Language and Culture

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2024 Subject Outline | Stage 1 and Stage 2

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Introduction

Subject Description

Language and Culture is a 10-credit subject or a 20-credit subject at Stage 1, and a 10‑credit subject or a 20-credit subject at Stage 2.

This subject is designed to enable students to undertake the study of a target language that is not currently available through locally assessed languages or the Collaborative Curriculum and Assessment Framework for Languages (CCAFL).

Language and Culture is not designed for students wishing to study the language and culture of English-speaking communities.

In Language and Culture, students learn about language and its relationship to culture and identity. They explore and reflect on the ways in which culture is created, expressed, and communicated through language.

Students develop and apply linguistic and intercultural knowledge, understanding, and skills to interact and communicate appropriately and effectively in the target language in a variety of contexts for a range of purposes and audiences. They develop and extend their ability to communicate across cultural boundaries.

The study of Language and Culture provides opportunities for students to explore aspects of language development and change, such as the historical development of language, local dialects and regional variations, and global influences on language use.

Through their study of Language and Culture, students develop the ability to reflect on, evaluate, and discuss their own learning about, and understanding of, language and culture.

It is expected that students will have some background and some prior knowledge of the target language. By the time they have completed Stage 2, students will have studied the target language for 400 to 500 hours, or have acquired an equivalent level of knowledge. This subject is not designed for students who wish to begin their study of a language at the senior secondary level.

In the study of Language and Culture students have opportunities to undertake activities such as:

* reflecting on the ways in which culture is created, expressed, and communicated through language
* developing and applying linguistic and intercultural skills, knowledge, and understanding to interact and communicate in a variety of contexts for a range of purposes and audiences
* analysing linguistic and cultural features in texts in a variety of contexts
* using the skills of reading, writing, viewing, listening, and speaking, and applying information and communication technologies, to create and engage with a range of texts in the target language
* developing knowledge and understanding of language as a system (the syntax, morphology, phonology, orthography, and lexicology of the target language)
* comparing languages and how they work as a system, and developing the ability to move between the target language and English
* reflecting on how the ideas, values, and beliefs of people, groups, and communities are represented in texts
* exploring aspects of language development and change, such as the historical development of language, local dialects and regional variations, and global influences on language use such as word-borrowing, the influence of global English, and the effect of information and communication technologies on the target language
* investigating personal relationships with language and culture through interviews and case studies, and exploring how people move between the languages and cultures with which they identify
* discussing and reflecting on their own learning in the subject and articulating this learning effectively.

Local Programs

Each learning area has a subject outline that is designed to give schools additional flexibility in developing Stage 1 and Stage 2 teaching and learning programs that focus on specific local needs and interests.

The subject outline for Language and Culture provides this flexibility for the Languages Learning Area.

All teaching and learning programs based on the subject outline for Language and Culture must use the capabilities, learning requirements, assessment design criteria, and performance standards specified in this subject outline.

However, schools have the flexibility to:

either

* follow the content and assessment recommended in this subject outline

or

* vary the content and/or school assessment, using this subject outline as a guide.

Stage 2 teaching and learning programs that vary the school assessment must retain the same number of assessment types and the associated weighting of each assessment type specified in this subject outline.

Teaching and learning programs that vary the content and/or school assessment are referred to as ‘local programs’ and are submitted for approval according to SACE Board processes.

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.

Aspects of the capabilities of communication, citizenship, and personal development are reflected in the learning requirements, content, assessment design criteria, and performance standards of Language and Culture; however, individual learning programs may focus more on some capabilities than on others.

Communication

In Language and Culture students develop their understanding of, and ability to communicate across, cultural boundaries. Students reflect on the ways in which culture is created, expressed, and communicated through language.

Students 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 to:

* analyse linguistic and cultural features in texts
* interact and communicate in a variety of contexts in the target language
* create texts in the target language for specific audiences, for a range of purposes and contexts
* 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.

Students are given opportunities to explore language development and change, including the global influences on language use (e.g. word-borrowing, the influence of global English, youth language, information and communication technologies, and the dynamic nature of language).

Citizenship

In Language and Culture the focus of the capability for citizenship is primarily on developing students’ understanding of diverse cultural identities and values through the study of language in a range of contexts.

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 are given opportunities to explore personal relationships through language by interviewing members of communities who speak the target language about their linguistic and cultural background, and how this shapes their sense of personal identity.

Students discuss and reflect on their own linguistic and cultural background and consider diverse perspectives of others, to assist their understanding of the ways in which culture is created, expressed, and communicated through language.

Through this learning, students gain an understanding of how cultural concepts and practices affect the ways in which people see the world and interact and communicate with others. Students learn to see their own view of the world in context, and as one of many.

Personal Development

In Language and Culture the focus of the capability for personal development is primarily on developing students’ awareness and understanding of the ways in which their own language and culture shape their actions, personal behaviour, thoughts, attitudes, perceptions, and identity.

Students reflect on their own linguistic and cultural background and how this shapes their personal identity.

Students develop their understanding of the relationship between language and culture and an awareness of the role of language and culture in human interaction and identity. They 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.

