



# **Guidelines for course delivery and assessment of student achievement**

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Authority-developed background and first language courses,  
CCAFL and Interstate Language courses

## **Acknowledgement of Country**

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

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## **Disclaimer**

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course.

These *Guidelines* are intended for schools [community language schools or registered schools] planning to deliver the following senior secondary language courses:

Authority-developed background and first language courses:

- Chinese: First Language
- French: Background Language
- German: Background Language
- Hindi: Background Language
- Indonesian: Background Language
- Italian: Background Language
- Korean: Background Language
- Punjabi: Background Language
- Tamil: Background Language

Collaborative Curriculum and Assessment Framework for Languages (CCAFL) courses:

- |   |                          |
|---|--------------------------|
| • Armenian  | • Karen                  |
| • Auslan  | • Khmer                  |
| • Bengali   | • Macedonian             |
| • Bosnian   | • Nepali (Year 12, 2023) |
| • Chin Hakha  | • Persian                |
| • Chinese: Background Language (Chinese in Context NSW)   | • Polish                 |
| • Croatian  | • Portuguese             |
| • Dutch   | • Romanian               |
| • Filipino  | • Russian                |
| • Hebrew  | • Serbian                |
| • Hungarian   | • Sinhala                |
| • Japanese: Background Language (Japanese in Context NSW) | • Swedish                |
|   | • Tamil                  |
|   | • Turkish                |

Interstate Languages borrowed from other jurisdictions:

- Arabic
- Modern Greek
- Spanish
- Vietnamese

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## 1. Authority-developed background and first language courses, and CCAFL and Interstate Language courses

The School Curriculum and Standards Authority (the Authority) makes available, at Australian Tertiary Admission Rank (ATAR) level, the following Authority-developed background and first language courses and examinations:

- French: Background Language
- German: Background Language
- Hindi: Background Language
- Indonesian: Background Language
- Italian: Background Language
- Korean: Background Language
- Punjabi: Background Language
- Tamil: Background Language
- Chinese: First Language.

The Authority also accesses a number of language courses from other states through processes established as part of the Collaborative Curriculum and Assessment Framework for Languages (CCAFL) or through arrangements made with individual states.

Students can study these ATAR courses through a community language school or as part of a school program through a registered school. The courses are available to students in Year 11 and Year 12, as well as accelerated Year 10 language students.

The ATAR examinations for these language courses are available to:

- Year 11 and Year 12 students who are enrolled in and have completed the relevant course units (Units 3 and 4) at a registered school or community language school
- Year 12 non-school candidates, who are enrolled in at least three other ATAR course examinations in the same year as sitting the background language, first language or Interstate Language examination.

### 1.1 Background and first language course syllabuses

The syllabus for each of the background and first language courses is available on the relevant language course page on the Authority website:

### 1.2 CCAFL and Interstate Language course syllabuses

The Authority has developed a WACE version of the syllabus for the following CCAFL and Interstate Language courses:

- Arabic
- Auslan
- Chinese: Background Language
- Hebrew
- Hungarian
- Japanese: Background Language
- Modern Greek
- Persian

- Polish
- Russian
- Sinhala
- Turkish.

These syllabuses are available on the Authority website at <https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/languages/interstate-languages>.

### 1.3 The WACE Manual

The *WACE Manual* describes policies and procedures to be followed in relation to achieving the Western Australian Certificate of Education (WACE) in that year. A new edition is published each year by the Authority.

Throughout this *Guidelines* document there are references to the *WACE Manual* which is available on the Authority website at <https://www.scsa.wa.edu.au/publications/wace-manual>.

## 2. Delivery requirements, roles and responsibilities

The Authority-developed background and first language courses, and CCAFL and Interstate Language courses can be delivered either as part of a school program through a registered school or by a community language school.

Students typically study Unit 1 and Unit 2 in Year 11, and Unit 3 and Unit 4 in Year 12. Alternatively, students can choose to study only Unit 3 and Unit 4 without having completed Unit 1 and Unit 2. The Interstate Language syllabuses are equivalent to four units in the Western Australian Certificate of Education (WACE).

Students intending to enrol in:

- Chinese: Background Language
- French: Background Language
- German: Background Language
- Hindi: Background Language
- Indonesian: Background Language
- Italian: Background Language
- Japanese: Background Language
- Korean: Background Language
- Punjabi: Background Language
- Tamil: Background Language
- Chinese: First Language.

must apply for permission to enrol in the year prior to their first enrolment in the course, typically in Year 10 for study in Year 11. The enrolment process requires students to complete the online *Application for permission to enrol in a WACE language course* in the Student Records Management System (SRMS) Student Portal and provide additional documentation as indicated in the application.

