# Language and Culture Subject Assessment Advice

## Overview

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

Teachers should refer to the subject outline for specifications on content and learning requirements, and to the subject operational information for operational matters and key dates.

# School Assessment

Assessment Type 1: Text Analysis

For thisassessment type, students are required to respond to texts in the target language. The responses can be in English, the target language or a combination of both. Students are required to analyse linguistic, cultural and stylistic features, interpret meaning, and reflect on ways in which culture is created, expressed and communicated.

*The more successful responses commonly:*

* addressed aspects of culture and language to greater depth
* demonstrated understanding of particular features of language in the text
* expressed well-informed understanding of communication across cultural boundaries
* included those where students compared short texts
* allowed students to elaborate and reflect personal understandings.

*The less successful responses commonly:*

* were brief responses to more literal questions related to features of language or meaning of the content of the text rather than open ended questions allowing for expansion of ideas
* focused either exclusively on language or on culture but not both
* demonstrated no personal reflection or opinions related to identity.

Teachers are encouraged to set tasks that allow students to demonstrate their understanding to the highest level.

Assessment Type 2: Interaction

For this assessment type, students are required to interact with others to exchange information, ideas, opinions, and/or experiences in the target language in spoken form.

The more successful responses commonly:

* demonstrated spontaneity in interaction and answers to questions
* included extended responses to questions showing a good command of language with a confident use of more complex structures and a wide vocabulary
* communicated well prepared ideas in a coherent manner
* included reflection on personal culture and language in the community and the Australian context.

The less successful responses commonly:

* were part of a group presentation which was dominated by one or two individuals. This limited expression to the highest level for some students
* demonstrated difficulty in maintaining a conversation beyond short expressions
* expressed limited personal opinions or reflection on their linguistic and cultural situation
* indicated a lack of preparation and a lack of accuracy in communicating desired ideas.

Assessment Type 3: Text Production

For this assessment type, students are required to create written texts in which they express information, ideas, opinions, and/or experiences in the target language.

Teachers again are encouraged to refresh their understanding of this task type’s requirements so that students may respond in their language and achieve the highest level.

The more successful responses commonly:

* employed a wide variety of structures, expressions and vocabulary
* expressed ideas in depth on a topic allowing for a wide understanding of cultural life, personal views and interests
* utilised a narrative or story-form in the target language to convey ideas and information
* showed a cohesive understanding of comparative cultural settings.

The less successful responses commonly:

* expressed limited ideas in language often with errors obscuring the meaning
* were sometimes incomplete, e.g. a letter without a formal ending
* communicated a narrow scope of knowledge e.g. a formal letter, rather than a topic allowing for greater breadth to demonstrate ideas and expression.

External Assessment

Assessment Type 4: Investigation

The external investigation assesses each student’s ability to write a report in English on research into the language and culture of the student’s community in relation to changing identities and challenges in the Australian context. The quality of responses in 2017 was generally higher than in previous years.

The more successful responses commonly:

* demonstrated how the student conducted his/her research and provided evidence of their research process
* referred to and quoted a number of resources, including interviews, observations and readings which were listed in a bibliography
* featured a clear introduction and conclusion in the student’s written response
* were based on a clear focus question that allowed for comparison between the student’s cultural background and language and the Australian culture and language
* included a clear focus on cultural traditions e.g. the roles of men and women, and how these are changing in the Australian context and also included a consideration of traditional language and how it is changing in the Australian context
* showed evidence of interviews with community members for information and opinions, rather than relying on the internet exclusively
* reflected on personal values, beliefs, ideas and practices, and what was learnt by undertaking the investigation
* were written in the student’s own language and personal voice.

The less successful responses commonly:

* focused exclusively on a traditional cultural topic that did not allow for any consideration of changes in the community within the Australian context
* lacked identification and analysis of language and its changes in different cultural contexts
* gave little or no personal reflection on the changing identity of the cultural community in the Australian context
* relied almost exclusively on internet sources for information
* provided no personal reflection on values, beliefs, ideas and practices about the topic
* lacked a clear introduction and conclusion in the written response
* consisted of a limited number of points which were repeated in different ways throughout the response, rather than a range of points.