Work

In Language and Culture the focus of the capability for work is primarily on developing students’ intercultural understanding, which will help them to live and work successfully as linguistically and culturally aware citizens of the world.

Students analyse, evaluate, and create a range of texts in a variety of contexts, which may include the workplace.

Through their language learning, students develop communication, intercultural, interpersonal, and collaborative skills, which are highly valued in a changing workforce.

Learning

In Language and Culture the focus of the capability for learning is primarily on developing students’ capacity to think critically about the nature of language and its cultural contexts of use. Students develop their skills of inquiry and investigation.

Language learning develops students’ cognitive skills through analytical, creative, and reflective thinking. These skills assist students to become effective and organised communicators and researchers.

The skills and knowledge acquired through the process of understanding how languages work as a system and the ways in which culture is expressed through language enable students to understand the evolutionary nature of language and culture and the processes and potential for change.

Students acquire an active working knowledge of the target language by identifying, exploring, using, and explaining features such as lexicology, morphology, phonology, orthography, and syntax.

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

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

Literacy in Language and Culture

Through their study of Language and Culture, students deepen their knowledge and understanding of how language functions and the ways in which culture is expressed through language. They gain insights into the nature, styles, and purposes of language in a variety of contexts. Students are able to make connections between the target language and English and/or other languages by recognising patterns and by comparing similarities and differences between languages.

Students develop the ability to communicate effectively and appropriately in the target language in a variety of contexts for a range of purposes and audiences. Students:

* interact with others to exchange information, ideas, opinions, and experiences in the target language
* create oral, written, and multimodal texts for a range of purposes and audiences
* present informed views, supporting their opinions with evidence.

Numeracy in Language and Culture

Students use and understand pattern, order, and relationships, and develop an understanding of concepts such as time, number, and space within different cultures, as expressed through language. Students become familiar with numbers, dates, and terms for mathematical operations in the target language.

Students apply numeracy skills when they use tables or graphs to support an idea, opinion, or position when creating texts and interacting in the target language.

In analysing forms and features in texts, students draw on an understanding of spatial features to comment on text layout and construction and to make comparisons.

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 Language and Culture

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 Language and Culture.

In this subject, students are expected to:

1. reflect on the ways in which culture is created, expressed, and communicated through language
2. analyse linguistic and cultural features in texts in a variety of contexts
3. interact with others to exchange information, ideas, opinions, and experiences in the target language
4. create texts in the target language to express information, ideas, opinions, and experiences for a range of contexts, purposes, and audiences.

Content

Stage 1 Language and Culture is a 10-credit subject or a 20-credit subject.

Schools may either follow or vary the content recommended in this subject outline.

The content may be negotiated with the students, and there may be a focus on different areas of study within a group.

For a 10-credit subject it is recommended that students undertake two areas of study.

For a 20-credit subject it is recommended that students undertake four areas of study.

Suggested topics are listed under each area of study.

Areas of Study

Stories from the Community

* Personal stories and experiences
* Traditional stories, children’s stories, literature, and poetry
* Personal relationships with the target language, and issues of language, culture, and identity
* Sustainability of language and culture, and language change
* Community life and community events
* Refugee and migrant experiences
* Changing roles in the community

Language of Popular Culture

* Music, songs, and lyrics
* Film
* Television
* Print media
* Information and communication technologies

Contemporary Issues in the Target Language-speaking Communities

* Social issues (e.g. changing work roles, human rights)
* Environmental issues (e.g. pollution, global warming, recycling, impact of tourism)
* Health issues (e.g. smoking)
* Impact of new technologies
* Youth issues

Language of Social Interaction

* Daily life
* Transacting (shopping)
* Negotiating (making plans)
* Meeting people in social settings
* Travelling
* Work
* Forms of personal communication (e.g. emails, blogs)

Language for Different Purposes

* Language of advertising
* Instructional language
* Persuasive language
* Language of public campaigns (e.g. community, government)
* Formal language (e.g. letter writing, letters to the editor)
* Language to entertain or engage a reader
* Language to communicate observations, ideas, or information

Different Forms of Language

* Written and spoken language
* Informal and formal language
* Language of youth
* Global influences on language
* Regional languages and dialects

Assessment Scope and Requirements

Assessment at Stage 1 is school based.

Schools may either follow or vary the assessment types recommended in this subject outline.

Evidence of Learning

The following assessment types enable students to demonstrate their learning in Stage 1 Language and Culture:

* Assessment Type 1: Text Analysis
* Assessment Type 2: Communication Activity
* Assessment Type 3: Group Activity.

For a 10-credit subject, it is recommended that students provide evidence of their learning through four or five assessments, with at least one assessment from each assessment type. Each assessment type should have a weighting of at least 20%.

For a 20-credit subject, it is recommended that students provide evidence of their learning through eight to ten assessments, with at least two assessments from each assessment type. Each assessment type should have a weighting of at least 20%.

Assessment Design Criteria

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

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

The assessment design criteria consist of specific features that:

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

For this subject the assessment design criteria are:

* knowledge and understanding
* analysis and reflection
* ideas and expression.

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.

Knowledge and Understanding

The specific features are as follows:

KU1 Knowledge and understanding of language and culture in familiar contexts.

