

Nationally and Interstate Assessed Languages at Continuers Level

2015 Chief Assessor’s Report

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Overview

Chief Assessors’ reports give an overview of how students performed in their school and external assessments in relation to the learning requirements, assessment design criteria, and performance standards set out in the relevant subject outline. They provide information and advice regarding the assessment types, the application of the performance standards in school and external assessments, the quality of student performance, and any relevant statistical information.

The Nationally and Interstate Assessed Languages at Continuers Level Chief Assessor’s report provides general information and feedback about the school assessment component and the oral examination for Arabic, Armenian, Auslan Bosnian, Croatian, Dutch, Filipino, Hebrew, Hindi, Hungarian, Khmer, Latin, Macedonian, Maltese, Polish, Portuguese, Punjabi, Romanian, Russian, Serbian, Sinhala, Swedish, Tamil, Turkish, Ukrainian, and Yiddish at Continuers Level, relevant for SACE students.

The report gives an overview of how students performed in relation to the learning requirements, assessment design criteria, and performance standards set out in the relevant subject outline. The report provides information and advice regarding the assessment types, the application of the performance standards, and the quality of student performance.

For information and feedback regarding the written examination, please refer to the subject minisite on the SACE website.

School Assessment

In general, evidence of student learning provided for moderation purposes displayed a good quality of student performance, and successful application of learning requirements, assessment design criteria, and performance standards as set out in the Nationally Assessed or Interstate Assessed Languages Continuers Level 2015 subject outlines.

It was evident that teachers who had familiarised themselves with the Stage 2 subject outline and school assessment requirements had prepared their students well and based their task design and assessment decisions appropriately on the assessment design criteria and performance standards.

So that students are provided with the opportunity to demonstrate their best, teachers are encouraged to pay special attention to task design. Tasks should be accompanied with a task sheet which clearly outlines the context, purpose and audience for which the task is designed, as well as clearly stating the assessment conditions. In order for students to meet the highest level of performance, the task sheet should also state the assessment design criteria being assessed in the task.

Overall, responses which successfully demonstrate the performance standards to a high level are relevant, create the desired impact on the audience, demonstrate highly developed sophisticated control of language use, and show insightful interpretation, analysis, evaluation, and reflection on the student’s own beliefs, values and practices.

For students to be able to demonstrate their learning at the highest level, it is advisable for them to be exposed to a variety of different tasks to express their own ideas and to be given the opportunity to focus on evaluation and reflection.

Assessment Type 1: Folio

The folio is made up of three different assessments: interaction, text analysis, and text production. Schools have the choice (as stated in the subject outline) of asking students to complete between three and five assessments for their folio, including at least one of each of the above assessments.

Most teachers designed appropriate tasks for this assessment type which provided students with opportunities to demonstrate that they had met the performance standards.

Each of the three types of folio assessments is discussed below in more detail.

Interaction

An interaction assessment task has to give students an opportunity to interact with others to exchange information, ideas, opinions, or experiences in [Language] and must provide the opportunity for students to engage in spontaneous discussion with an interlocutor on an issue/topic/theme.

The most popular styles of task in the oral interaction were conversations, interviews, and PowerPoint presentations, followed by responding to questions. If a presentation or talk is chosen as the interaction task, please note that it is important that students have the opportunity to respond to questions with spontaneity, in order to demonstrate specific feature E3, ‘Capacity to interact and maintain a conversation and discussion’. Both elements must be completed within the time limit of 5 to 7 minutes.

The most successful students demonstrated a clear idea of the purpose, audience, and context of their interaction, and this understanding influenced the way the interaction was structured and the language that was used. They also demonstrated competence in the ideas and expression assessment design criteria by expressing opinions in response to open-ended questions without using a script or over-relying on rehearsed answers. This is not to say that the oral interaction cannot be practiced. Formative development of oral interaction skills is important for developing competence in this domain of language use.

