# Government of South Australia LogoSACE Board Logo2024 Language and Culture Subject Assessment Advice

Overview

Subject assessment advice, based on the 2024 assessment cycle, gives an overview of how students performed in their school and external assessments in relation to the learning requirements, assessment design criteria, and performance standards set out in the relevant subject outline. They provide information and advice regarding the assessment types, the application of the performance standards in school and external assessments, and the quality of student performance.

The Subject Renewal program has introduced changes for many subjects in 2025, and these are detailed in the change log at the front of each subject outline. When reviewing the 2024 Subject Assessment Advice, it is important to consider any updates to this subject to ensure the feedback in this document remains accurate.

# School Assessment

Teachers can improve the moderation process and the online process by:

* thoroughly checking that all grades entered in school online are correct
* ensuring the uploaded tasks are legible, all facing up (and all the same way), and remove blank pages, student notes and formula pages
* ensuring the uploaded responses have pages the same size and in colour so teacher marking, and comments are clear
* ensuring that the interaction task videos, or audio files are uploaded, not paper transcripts of them.

Assessment Type 1: Text Analysis

Teachers can elicit more successful responses by:

* including tasks that allow students to respond in depth and attain the highest performance standard. Students should have an opportunity to analyse, explain and compare values, beliefs, ideas, and practices.

The more successful responses commonly:

* addressed aspects of culture and language
* demonstrated understanding of specific features of language in the text(s)
* encouraged students to reflect on personal identity in the Australian context
* gave students greater scope to express their insights

The less successful responses commonly:

* were too brief in response and students merely provided answers to simple, literal questions
* did not ask the students to show expanded explanations or comparisons

Assessment Type 2: Interaction

Teachers can elicit more successful responses by:

* providing students with enough practice time to engage in the interaction, if required, to give them confidence. Start with short exchanges (no reading of texts) and progress to longer exchanges.

The more successful responses commonly:

* demonstrated spontaneity in the interaction with a natural flow of language and thoughtful explanations or answers to questions
* included exchanges that used more complex language structures and vocabulary
* showed some enthusiasm in the interaction
* encouraged students to ask questions to clarify understanding

The less successful responses commonly:

* were not an interaction, rather students reading a prepared text and demonstrated little to no spontaneity
* featured the teacher talking more than the student
* showed students not able to maintain a simple conversation or which did not progress beyond one or two-word answers to questions.

Assessment Type 3: Text Production

Teachers can elicit more successful responses by:

* providing students with the opportunity to produce a variety of texts e.g. articles, blogs, broadsheets, brochures, diary entries, emails, essays, letters, reports, reviews, or short stories
* demonstrating what a text of high standard looks like.

*The more successful responses commonly:*

* used a wide variety of structures, expressions, and vocabulary
* included personal views and interests, and a wide understanding of cultural context
* used the appropriate register to the task, extensive content, and cohesion.

The less successful responses commonly:

* showed limited ideas and language that was difficult to follow
* did not follow the conventions of the text type e.g. a letter without an introduction or suitable ending
* were sometimes incomplete

# External Assessment

Assessment Type 4: Investigation

Teachers can elicit more successful responses by:

* discussing with students their topic or intentions in the early stages of the investigation
* checking in with the students throughout the investigation, to ensure they are addressing the required features of the Investigation
* being clear about the which performance standards are being used to assess the work.

The more successful responses commonly:

* had an appropriate question to focus on comparisons of cultures and considered the challenges of personal identity in the Australian context
* included research such as surveys, questions, interviews, and a summary of responses
* showed a student’s personal voice explaining value, beliefs, ideas, and practices, as well as addressing the changing personal identity in the Australian context with conviction
* contained a clear introduction, conclusion, and bibliography, and were well referenced.

The less successful responses commonly:

* did not show any evidence of research such as a survey, or having conducted interviews
* focused only on cultural practices and beliefs but not the language
* used information from Canada or America that was not relevant to the Australian context
* did not reflect on personal values, beliefs, ideas, or practices.

General

While there were some excellent Investigations incorporating all the required features of the assessment, some investigations presented an aspect of history or politics of their home country. This limited students’ ability to provide evidence of learning against the performance standards assessed.