KU2 Knowledge and understanding of language as a system.

KU3 Knowledge and understanding of language origins, development, and/or change.

Analysis and Reflection

The specific features are as follows:

AR1 Analysis of linguistic, cultural, and stylistic features in texts.

AR2 Reflection on the ways in which culture is created, expressed, and communicated through language.

AR3 Interpretation and explanation of meaning in texts.

Ideas and Expression

The specific features are as follows:

IE1 Accuracy, appropriateness, range, and clarity of expression.

IE2 Depth of treatment.

IE3 Coherence in structure and logical sequence of ideas, including use of the conventions of the text type.

School Assessment

Assessment Type 1: Text Analysis

Students undertake at least one text analysis assessment for a 10-credit subject and at least two text analysis assessments for a 20-credit subject. They prepare a response or responses in the target language and/or English to a range of short texts or an extended text in the target language. Students respond to written, oral, or multimodal texts, for example, magazine and newspaper articles, diary entries, advertisements, brochures, reports, literary texts, stories, blogs, conversations, interviews, announcements, talks, signs, songs, speeches, voicemail, podcasts, radio broadcasts, and websites.

In their response, students analyse linguistic, cultural, and stylistic features, interpret meaning, and reflect on the ways in which culture is created, expressed, and communicated.

Examples of questions that may be the focus of the response are given below.

* What do you notice about the way in which language is used in this context?
* How does the author use stylistic features for effect?
* How has the author used language to convey emotions, or to create a mood, atmosphere, or a certain tone?
* What do you notice about differences in the language used, according to the age of the people involved in the interaction?
* What do you notice about the way in which language is used, depending on the degree of familiarity between the people involved?
* How are cultures, ideas, values, practices, and beliefs represented in the texts?
* How are graphics, pictures, images, iconic figures, music, and slogans used in the texts?
* How has your learning increased your understanding of the language and culture of the target language-speaking communities?
* How might the context and images of the text differ if produced for an Australian audience?
* How are community values reinforced by, for example, advertising and public‑awareness campaigns?
* Why are certain words, phrases, and concepts difficult to translate? Consider the literal translation as well as the meaning in the context of the text.
* What evidence is there of word-borrowing or the influence of global English in the language used in the texts studied?
* How have borrowed words been incorporated in the target language?
* What comparisons can be made with English (and/or other language) texts and textual features (e.g. comparing the forms and features of texts, including stylistic features)?

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

* knowledge and understanding
* analysis and reflection.

Assessment Type 2: Communication Activity

Students undertake at least one communication activity for a 10-credit subject and at least two communication activities for a 20-credit subject. The communication activity may involve:

* oral interaction

and/or

* text production.

Oral Interaction

Students interact with others to exchange information, ideas, opinions, and/or experiences in the target language in spoken form.

Students may, for example, participate in conversations, discussions, and interviews, or give presentations or talks to specific audiences and respond to questions in the target language.

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

Text Production

Students create written texts in the target language in which they express information, ideas, opinions, and/or experiences.

This may include writing advertisements, articles, blogs, broadsheets, brochures, diary entries, emails, letters, reports, reviews, or short stories.

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).

The length of the written texts may vary; the assessment requirements may be achieved by a number of shorter items, depending on the nature of the teaching and learning program.

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

* knowledge and understanding
* ideas and expression.

Assessment Type 3: Group Activity

Students undertake at least one group activity for a 10-credit subject and at least two group activities for a 20-credit subject. They work collaboratively with others to plan, organise, or implement an activity in which they apply their linguistic and intercultural knowledge, understanding, and skills to communicate appropriately and effectively in the target language.

The group activity may require the students to:

* interact with others to exchange information, ideas, opinions, and experiences in spoken language
* produce texts in which they express ideas, information, opinions, or feelings in written language.

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

There must be opportunities for all students to collaborate in decision-making and to share responsibilities. The size and nature of the group may vary. A group should consist of at least two people. In working as a group, students may interact with the wider community (e.g. families or other community members).

Students negotiate with their teacher to have their contribution to the group activity assessed individually, or agree that all students in the group will obtain the same result. Protocols should be documented clearly and agreed on at the outset of the group activity.

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

* knowledge and understanding
* ideas and expression.

Performance Standards

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

Each level of achievement describes the knowledge, skills, and understanding that teachers refer to in deciding how well a student has demonstrated his or her learning on the basis of the evidence provided.

During the teaching and learning program the teacher gives students feedback on their learning, with reference to the performance standards.

At the student’s completion of study of a subject, the teacher makes a decision about the quality of the student’s learning by:

* referring to the performance standards
* taking into account the weighting of each assessment type
* assigning a subject grade between A and E.

Teachers can use a SACE Board school assessment grade calculator to help them to assign the subject grade. The calculator is available on the SACE website (www.sace.sa.edu.au).

