following grammatical items:

Articles

- Definite, e.g. *el, la, los, las*
- Indefinite, e.g. *un, una*
- The form *lo* and adjective to express abstract ideas, e.g. *lo mejor de esta idea*
- Omission of article (e.g. with profession), e.g. *Soy estudiante*.

Nouns

- Gender, e.g. *amigo, amiga*
- Number, e.g. *amigos, amigas, clases*.

Adjectives

- Demonstrative, e.g. *este, ese, aquel . . .*
- Possessive, e.g. *mi, tu, su, nuestro, vuestro . . .*
- Interrogative, e.g. *¿qué?, ¿cuántos?, ¿cuál?*
- Descriptive, e.g. *es una mujer rica*
- Apocopated (shortened), e.g. *buen/gran/mal/algún*.

Numerals

- Cardinal, e.g. *uno, dos, tres . . .*
- Ordinal, e.g. *primero, el primer año*.

Pronouns

- Subject, e.g. *Yo hablo español*.
- Direct object, e.g. *Susana los tiene*.
- Indirect object, e.g. *Juan le entregó el libro a ella*.
- Double object, e.g. *La profesora me lo explicó*.
- Reflexive, e.g. *Me levanto a las seis*.
- Prepositional, e.g. *Es para ti*.
- Possessive, e.g. *Aquellos libros son tuyos*.
- Demonstrative, e.g. *éste, ése, aquél*
- Relative, e.g. *la revista que compré*
- Emphatic, e.g. *A mí me gusta mucho*.
- Position in relation to an imperative, e.g. *Llámame mañana*.
- Position in relation to an infinitive, e.g. *Quiero verlo*.
- Position in relation to a progressive tense, e.g. *Estoy haciéndolo ahora*.

Verbs

- Use of *ser, estar, saber, conocer, poder, tener, hacer, gustar, haber, faltar, parecer, importar* — idiomatic and special uses
- Indicative (the following tenses)
 - Present, e.g. *hablo, abro, vivo*
 - Present continuous, e.g. *Estoy bailando con ella*
 - Preterite, e.g. *hablé, comí, escribí*
 - Perfect, e.g. *he cantado, han llegado*
 - Future, e.g. *hablaré, comeré, reiré*
 - Imperfect, e.g. *hablaban, comían, iban*
 - Conditional, e.g. *cantaría, bebería, saldría*
 - Impersonal construction, e.g. *aquí se habla español*.
- Subjunctive mood
 - Present, e.g. *hable, coma, diga*
 - Imperfect, e.g. *hablara (-ase), comiera (-ese), dijera (-ese)*.

Adverbs

- Formation
- Regular forms, e.g. *fácil* — *fácilmente*
- Common irregular forms, e.g. *bien*, *mal*, *tan*, *cuán*.

Prepositions

- Simple, *por/para*, e.g. *Vino por el médico. Compré las flores para ella.*
- Compound, e.g. *delante de la casa*
- Articulated, e.g. *conmigo*
- Contracted, e.g. *Fuimos al baile*
- Prepositional verbs, e.g. *Empezó a llover.*

Conjunctions

- All commonly used, e.g. *y*, *ni*, *o*, *sin embargo*, *o sea*, *es decir*
- *Y/e*, *o/u*, e.g. *madre e hijas*, *plata u oro*.

Negatives

- Common negative words, e.g. *nadie*, *nada*, *nunca*, *ni . . . ni*, *ningún*, *tampoco*
- Double negation, e.g. *No hablo con nadie.*

VIETNAMESE

The Language

The language to be studied and assessed is standard Vietnamese. The Roman script Chữ Quốc Ngữ (National Language Script) is used in the Vietnamese writing system. Although some regional variations in pronunciation and accent will be accepted, standard syntax, morphology, and the toneme system should be used when writing Vietnamese.

The correct use of recognised non-binary pronouns is acceptable in examination and school assessment responses.

Themes, Topics, and Subtopics

There are three prescribed themes:

- The Individual
- The Vietnamese-speaking Communities
- The Changing World.

