

---

## Spanish Stage 2 Continuers

### In depth study Task 1

#### **Oral Presentation**

#### **The task**

Students give **an oral presentation** to the class sharing information about their chosen topic.

Theme : The Spanish speaking communities

Topic/focus.....

Context.....

Purpose.....

Audience.....

#### **Assessment Conditions**

Time : 5 to 7 minutes

Props, cue cards, or Powerpoints are permitted.

Students must provide evidence of planning, drafting, preparation and research

#### **You must demonstrate**

- Your ability to express information, feelings, ideas, and opinions
- to interpret and reflect on texts studied.
- to use correct text type conventions and appropriate register for the purpose and audience, while structuring and sequencing their ideas logic
- use a range of language and demonstrate their ability to use familiar vocabulary and sentence structures accurately.

SACE NO.

**ASSESSMENT TYPE 2 IN-DEPTH STUDY  
STAGE 2 SPANISH CONTINUERS  
ORAL PRESENTATION**

---

**Assessment details:**

Students use both Spanish and English resources to undertake research on a topic of their choice from the prescribed themes. They then present an informative talk with the help of a Power Point presentation to the audience at a forum on their main findings. They demonstrate their ability to organise their ideas logically and to use a range of language to express their ideas, creating interest in their talk.

**Assessment Conditions:**

**Speech of 3-5 minutes duration.**

**Visual aids may be used as support**

**Cue cards permitted**

**Notes, drafts and bibliography are submitted as evidence of preparation and planning.**

In depth study

## TRANSCRIPCIÓN EN ESPAÑOL.

Buenos días, Mi número de seis es cinco nueve cero cuatro cinco cuatro L.

Mi presentación es acerca de la música latinoamericana.

En mi investigación, he encontrado que la música latino americana se originó en el siglo dieciséis cuando los europeos vinieron a colonizar el nuevo mundo. Tiene influencias diferentes como la de los indígenas latinos, portugueses y africanos que fueron tal vez los más importantes porque ellos fueron traídos a Latinoamérica como esclavos por los portugueses y los españoles.

Los nativos ya usaban instrumentos para crear música. Algunos de los instrumentos de percusión más comunes son el güiro, las congas, el bongo, y las maracas, y entre los instrumentos de viento ellos tenían la zampona y la quena.

Lo que hace que la música Latinoamericana sea única es que es una mezcla de estilos que la hace súper diversa y contribuye en la historia a expresar el deseo de libertad.

La música latina es muy poderosa y cuando la gente la escucha solo les provoca bailar y perderse así mismos en la música porque trae alegría a la gente.

La música latinoamericana se está volviendo cada vez más popular y eso se puede ver cuando famosos artistas o grupos de habla inglesa mezclan sus canciones con composiciones en español, haciendo que sus canciones sean más pegajosas al público.

Entre los diferentes géneros de la música latina se pueden encontrar, la cumbia, la bachata, la bossa nova, la rumba, la salsa, el tango, el merengue y el son. Estos géneros varían dependiendo del país.

Some conventions of the text type are used.

Some variety in the treatment of the information.

Frequent hesitancy in responding.

In depth study

Algunos de los artistas más famosos de la música latina son Shakira de Colombia, Pitbull y Gloria Estefan de Cuba, Luis Fonsi y Ricky Martin de Puerto Rico y la lista sigue.

La música latinoamericana tiene muchísima cultura y muchas cosas que la gente puede aprender de ella.

Gracias por su tiempo.

Simple sentences are used with some effectiveness.

## Spanish Stage 2 Continuers

### In depth study Task 1

Assessment type 2 : Written response in Spanish

Theme : The Spanish speaking communities

Topic/focus.....

Context.....

Purpose.....

Audience.....

### **Assessment Conditions**

Task length: maximum 500 words in Spanish

Task duration: 4 weeks

Task completion: homework, some class time will be allocated

### The task

*Students write one text in Spanish, in which they express ideas and/or opinions in relation to their in-depth study*

### Students must demonstrate ability:

- to express information, feelings, ideas, and opinions
- to interpret and reflect on texts studied.
- to use correct text type conventions and appropriate register for the purpose and audience, while structuring and sequencing their ideas logically.
- to use familiar vocabulary and sentence structures accurately.