Performance Standards for Stage 1 Language and Culture

| - | Knowledge and Understanding | Analysis and Reflection | Ideas and Expression |
| --- | --- | --- | --- |
| A | Language and Culture in Familiar Contexts  Insightful knowledge and understanding of language and culture in familiar contexts.  Language as a System  Clear and thorough knowledge and understanding of the target language as a system.  Language Origins, Development, and/or Change  Clear and well-informed understanding of, for example:   * the origins/heritage of the target language, the historical development of the target language, and the dynamic nature of the target language * the relationship with, and influences of, other regional languages, local dialect(s), and regional variation * global influences on the target language, word-borrowing, and the use of global English in familiar contexts. | Analysis  The functions of particular linguistic, cultural, and stylistic features in texts identified and explained with clarity and insight.  Perceptive analysis of communication across cultural boundaries and the meaning of words/phrases in particular contexts, including explanation of some subtleties of translation.  Reflection  In-depth analysis of and 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.  Interpretation  Concepts and perspectives represented in texts identified and explained with clarity and insight.  Interpretations of meaning supported by detailed and appropriate use of evidence from texts. | Accuracy, Appropriateness, Range, and Clarity of Expression  Familiar vocabulary and sentence structures used confidently with a high degree of accuracy in familiar contexts.  Register is appropriate to the particular cultural and social context.  Effective use of a range of cohesive devices to connect ideas.  Clear and fluent expression, and mostly accurate pronunciation. Some accent/dialect may be evident, but this does not impede meaning. Intonation and stress used effectively to enhance meaning.  Depth of Treatment  Depth and breadth in the treatment of the topic demonstrated through the elaboration and support of relevant information, ideas, and opinions.  Coherence in Structure and Sequence  Information and ideas organised logically and coherently. Structure flows and reads well.  Conventions of the text type observed. |
| B | Language and Culture in Familiar Contexts  Well-considered knowledge and understanding of language and culture in familiar contexts.  Language as a System  Clear knowledge and understanding of the target language as a system.  Language Origins, Development, and/or Change  Mostly clear and informed understanding of, for example:   * the origins/heritage of the target language, the historical development of the target language, and the dynamic nature of the target language * the relationship with, and influences of, other regional languages, local dialect(s), and regional variation * global influences on the target language, word-borrowing, and the use of global English in familiar contexts. | Analysis  The functions of particular linguistic, cultural, and stylistic features in texts identified and explained with some clarity.  Well-considered analysis of communication across cultural boundaries and the meaning of words/phrases in particular contexts, including explanation of one or more subtleties of translation.  Reflection  Well-informed analysis of and reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts.  Well-considered reflection on own values, beliefs, ideas, and practices in relation to those represented in texts.  Interpretation  Key ideas represented in texts containing familiar language and familiar content identified and explained with some clarity.  Interpretations of meaning supported by some appropriate examples from the text. | Accuracy, Appropriateness, Range, and Clarity of Expression  Familiar vocabulary and sentence structures used mostly accurately in familiar contexts.  Register is usually appropriate to the particular cultural and social context.  Use of simple cohesive devices to link ideas.  Some degree of fluency, and reasonably accurate pronunciation and intonation. Some accent/dialect may be evident, but this does not generally impede meaning.  Depth of Treatment  Breadth and some depth in the treatment of the topic demonstrated through generally effective elaboration and some support of relevant information, ideas, and opinions.  Coherence in Structure and Sequence  Mostly coherent organisation of information and ideas.  Most conventions of the text type observed. |
| C | Language and Culture in Familiar Contexts  Considered knowledge and understanding of language and culture in familiar contexts.  Language as a System  Competent knowledge and understanding of the target language as a system.  Language Origins, Development, and/or Change  Generally informed understanding of, for example:   * the origins/heritage of the target language, the historical development of the target language, and the dynamic nature of the target language * the relationship with, and influences of, other regional languages, local dialect(s), and regional variation * global influences on the target language, word-borrowing, and the use of global English in familiar contexts. | Analysis  Some linguistic, cultural, and stylistic features in texts identified and described.  Considered analysis of communication across cultural boundaries and the meaning of words/phrases in particular contexts, including recognition of one or more subtleties of translation.  Reflection  Some reflection on, with mostly description of, cultures, values, beliefs, practices, and ideas represented or expressed in texts.  Some reflection on own values, beliefs, practices, and ideas in relation to those represented or expressed in texts.  Interpretation  Main points and ideas in texts and supporting details identified, with some explanation.  Interpretations of meaning supported with isolated examples from the text. | Accuracy, Appropriateness, Range, and Clarity of Expression  Familiar vocabulary and sentence structures used with variable accuracy and reliance on rehearsed patterns.  Register may be inconsistent, but generally appropriate to context.  Often relies on one or two cohesive devices to link ideas.  Pronunciation understandable. Accent/dialect may influence pronunciation but does not interfere with meaning.  Depth of Treatment  Some variety in the treatment of the topic, demonstrated through presentation of information and ideas on familiar topics.  Coherence in Structure and Sequence  Generally coherent organisation of information and ideas.  Some familiar, basic conventions of the text type observed. |
| D | Language and Culture in Familiar Contexts  Basic knowledge and some understanding of language and culture in familiar contexts.  Language as a System  Basic knowledge and some understanding of the target language as a system.  Language Origins, Development and/or Change  Some awareness of, for example:   * the origins/heritage of the target language, historical development of the target language, or the dynamic nature of the target language * the relationship with, or influences of, other regional languages, local dialect(s), or regional variation * global influences on the target language, word-borrowing, or the use of global English in familiar contexts. | Analysis  One or more basic linguistic, cultural, and/or stylistic features identified.  Awareness and some description of communication across cultural boundaries.  Reflection  One or more familiar aspects of cultural practices represented or expressed in texts identified.  Elements of learning experiences recounted to demonstrate partial understanding of the relationship between own values, beliefs, practices, and ideas and those represented or expressed in texts.  Interpretation  Some main points in texts identified.  Specific information transcribed rather than interpreted, with minimal supporting evidence. | Accuracy, Appropriateness, Range, and Clarity of Expression  Some basic vocabulary and sentence structures used to convey some basic meaning with frequent errors and reliance on formulaic expressions.  Register occasionally appropriate to context.  A cohesive device may be used with some effectiveness.  Pronunciation may impede meaning.  Depth of Treatment  Some basic treatment of information or ideas relating to simple aspects of familiar topics. Ideas are superficial and often repetitive.  Coherence in Structure and Sequence  Responses tend to be loosely connected sentences on a given topic.  Inconsistent use of limited conventions of the text type. |
| E | Language and Culture in Familiar Contexts  Identification of one or more examples of language and culture in familiar contexts.  Language as a System  Identification of limited examples of the target language.  Language Origins, Development, and/or Change  Emerging awareness of, for example:   * the origins/heritage of the target language, the historical development of the target language, or the dynamic nature of the target language * the relationship with, or influences of, other regional languages, local dialect(s), or regional variation * global influences on the target language, word-borrowing, or the use of global English in familiar contexts. | Analysis  One or more formulaic linguistic or cultural features identified.  Emerging awareness of communication across cultural boundaries.  Reflection  Attempted identification of one or more familiar aspects of cultural practices represented or expressed in a text.  One or more elements of language learning experiences recounted.  Interpretation  Isolated items of information identified.  Literal translations of words/phrases provided. | Accuracy, Appropriateness, Range, and Clarity of Expression  Single words and basic formulaic expressions used to convey basic information with frequent errors that impede meaning. Limited range of basic vocabulary and sentence structures used.  Limited appropriateness of register to context.  Attempted use of a cohesive device, with limited effectiveness.  Pronunciation impedes meaning.  Depth of Treatment  Attempted treatment of simple information relating to one or more aspects of familiar topics.  Coherence in Structure and Sequence  Responses are disjointed.  Attempted use of one or more conventions of the text type. |