It is important for an appropriate interlocutor to be engaged in the interaction task so that students are given the opportunity to expand on their responses, answer probing and follow-up questions, thus encouraging a natural flow to the interaction, personal responses and deeper and broader expression of information and ideas.

Generally, interaction tasks were recorded clearly. However, where the interaction is presented between students, such as a forum or interview, it is imperative that the students are clearly identified on the recording.

Marking schemes based on the performance standards were well used.

Text Production

Grades allocated in the text production tasks were by far the most consistent. A variety of tasks were presented to students and they were designed to meet all levels of the performance standards. Successful tasks clearly articulated the context, purpose, and audience and the text type for production, as well as the kind of writing (e.g. persuasive, descriptive) the students are required to produce.

The subject outline allows for a range of assessment conditions, and the length for a text production is not prescribed. However, teachers are encouraged to clearly identify their conditions (e.g. test conditions, drafted tasks) and word limits.

Text Analysis

The text analysis was the assessment type with the most variation. Students need to analyse sufficient texts in detail to show that they can perform at the highest level of the performance standards. Teachers must ensure that the assessment design criteria, as outlined in the assessment task sheet and in the learning and assessment plan, have been assessed. Specific feature IR2, ‘Analysis of the language in texts’, would most logically be assessed by a text analysis assessment task, yet some students were not given the opportunity to address this specific feature through a text analysis task. Questions should be designed to give all students the opportunity to perform at the highest level of the performance standards.

Texts taken from past written examination papers are useful to adapt for this assessment task, but teachers are encouraged to expand on the questioning of the text(s) to adequately cover the range of assessment design criteria and the scope of performance standards. The strongest task design made good use of authentic texts in [Language] and posed questions that encouraged students to analyse linguistic, structural and cultural elements present.

Good design of the assessment enables students to analyse linguistic, cultural, and stylistic features, as well as to evaluate cultures, values, and ideas in texts. The text analysis is an opportunity to demonstrate learning of interpretation, evaluation, and reflection. It is also an opportunity for bilingual skills to be developed and insights into language and culture demonstrated.

Assessment Type 2: In-depth Study

The in-depth study allows students to demonstrate research into, and personal reflection on, an aspect or aspects of a topic — preferably one that the student is interested in — and present an oral presentation in [Language], a written response to the topic in [Language], and a reflective response in English.

The majority of schools managed this very well and students achieved a high standard. The best responses showed clear evidence of research and were elicited using a clear set of guidelines in the task description.

This year’s in-depth studies generally included a broad range of topics which allowed students to showcase the diversity of learning and interests. The topics ranged from impact on migration to contemporary political commentary and a range of social and cultural traditions. Using research and evidence to present their interpretation and analysis of the topic/issue, students successfully demonstrated their knowledge, skills, and understandings.

Tasks should be designed carefully so that students are guided in their research and are able to extract, interpret, and analyse relevant information from a range of sources in [Language] and in English. Through well-explained and detailed task design, students have the opportunity to perform at the highest level. Students who responded to the required criteria and provided evidence of in-depth analysis and meaningful reflection were generally more successful.

Students need to be supported through appropriate task design for the oral presentation and written response. Although these two tasks are based on the same topic, they have a different purpose, context, and audience. They need to be supported by evidence of research, interpretation and text analysis, and preparation.

In general, opportunities for students to perform at their highest level need to be provided through the process of selecting an appropriate, challenging topic and consider a number of sub-topics or issues arising from this.

In Assessment Type 2: In-depth Study, a time limit is set for oral tasks (oral presentation in [Language], and reflective response in English, if presented in oral format). A number of oral tasks exceeded the limit. Teachers and students are advised to keep within the time-limit, as anything longer cannot be considered when assessed or moderated. Similarly, the written tasks for the in-depth study have a prescribed word-limit, and anything over the limit is not assessed or moderated.

Each of the three types of assessment for the in-depth study is discussed below in more detail.

Oral Presentation in [Language]

The stronger oral presentations had a specific focus and did not rely heavily on notes, rather presenting an interesting and relevant interpretation of the research. One issue that was of concern was that some students presented a written piece which was almost identical to their oral presentation.