SACE NO.

**ASSESSMENT TYPE 2 IN-DEPTH STUDY  
STAGE 2 SPANISH CONTINUERS  
WRITTEN RESPONSE IN SPANISH - ARTICLE**

---

---

**Assessment details:**

Using the information gained through research, students write an article on the topic of their research. The article must include evidence of their research, synthesis of information and justified opinions.

**Assessment Conditions:**

**Written response of 500 words maximum in Spanish.**

**Notes, drafts and bibliography to be submitted as evidence of preparation and planning.**

**One draft allowed.**

<ul style="list-style-type: none"> <li>• analyze texts that are in Spanish] to interpret meaning</li> <li>• Create texts in Spanish to express information , feelings, ideas and opinions</li> </ul>	<p><b>Ideas</b></p> <p>I1 Relevance</p> <p>I2 Depth of treatment</p> <p><b>Expression</b></p> <p>E1 capacity to convey information clearly</p> <p>E2 Coherence in structure and sequence</p> <p>–organization of information and ideas</p> <p><b>Interpretation and Reflection</b></p> <p>IR1 Interpretation of meaning in texts, by identifying and explaining</p> <p>–the content (general and specific information)</p> <p>–the context, purpose, and audience of the text</p> <p>–concepts, perspectives, and ideas represented in the text.</p>
--	--

In depth study

### ¿Por qué es popular la música latinoamericana?

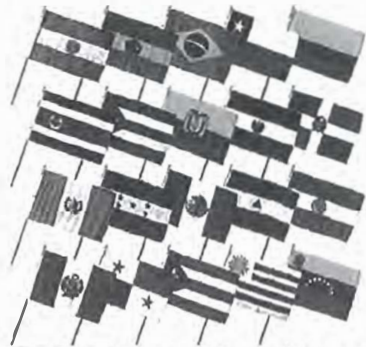
Este género de música ha sido extremadamente popular a lo largo de las décadas y aún más recientemente debido a sus ritmos rítmicos y su estilo alegre y pegadizo. Este género está en todas partes, radios, comerciales, TV, clubes, etc., ya sea que la canción esté solo en español o mezclada con inglés, a la gente no le importa, se toman el tiempo para aprenderla o improvisarla porque es muy divertida y te hace quiere moverse. Muchos artistas populares también han incluido el género en su estilo, lo que aporta más luz y popularidad.



Some reflectionn ideas represented in in IDS.

### ¿Qué influye en la música latinoamericana?

Este género ha sido influenciado por la cultura y la historia de los latinoamericanos. El género se remonta al siglo 16 cuando llegaron los colonos europeos. Este género se compone de tres estilos clave, indígena, hispano-portugués y africano. Había nativos que usaban tambores locales, instrumentos de viento y percusión para hacer la música. Cosas como el güiro, maracas, caparazones de tortuga, zampona (flautas de pan) y quena (flautas con muescas).



Some depth in the treatment of ideas.

### ¿De dónde es la música latinoamericana?

El género latinoamericano está compuesto por música de países de habla hispana y portuguesa como México, la mayor parte de Centro y Sudamérica y las islas del Caribe.

### ¿Cuál es la historia de la música latinoamericana?

América Latina o los países de habla romance es donde ha comenzado este género. Pero también ha incluido otros estilos como la música africana. Esto fue traído por esclavos que han sido enviados por los colonos europeos. Otro estilo que se ha entrelazado es la música de los indígenas americanos.

Generally effective elaboration of ideas.

### ¿Qué hace que la música latinoamericana sea especial / única?

Este género es único porque es una mezcla de estilos que lo hace súper diverso. También se sabe que la música es muy tradicional y está hecha para expresar el deseo de libertad y experimentación.



Some reflection on beliefs.