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

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Subject-specific Advice

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

Advice on Ethical Study and Research

Advice for students and teachers on ethical study and research practices is available in the guidelines on the ethical conduct of research in the SACE on the SACE website (www.sace.sa.edu.au).

Stage 2 Language and Culture

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 Language and Culture.

In this subject, students are expected to:

1. reflect on the ways in which culture is created, expressed, and communicated through language
2. analyse linguistic and cultural features in texts in a variety of contexts
3. interact with others to exchange information, ideas, opinions, and experiences in the target language
4. create texts in the target language to express information, ideas, opinions, and experiences for a range of contexts, purposes, and audiences.

Content

Stage 2 Language and Culture is a 10-credit subject or a 20-credit subject.

Schools may either follow or vary the content recommended in this subject outline.

The content may be negotiated with the students, and there may be a focus on different areas of study within a group.

For a 10-credit subject it is recommended that students undertake two areas of study.

For a 20-credit subject it is recommended that students undertake four areas of study.

Suggested topics are listed under each area of study.

Areas of Study

Stories from the Community

* Personal stories and experiences
* Traditional stories, children’s stories, literature, and poetry
* Personal relationships with the target language, and issues of language, culture, and identity
* Sustainability of language and culture, and language change
* Community life and community events
* Refugee and migrant experiences
* Changing roles in the community

Language of Popular Culture

* Music, songs, and lyrics
* Film
* Television
* Print media
* Information and communication technologies

Contemporary Issues in Target Language-speaking Communities

* Social issues (e.g. changing work roles, human rights)
* Environmental issues (e.g. pollution, global warming, recycling, impact of tourism)
* Health issues (e.g. smoking)
* Impact of new technologies
* Youth issues

Language of Social Interaction

* Daily life
* Transacting (shopping)
* Negotiating (making plans)
* Meeting people in social settings
* Travelling
* Work
* Forms of personal communication (e.g. emails, blogs)

Language for Different Purposes

* Language of advertising
* Instructional language
* Persuasive language
* Language of public campaigns (e.g. community, government)
* Formal language (e.g. letter writing, letters to the editor)
* Language to entertain or engage a reader
* Language to communicate observations, ideas, or information

Different Forms of Language

* Written and spoken language
* Informal and formal language
* Language of youth
* Global influences on language
* Regional languages and dialects

Assessment Scope and Requirements

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

Schools may either follow the assessment types recommended in this subject outline for the school assessment component, or vary the names and details of one or more of the assessment types.

Stage 2 teaching and learning programs that vary the school assessment must retain the same number of assessment types and the associated weighting of each assessment type specified in this subject outline.

Schools are required to use the external assessment component specified in this subject outline.