In this assessment, students demonstrate the capacity to present ideas, opinions, information, and experiences in [Language] on an aspect of their in-depth study. Teachers are reminded to clearly specify a context, purpose, and audience for the assessment. The intention of the oral presentation and the written response in [Language] are required to be different.

Students who achieved a high standard in this task were able to present or discuss the process and findings of their in-depth study research in a spontaneous and independent way without over-reliance on reading from a script. Successful oral tasks demonstrated analysis and comprehensive knowledge, supported by opinions on the topic investigated.

Interaction, such as responding to questions, is not a requirement of this task. Discussion of the in-depth study topic takes place as part of the oral examination. An individual presentation is the most appropriate task format.

Written Response in [Language]

The stronger responses for the written response in [Language] analysed findings from a variety of sources and synthesised information logically and coherently. Better responses correctly referenced quotes and the ideas of others, which were then elaborated on in the student’s own words.

To ensure students are given the opportunity to achieve their best, teachers are reminded to clearly specify the purpose and audience, the text type for production, and the kind of writing required (e.g. informative, persuasive).

Reflective Response in English

Most reflective responses met the required word-limit and contained reflection on culture, language, and the learning process. Students would benefit from careful guidelines in the task description, including suggestions about what they need to address in order to write a good reflective response. In some examples, there was a paragraph or two where students reflected on their learning, but then lapsed into a recount of the information they had given in their [Language] written response. The reflection requires deep, personal thinking; it should not be a recount or a narrative.

The in-depth study, in principle, will enable the students, at the end of the research journey, to reflect on new findings. It may lead the student to a change of mind or an adjustment of their own beliefs. The reflection of the whole in-depth study is definitely not merely on the methods of how to look for suitable resources, but how the student’s thinking has changed, whether any learning was new or surprising, and whether the study has challenged the student’s own values or beliefs in relation to the topic. Therefore, a topic that the students already have a deep knowledge of might not provide for such opportunity.

External Assessment

Assessment Type 3: Examination

Oral Examination

The oral examination of approximately 10–15 minutes comprises a conversation and a discussion of the student’s in-depth study.

Section 1: Conversation

In the conversation, students converse with the examiners about their personal world. Topics covered typically include life, family and friends, home, local environment, school, hobbies, interests, aspirations, and travel. Most students performed with confidence in this section, and demonstrated thorough preparation and familiarity with the language. The best responses contained not only information, but also the students’ impressions and opinions.

The most successful students provided extensive, relevant responses to the questions asked. The majority of students’ responses were fluent, and many students addressed the questions with confidence, providing relevant answers. In many cases, the responses were natural, interesting, and varied, and did not appear superficial. They were able to move the conversation forward confidently, displaying a good command of the language and a rich and extensive vocabulary, and handling unpredicted questions well. These students also readily clarified, elaborated on, and justified their opinions and ideas, and paid particular attention to pronunciation, intonation, stress, and clarity.

Most students were able to discuss a wide range of topics. A few students appeared to have difficulties in expressing their ideas or thoughts, and they needed some prompting with their answers. In some languages, although responses were relevant and correct, there was a lack of depth when the students were asked to expand upon their views and opinions. In addition, some responses in some languages indicated that students had difficulties with finding appropriate words and expressions.

The accuracy of language used by the students was mostly very good. The language was usually appropriate and correct with minor mistakes which did not impede meaning or alter the context. In some languages, grammatical mistakes seemed to stem from students directly translating English language structures into the language or using English pronunciation of words.

Many students displayed a good capacity to maintain the conversation, by interacting appropriately with the examiners and asking them to repeat or explain questions, if necessary. If they happened to make a mistake, they were able to correct themselves in an appropriate manner.

Section 2: Discussion

The discussion section of the oral examination relates to the in-depth study in that students are required to discuss the topic that they have researched at length — one that relates to an aspect or aspects of a topic associated with ‘The [Language]-speaking Communities’ or ‘The Changing World’ themes. As part of the discussion, students may be asked questions relating to interpretation and reflection.