### ¿Cómo se siente la gente al respecto? ¿Cómo me siento yo al respecto?

En mi opinión, este género específico es súper divertido y emocionante. Te hago querer levantarte y bailar. No puedes escucharlo y no expresar ninguna emoción. Siento que la mayoría de la gente estaría de acuerdo con esto porque recientemente en los medios de

Use of simple cohesive devices



In depth study

Some reflection of learning.

comunicación la música latina ha estado apareciendo y los músicos súper famosos están incorporando este género en sus próximas canciones, lo cual creo que es una gran idea. La gente no tiende a preocuparse por el significado de la letra, solo escuchan una melodía pegadiza, la aprenden y cantan a solas con ella. Por ejemplo, despacito, algunas personas no sabían el significado, no sabían la letra y no sabían la pronunciación. Murmuraron su camino a través de él porque es pegadizo y divertido.

### ¿Quiénes son algunos artistas latinoamericanos famosos?

Algunos de los artistas latinoamericanos que la mayoría de la gente conoce son

- Jennifer López
- Shakira
- pitbull
- Gloria Estefan
- Selena



Response is mostly relevant to topic

### ¿Cómo es diferente?

Lo que hace diferente a la música latinoamericana es que tiene estilos de baile distintivos que se entrelazan con ella. Los bailes consisten en salsa y tango. Estos son estilos populares de baile en parejas.

### ¿Cuáles son los diferentes géneros de la música latinoamericana?

Dado que este género es tan diverso se compila con múltiples estilos como;

- Cumbia
- bachata
- Bossa Nova
- merengue
- rumba
- salsa
- Samba
- hijo
- tango.

**Stage 2 Spanish Continuers**  
**Assessment Type 2: In-depth Study – Reflective Response in English**

Write a reflection about your experience in undertaking the In-depth Study.

In your response you may consider the following:

- How your research has increased your understanding of your topic
- How the research experience was similar to or different from your preconceptions
- How cultures, values and beliefs are represented in texts studied
- How your learning may have changed your thinking
- How you may use this experience in the future

<b>Theme</b>	The Spanish-speaking Communities
<b>Topic</b>	
<b>Context</b>	
<b>Audience</b>	
<b>Text Type</b>	Reflective Essay

**Assessment Conditions**

Task length: maximum 600 words in English

Task duration: 4 weeks

Task completion: homework, some class time will be allocated

<b>Learning Requirements</b>	<b>Assessment Design Criteria</b>
<ul style="list-style-type: none"> <li>• analyze texts that are in [Language] to interpret meaning</li> <li>• examine relationships between language, culture, and identity, and reflect on the ways in which culture influences communication.</li> </ul>	<p><b>Ideas</b></p> <p>I1 Relevance</p> <ul style="list-style-type: none"> <li>– relevance to context, purpose, audience, and topic</li> <li>– conveying appropriate detail, ideas, information, or opinions</li> <li>– creating interest and engaging the audience.</li> </ul> <p>I2 Depth of treatment of ideas, information, or opinions</p> <ul style="list-style-type: none"> <li>– depth and breadth of content</li> <li>– elaboration of ideas and support of opinions</li> </ul> <p><b>Expression</b></p> <p>E1 Capacity to convey information clearly</p> <p>E2 Coherence in structure and sequence</p> <ul style="list-style-type: none"> <li>– organisation of information and ideas</li> </ul> <p><b>Interpretation and Reflection</b></p> <p>IR1 Interpretation of meaning in texts, by identifying and explaining</p> <ul style="list-style-type: none"> <li>– the content (general and specific information)</li> <li>– the context, purpose, and audience of the text</li> <li>– concepts, perspectives, and ideas represented in the text.</li> </ul> <p>IR3 Reflection</p>

	<ul style="list-style-type: none"><li>- reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts</li><li>- reflection on own values, beliefs, practices, and ideas in relation to those represented or expressed in the texts studied</li><li>- reflection on own learning.</li></ul>
--	--

SACE NO.