Evidence of Learning

The following assessment types enable students to demonstrate their learning in Stage 2 Language and Culture:

School Assessment (70%)

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

External Assessment (30%)

* Assessment Type 4: Investigation (30%).

The number and associated weightings of the assessment types for the school assessment component are prescribed.

The names and details of the assessment types for the school assessment component are recommended, and may be varied.

The assessment type and weighting for the external assessment component are prescribed.

For a 10-credit subject, it is recommended that students provide evidence of their learning through four or five assessments, including the external assessment component. Students undertake:

* at least one text analysis assessment
* at least one interaction
* at least one text production
* one investigation.

For a 20-credit subject, it is recommended that students provide evidence of their learning through eight to ten assessments, including the external assessment component. Students undertake:

* at least two text analysis assessments
* at least two interactions
* at least two text productions
* one investigation.

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 this subject the assessment design criteria are:

* knowledge and understanding
* analysis and reflection
* ideas and expression.

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.

Knowledge and Understanding

The specific features are as follows:

KU1 Knowledge and understanding of language and culture in different contexts.

KU2 Knowledge and understanding of language as a system.

KU3 Knowledge and understanding of language origins, development, and/or change.

Analysis and Reflection

The specific features are as follows:

AR1 Analysis of linguistic, cultural, and stylistic features in texts.

AR2 Reflection on the ways in which culture is created, expressed, and communicated through language.

AR3 Interpretation and explanation of meaning in texts.

Ideas and Expression

The specific features are as follows:

IE1 Accuracy, appropriateness, range, and clarity of expression.

IE2 Depth of treatment.

IE3 Coherence in structure and logical sequence of ideas, including use of the conventions of the text type.

School Assessment

Assessment Type 1: Text Analysis (20%)

Students undertake at least one text analysis assessment for a 10-credit subject and at least two text analysis assessments for a 20-credit subject. They prepare a response or responses in the target language and/or English to a range of short texts or an extended text in the target language. Students respond to written, spoken, or multimodal texts, for example, magazine and newspaper articles, diary entries, advertisements, brochures, reports, literary texts, stories, blogs, conversations, interviews, announcements, talks, signs, songs, speeches, voicemail, podcasts, radio broadcasts, and websites.

In their response, students analyse linguistic, cultural, and stylistic features, interpret meaning, and reflect on the ways in which culture is created, expressed, and communicated.

Examples of questions that may be the focus of the response are given below.

* What do you notice about the way in which language is used in this context?
* How does the author use stylistic features for effect?
* How has the author used language to convey emotions, or to create a mood, atmosphere, or a certain tone?
* What do you notice about differences in the language used, according to the age of the people involved in the interaction?
* What do you notice about the way in which language is used, depending on the degree of familiarity between the people involved?
* How are cultures, ideas, values, practices, and beliefs represented in the texts?
* How are graphics, pictures, images, iconic figures, music, and slogans used in the texts?
* How has your learning increased your understanding of the language and culture of the target language-speaking communities?
* How might the context and images of the text differ if produced for an Australian audience?
* How are community values reinforced by, for example, advertising and public‑awareness campaigns?
* Why are certain words, phrases, and concepts difficult to translate? Consider the literal translation as well as the meaning in the context of the text.
* What evidence is there of word-borrowing or the influence of global English in the language used in the texts studied?
* How have borrowed words been incorporated in the target language?
* What comparisons can be made with English (and/or other language) texts and textual features (e.g. comparing the forms and features of texts, including stylistic features)?

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

* knowledge and understanding
* analysis and reflection.

Assessment Type 2: Interaction (30%)

Students undertake at least one interaction for a 10-credit subject and at least two interactions for a 20-credit subject. Students interact with others to exchange information, ideas, opinions, and/or experiences in the target language in spoken form.

They may, for example, participate in conversations, debates, discussions, interviews, or forums, or give presentations or talks to specific audiences and respond to questions in the target 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:

* knowledge and understanding
* ideas and expression.

Assessment Type 3: Text Production (20%)

Students undertake at least one text production for a 10-credit subject and at least two text productions for a 20-credit subject. They create written texts in the target language in which they express information, ideas, opinions, and/or experiences.

This may include writing advertisements, articles, blogs, broadsheets, brochures, diary entries, emails, essays, letters, reports, reviews, or short stories.

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).

The length of the written texts may vary; the assessment requirements may be achieved by a number of shorter items, depending on the nature of the teaching and learning program.

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

* knowledge and understanding
* ideas and expression.

External Assessment

Assessment Type 4: Investigation (30%)

Students undertake an investigation in which they interact with members of a target language-speaking community to investigate linguistic and cultural background and how this shapes personal identity in the Australian context. Students explore how people move between languages and cultures, and how they sustain the language and culture of their own background. Students explore issues such as:

* the relationship with, and influences of, other regional languages, local dialect(s) and regional variation, and the language of the community
* differences between the language used and standard language
* language development and change
* issues that arise from moving between languages and cultures.

Students may carry out their investigation through:

* interviews
* observations
* involvement in community events
* social interactions with the community
* monitoring of community media (e.g. newspapers, radio programs, and television programs).