The level of preparedness for the discussion varied across languages and between students. In some cases there were obvious signs of insufficient research in the chosen topic. There was some concern about the choice of topics which did not always lend themselves to reflection and analysis of cultural values and ideas, which is one of the expectations of this part of the examination. Teachers are advised to help students to select a topic that is relevant to the prescribed themes.

Many students were very well prepared for this part of the examination. The range of topics was wide, and included famous people, art, history, places worth visiting, relationships between generations, festivals, events, and traditions.

Students who chose their topics wisely and researched them at length were thoroughly prepared and were able to maintain and advance the discussion appropriately and effectively. They maintained the discussion and used the texts and resources studied to support their ideas and opinions, often demonstrating insight into their topic. They demonstrated a sound knowledge and appreciation (sometimes even enthusiasm) of their topic and were skilled in expressing and elaborating on ideas and opinions. They had also mastered the linguistic elements of the language and used an excellent range of vocabulary specific to the topic/issue and grammatical structures effectively.

The stronger responses were clear and thorough with a depth of information. These students had the appropriate vocabulary and grammar required to discuss their topic with ease, resulting in an interesting discussion. During the discussion, it was evident that many students knew their topic in depth and were therefore able to provide concrete examples, facts, and statistics. The students were able to analyse, compare, and draw often independent conclusions from the information. They were able to use the researched information, demonstrating familiarity with their topic and the skills to convey the information successfully. However, some students indicated that their resource base was limited to the internet and family discussion. A wider range of resources may improve outcomes.

A number of students were able to formulate and share their own reflections and, in the case of some topics, they were able to express their own evaluation of events or their emotional attitude to them, and how the researched theme affects the local [Language]-speaking community. They were also able to reflect on their learning effectively.

Many students were able to refer to the sources of their information and it was evident that they evaluated the sources’ credibility. Some also referred to their own or their relatives’ experiences as part of their oral bibliography of sources. Some students took the opportunity to speak about objects, including photographs, brought to the examination, which enabled them to demonstrate depth of treatment and maintain the discussion.

The language used was for most part good, accurate, and fluent. If mistakes took place they were of a similar nature as in the conversation. Some students had slight difficulties with pronunciation of more complex vocabulary.

The in-depth study outline forms were used well. Few students came prepared to use supporting objects in the discussion. Teachers and students are reminded that objects containing writing and/or notes are not permitted in the oral examination.

Written Examination

For information and feedback regarding the written examination, please refer to ‘Assessment’ on the subject minisite on the SACE website.

Operational Advice

School assessment tasks are set and marked by teachers. Teachers’ assessment decisions are reviewed by moderators. Teacher grades/marks should be evident on all student school assessment work.

All student work is to be submitted as required. Where student work is missing, a Variations — Moderation Materials form should be provided.

There is no need to submit the supporting materials, such as the texts studied for the in-depth study, the draft of the written tasks, and so on. Evidence of students’ learning will only be looked for from the assessment tasks.

It is vital that moderators are able to access and hear the oral materials, as there is at least one oral task within each assessment type. Teachers should refer to the SACE website about preparation of non-written materials, and submission of electronic files, and submit work in accordance with these instructions. Storage devices being sent in for moderation should be checked to make sure that that all orals are able to be accessed by moderators.

A CD, DVD or USB for each student with oral tasks in a separate file (not in a continuous single file) is a good option for presentation of audio files. An alternative is to have a folder of tasks for each student on a single CD, DVD or USB. In whichever option, student identification (that is, SACE registration number) should be indicated clearly for each audio file.

A copy of the learning and assessment plan (LAP) should be included with each school package, together with a complete set of task sheets. If there have been changes in the LAP since it was approved, the addendum should be completed.

When submitting the final grade for the assessment type, teachers are advised to check the determination of the grade carefully, to avoid any clerical errors.

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