**ASSESSMENT TYPE 2 IN-DEPTH STUDY  
STAGE 2 SPANISH CONTINUERS  
ENGLISH REFLECTION**

---

**Assessment details:**

Students reflect in English on their experience in undertaking the In-depth study.

Students may reflect on (select):

- 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 Spanish-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.

**Assessment Conditions:**

**Notes and drafts to be submitted as evidence of preparation and planning.**

In depth study

### Reflection -

From doing this in-depth study I have gained a lot more respect and interest for the Latin American genre, its people and its history. It has made me realise how other cultures influenced and helped make up this genre such as African, Portuguese. The different cultures are expressed with honour as they have influenced the genre. By researching Latin American music it has made me understand that this genre dates back to the 16<sup>th</sup> century. Something new I found out is that African culture is intertwined with this genre and I found the instruments they use to be surprising as they use wind and hand percussion instruments. I like the way they are creative in the way they use them and I think if I were to learn it would be challenging but super fun since the music is so popular and up tempo. I have been inspired to take a second look at instruments and learn new different ways of making music with them, and because I do music at school it has made me more open minded to try new things. It is to my understanding that the music that goes on within the Spanish speaking communities is very traditional and the fellow people use it to make statements, bring happiness and movement within the communities. This is totally possible because of that fact that this genre has a huge variety of different styles such as cumbia, bossa nova etc. Something that I have learnt about myself is I would rather listen to more up tempo music such as Latin American music rather than slow music such as Billie Eilish. Simple because it makes you want to move and dance and that is one of my favourite things to do because it's really fun and it can help engage people. This will help me expand my taste in music and be more open minded in listening and learning about other cultures music. I think it is really interesting how different countries music can be so different from my cultures music which is New Zealand. My comfort zone in the music context is reggae, I have listened to it my whole life when being brought up. I think it's really calming and helps me stay and feel connected with my home and culture whilst living overseas. When I listen to it I just feel happy. This can be the same feeling that is given when listening to the Latin American music.

Explains some relevant information from IDS.

Main concepts are identified with some explanation

Some reflection on own values and learning experiences

## Performance Standards for Stage 2 Locally Assessed Languages at Continuers Level

	Ideas	Expression	Interpretation and Reflection	
<b>A</b>	<p><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>
<b>B</b>	<p><i>Relevance</i></p> <p>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><b>Mostly coherent organisation of information and ideas.</b></p> <p><b>Most conventions of the text type are observed.</b></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>
<b>C</b>	<p><i>Relevance</i></p> <p><b>Responses are generally relevant to topic and purpose, with some relevance to context and audience.</b></p> <p>Responses generally convey simple ideas and opinions, with generally appropriate information.</p> <p><b>Responses generally create some interest, and partly engage the audience.</b></p> <p><i>Depth of Treatment of Ideas, Information, or Opinions</i></p> <p><b>Some variety in the treatment of information and simple ideas or opinions on mostly familiar topics.</b></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><i>Capacity to Convey Information Accurately and Appropriately</i></p> <p><b>Use of a range of linguistic structures and features to convey meaning. Reliance on rehearsed patterns.</b></p> <p><b>Accuracy tends to be variable, with some basic errors. Generally accurate when using formulaic expressions and rehearsed patterns.</b></p> <p><b>Cohesive devices are simple and repetitive. Reliance on a limited range of cohesive devices to connect ideas at sentence, paragraph, and whole text level.</b></p> <p><b>Expression is generally appropriate to the cultural and social context.</b></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><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>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><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 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><b>Some reflection on cultures, values, beliefs, practices, and ideas represented or expressed in texts.</b></p> <p><b>Some reflection on, with mostly description of, own values, beliefs, practices, and ideas in relation to those represented in texts.</b></p> <p><b>Some reflection on own learning.</b></p>
<b>D</b>	<p><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><b>Some planning and preparation.</b></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><b>Frequent hesitancy in responding. Pronunciation may impede meaning.</b></p> <p><i>Coherence in Structure and 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><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, 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>
<b>E</b>	<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. 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>