Students write a report in English on their investigation, reflecting on their experience and interview findings in terms of their insights into linguistic and cultural identity. Students may refer to secondary sources to support their findings.

For a 10-credit subject, the report should be a maximum of 1000 words. For a 20-credit subject, students complete either one report of a maximum of 2000 words, or two reports, each of a maximum of 1000 words.

If students complete two 1000-word reports, each must be on a different area of study, or on a different aspect of the same area of study.

The following specific features of the assessment design criteria for this subject are assessed in the investigation:

* knowledge and understanding — at least one specific feature
* analysis and reflection — AR2 and AR3
* ideas and expression — IE2 and IE3.

Performance Standards

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

Each level of achievement describes the knowledge, skills, and understanding that teachers and assessors refer to in deciding how well a student has demonstrated his or her learning on the basis of the evidence provided.

During the teaching and learning program the teacher gives students feedback on their learning, with reference to the performance standards.

At the student’s completion of study of each school assessment type, the teacher makes a decision about the quality of the student’s learning by:

* referring to the performance standards
* assigning a grade between A and E for the assessment type.

The student’s school assessment and external assessment are combined for a final result, which is reported as a grade between A and E.

Performance Standards for Stage 2 Language and Culture

| - | Knowledge and Understanding | Analysis and Reflection | Ideas and Expression |
| --- | --- | --- | --- |
| A | Language and Culture in Different Contexts  Insightful knowledge and understanding of language and culture in different contexts.  Language as a System  Clear and thorough knowledge and understanding of the target language as a system.  Language Origins, Development, and/or Change  Clear and well-informed understanding of, for example:   * the origins/heritage of the target language, the historical development of the target language, and the dynamic nature of the target language * the relationship with, and influences of, other regional languages, local dialect(s), and regional variation * global influences on the target language, word-borrowing, and the use of global English in familiar contexts. | Analysis  The functions of particular linguistic and cultural features in the text identified and explained with clarity and insight.  Detailed explanation of how some stylistic features are used for effect/impact in the text (e.g. register, tone, textual features/organisation).  Perceptive analysis of communication across cultural boundaries and the meaning of words/phrases in particular contexts, including explanation of some subtleties of translation.  Reflection  In-depth analysis of and 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.  Critical reflection on how language and cultural background relate to an individual’s sense of personal identity in the Australian context.  Interpretation  Concepts and perspectives represented in texts identified and explained with clarity and insight.  Interpretations of meaning supported by detailed and appropriate use of evidence from texts. | Accuracy, Appropriateness, Range, and Clarity of Expression  A range of complex linguistic structures and features used with a high degree of accuracy to convey meaning and create desired impact.  Very effective, fluent, and precise communication.  Language selected and register are consistently appropriate to the particular cultural and social context.  Standard target language pronunciation used. Some accent/dialect may be evident, but this does not impede meaning. Intonation and stress used effectively to enhance meaning.  Depth of Treatment  Depth and breadth in the treatment of the topic/research.  Detailed, clear, and very effective presentation and discussion of insights, findings, and conclusions based on research.  Complex ideas elaborated in detail, and opinions supported by evidence from a range of sources and perspectives.  Coherence in Structure and Sequence  Information and ideas organised logically and coherently, using a range of cohesive devices.  Conventions of the text type are observed. |
| B | Language and Culture in Different Contexts  Well-considered knowledge and understanding of language and culture in different contexts.  Language as a System  Clear knowledge and understanding of the target language as a system.  Language Origins, Development, and/or Change  Mostly clear and informed understanding of, for example:   * the origins/heritage of the target language, the historical development of the target language, and the dynamic nature of the target language * the relationship with, and influences of, other regional languages, local dialect(s), and regional variation * global influences on the target language, word-borrowing, and the use of global English in familiar contexts. | Analysis  The functions of particular linguistic and cultural features in the text identified and explained with some clarity.  Description of how some stylistic features are used for effect/impact in the text (e.g. register, tone, and textual features/organisation).  Well-considered analysis of communication across cultural boundaries and the meaning of words/phrases in particular contexts, including explanation of one or more subtleties of translation.  Reflection  Well-informed analysis of and reflection on how cultures, values, beliefs, practices, and ideas are represented or expressed in texts.  Well-considered reflection on own values, beliefs, ideas, and practices in relation to those represented in texts.  Some critical reflection on how language and cultural background relate to an individual’s sense of personal identity in the Australian context.  Interpretation  Key concepts and perspectives represented in texts identified and explained with some clarity.  Interpretations of meaning supported by some appropriate examples from the text. | Accuracy, Appropriateness, Range, and Clarity of Expression  A range of linguistic structures and features used mostly accurately to convey meaning.  Effective and mostly clear communication.  Language selected and register mostly appropriate to the particular cultural and social context.  Generally accurate pronunciation. Some accent/dialect may be evident, but this does not generally impede meaning.  Depth of Treatment  Breadth and some depth in the treatment of the topic/research.  Clear and effective presentation and discussion of insights, findings, and conclusions.  Some complex ideas expressed, and opinions/points of view supported, with reference to a range of sources and perspectives.  Coherence in Structure and Sequence  Mostly coherent organisation of information and ideas, using some cohesive devices.  Most conventions of the text type observed. |