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

The Individual	The Vietnamese-speaking Communities	The Changing World
<ul style="list-style-type: none"> • <i>Personal World</i> Examples <i>Self</i> <i>Family and friends</i> <i>Relationships</i> <i>Home and community</i> <i>Daily routine</i> • <i>Education and Aspirations</i> Examples <i>School life and experiences</i> <i>Pressures and influences</i> <i>Future plans and pathways</i> • <i>Leisure and Interests</i> Examples <i>Hobbies</i> <i>Sports</i> <i>Entertainment</i> <i>Spare time</i> <i>Holidays</i> 	<ul style="list-style-type: none"> • <i>Migration</i> Examples <i>Experiences of migration</i> <i>Contributions of migrants to Australia</i> • <i>Lifestyles/People and Places</i> Examples <i>Daily life</i> <i>City and rural life</i> <i>Cultural diversity</i> <i>Famous people</i> <i>Vietnamese cuisine</i> • <i>The Arts and Entertainment</i> Examples <i>Contemporary literature/ folk tales</i> <i>Music and songs</i> <i>Art</i> <i>Films and theatre</i> <i>TV and media</i> • <i>Traditions and Values</i> Examples <i>Celebrations and festivals</i> 	<ul style="list-style-type: none"> • <i>The Environment</i> Examples <i>Impact of tourism</i> <i>Impact of development</i> <i>Pollution</i> • <i>The World of Work</i> Examples <i>Careers and occupations</i> <i>Work conditions</i> <i>Male and female roles</i> • <i>Social Issues</i> Examples <i>Youth issues, peer pressure, street kids</i> <i>Impact of technology</i> <i>Unemployment</i> <i>Cultural identity</i> <i>Widening gap between rich and poor</i> <i>Tourism</i>

Family values
Changing values
*Influence of the past on the
present*

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

Text Types

Refer to pages 23 to 24 for information.

Grammar

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

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

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

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

Students studying Vietnamese in a continuers-level program are expected to recognise and use the following grammatical items:

Tones

- Distinction between six tone markers, e.g. *ma, má, mà, mạ, mã, mả*.

Intonation

- Question, statement, negation, e.g. *lên giọng, xuống giọng*.

Initial Consonants

- Distinction between *tr* and *ch*, *s* and *x*, *v* and *d*, etc., e.g. *trẻ – chẻ; sa – xa; vì – dì*.

Final Consonants

- Distinction between *n* and *ng*, *c* and *t*, etc., e.g. *đan – đang; mặc – mắt*.

Punctuation

- Comma (,), full stop (.), semi-colon (;), colon (:), hyphen (-), exclamation mark (!), question mark (?), etc., e.g. *Hôm nay, tôi đi học*.

Verbs

- Tense (present, past, future), e.g. *đang, đã, rồi, sẽ, sắp, hôm qua, hôm nay, ngày mai*.
- Voice (active and passive), e.g. *Tôi phạt nó. Nó bị phạt*.

Adverbs

- Time, place, manner, e.g. *Lúc 2 giờ, ở Việt Nam, rất đẹp*.

Nouns

- Common or proper, e.g. *sông, Cửu Long*.
- Singular or plural, e.g. *nhà, nhiều nhà*.
- Compound, e.g. *áo quần, thợ điện*.

Pronouns

- Personal, demonstrative, interrogative, e.g. *tôi, ông kia, ai, gì*.

Adjectives

- Simple or compound, e.g. *đẹp, duyên dáng*.
- Comparative or superlative, e.g. *bằng, hơn, nhất*.

Numerals

- Cardinal, e.g. *một, hai*.
- Ordinal, e.g. *thứ nhất, thứ nhì*.

Phrase Types

- Adverbial, e.g. *Nói một cách tổng quát*.
- Noun, e.g. *Hai học sinh giỏi được lãnh phần thưởng*.
- Verb, e.g. *Chú bé đang đi chậm chậm*.
- Adjectival, e.g. *Đẹp tuyệt vời*.

Sentence Types

- Statement, e.g. *Trẻ em Việt Nam học chăm chỉ*.
- Affirmative, e.g. *Em ấy là người Việt*.
- Negative, e.g. *Tôi không hút thuốc*.
- Question, e.g. *Bạn thích món ăn Việt Nam không?*
- Simple, e.g. *Tôi đến trễ*.
- Compound, e.g. *Tôi đến trễ vì tôi bị kẹt xe*.

Cohesive Devices

- Coordinating conjunctions, e.g. *và, hay*.
- Connective particles, e.g. *thế, thì, mà*.
- Response words and polite particles, e.g. *dạ, vâng, ạ*.

Style

- The forms of address
 - Contrast between written and spoken forms
 - Style variations related to social relationships
 - Distinction between formal and informal styles, e.g. *thưa, kính thưa, thân mến*.