| C | Language and Culture in Different Contexts  Considered knowledge and understanding of language and culture in different contexts.  Language as a System  Competent knowledge and understanding of the target language as a system.  Language Origins, Development, and/or Change  Generally informed understanding of, for example:   * the origins/heritage of the target language, the historical development of the target language, and the dynamic nature of the target language * the relationship with, and influences of, other regional languages, local dialect(s), and regional variation * global influences on the target language, word-borrowing, and the use of global English in familiar contexts. | Analysis  Particular linguistic and cultural features in texts identified and described.  Some stylistic features (e.g. idiom) recognised and described.  Considered analysis of communication across cultural boundaries and the meaning of words/phrases in particular contexts, including recognition of one or more subtleties of translation.  Reflection  Informed analysis of, and some reflection on, cultures, values, beliefs, practices, and ideas represented or expressed in texts.  Some reflection on own values, beliefs, ideas, and practices in relation to those represented or expressed in texts.  Some reflection on how language and cultural background relate to an individual’s sense of personal identity in the Australian context.  Interpretation  Main points and ideas in texts and supporting details identified, with some explanation.  Interpretations of meaning supported with isolated examples from the text. | Accuracy, Appropriateness, Range, and Clarity of Expression  A range of linguistic structures and features used with variable accuracy to convey meaning, often with reliance on rehearsed patterns.  Generally competent communication.  Language selected and register show awareness of and are generally appropriate to the particular cultural and social context.  Pronunciation is understandable. Accent/dialect may influence pronunciation, but does not interfere with meaning.  Depth of Treatment  Some variety in the treatment of the topic/research.  Competent presentation and discussion of insights, findings, and conclusions.  Simple ideas expressed, and opinions/points of view supported, with reference to different sources and perspectives.  Coherence in Structure and Sequence  Generally coherent organisation of information and ideas, often relying on one or two cohesive devices.  Responses generally conform to familiar conventions of the text type. |
| D | Language and Culture in Different Contexts  Basic knowledge and some understanding of language and culture in different contexts.  Language as a System  Basic knowledge and some understanding of the target language as a system.  Language Origins, Development, and/or Change  Some awareness of, for example:   * the origins/heritage of the target language, the historical development of the target language, or the dynamic nature of the target language * the relationship with, and influences of, other regional languages, local dialect(s), or regional variation * global influences on the target language, word-borrowing, or the use of global English in familiar contexts. | Analysis  One or more basic linguistic and/or cultural features identified.  One or more stylistic features identified.  Awareness and some description of communication across cultural boundaries, and of the meaning of words/phrases in particular contexts.  Reflection  Some aspects of cultural practices represented or expressed in texts identified.  Elements of learning experiences recounted to demonstrate partial understanding of the relationship between own values, beliefs, ideas, and practices and those represented or expressed in texts.  Some description of how language and cultural background relate to an individual’s sense of personal identity in the Australian context.  Interpretation  Some main points in texts identified, with some personal observations.  Specific information in texts transcribed rather than interpreted, often with minimal justification and elaboration. | Accuracy, Appropriateness, Range, and Clarity of Expression  Some basic meaning conveyed with frequent errors and reliance on formulaic expressions.  Some communication, using basic vocabulary and sentence structures.  Language and register occasionally appropriate to context.  Pronunciation may impede meaning.  Depth of Treatment  Some basic treatment of information or ideas.  Presentation of some basic findings.  Superficial and often repetitive ideas expressed, with reference to one or more sources.  Coherence in Structure and Sequence  Responses tend to be loosely connected sentences on a given topic.  Inconsistent use of limited conventions of the text type. |
| E | Language and Culture in Different Contexts  Identification of one or more examples of language and culture in different contexts.  Language as a System  Identification of a limited range of examples of the target language as a system.  Language Origins, Development, and/or Change  Emerging awareness of, for example:   * the origins/heritage of the target language, the historical development of the target language, or the dynamic nature of the target language * the relationship with and influences of other regional languages, local dialect(s), or regional variation * global influences on the target language, word-borrowing, or the use of global English in familiar contexts. | Analysis  Attempted identification of one or more formulaic linguistic or cultural features.  One or more stylistic features identified.  Emerging awareness of communication across cultural boundaries.  Reflection  Attempted identification of one or more familiar aspects of cultural practices represented or expressed in a text.  One or more elements of language learning experiences recounted.  Attempted description of how language and cultural background relate to an individual’s sense of personal identity in the Australian context.  Interpretation  Isolated items of information identified.  Literal translations of words/phrases provided. | Accuracy, Appropriateness, Range, and Clarity of Expression  Single words and set formulaic expressions used to convey basic information, with frequent errors that impede meaning.  Attempted communication, using a limited range of basic vocabulary and sentence structures.  Limited appropriateness of register to context.  Pronunciation impedes meaning.  Depth of Treatment  Attempted treatment of simple information.  Attempted description of information from one source.  Coherence in Structure and Sequence  Responses are disjointed.  Attempted use of one or more conventions of the text type. |

Assessment Integrity

OFFICIAL

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

OFFICIAL

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).