### 2.1 Delivery by a community language school

The background language, first language, CCAFL and Interstate Language courses can be delivered by a community language school outside the normal school program through one of three modes:

1. the community language school prepares students to sit the ATAR examination for the course as non-school candidates
2. the community language school has students enrolled in the course units through each student's main school
3. the community language school has students enrolled in the course units through a single mentor (main) school.

#### 2.1.1 The community language school prepares students to sit the ATAR examination for the course as non-school candidates

The community language school prepares students to sit the ATAR examination as non-school candidates; however, it does not deliver a school-based assessment program. Students enrolling as non-school candidates do not enrol in the course and do not require assessment and grading.

The community language school must advise students of the following requirements:

- Prior to enrolling as a non-school candidate in a background or first Language course examination, students must complete an online *Application for permission to enrol in a WACE language course* in the SRMS Student Portal.
- Students are required to submit a *Non-school candidate enrolment form* early in Term 1 when they are in Year 12. The form can be downloaded from the Authority website at the start of each school year at the following link: <https://www.scsa.wa.edu.au/forms/forms> under 'Enrolments'.

For further information, see Section 6.2.5 of the *WACE Manual*.

### **2.1.2 The community language school delivers the course and students are enrolled in the course units through each student's main school**

The community language school delivers the course, including a school-based assessment program, and establishes a relationship with each of the main schools that the students are attending. Since the community language school is not a registered school, each student's main school registers to offer the course with the Authority and enrolls the students on behalf of the community language school. Registration of the course and enrolment of the students through each student's main school will ensure the community language school's assessment program and student achievement is recognised by the Authority. The course is typically taught off-site, outside of school hours.

The community language school:

- sends the Authority early in the academic year, via [languagesenrolment@scsa.wa.edu.au](mailto:languagesenrolment@scsa.wa.edu.au), a list of students intending to enrol in the course (Year 11 and/or Year 12 units)
- checks with students to ascertain whether they have submitted to the Authority an online *Application for permission to enrol in a WACE language course* (where applicable)
- contacts [languagesenrolment@scsa.wa.edu.au](mailto:languagesenrolment@scsa.wa.edu.au) for assistance to ensure students have completed the process
- delivers the course with its learning and assessment programs based on the current syllabus and Authority assessment requirements
- provides students with access to the syllabus, course outline and assessment outline
- provides the Authority (officer responsible for the course, see [Section 6: Contacts](#)) with a copy of the course outline and assessment outline
- provides regular individual assessment information and feedback to all students
- reports student interim (for Semester 1) and achievement data (proposed grades, final marks and grades) to each student's main school in line with school reporting timelines.

The student's main school:

- uploads the course offering in the Student Information Records System (SIRS)
- enrolls the student studying through the community language school
- works and liaises with the community language school to:
  - establish a schedule for the provision of student achievement data (to the main school) by the community language school
  - implement and participate in the moderation processes of the Authority
  - submit student achievement data (proposed grades, final marks and grades) to the Authority in line with WACE timelines and processes.



The students undertaking the course:

- complete the learning and assessment programs for the course as specified in the current syllabus
- complete the school-based assessment program for the course as specified in the current syllabus and the school's assessment outline for the course.

The Authority:

- ensures the learning and assessment programs are based on the current syllabus and meet Authority assessment requirements
- confirms that the course is delivered by a tutor/teacher who is registered with the Teacher Registration Board of Western Australia (TRBWA) and has teaching qualifications recognised in Western Australia (grading can only be done by a registered teacher)
- requests each student's main school to enrol the student in the course
- formalises the partnership by sending a letter to each student's main school, providing details about the student to be enrolled in the course and the teacher/s delivering the course at the community language school.

### **2.1.3 The community language school delivers the course and students are enrolled in the course through a single mentor (registered) school**

The community language school delivers the course, including a school-based assessment program, and establishes a relationship with a single mentor school through which all students are enrolled. Since the community language school is not a registered school, the single mentor school registers to offer the course with the Authority and enrolls the community language school's students. Registration of the course and enrolment of the students through the single mentor school will ensure the community language school's assessment program and student achievement is recognised by the Authority. The course is typically taught off-site, outside of school hours.

The community language school:

- establishes a relationship with a single mentor school
- provides the single mentor school and the Authority early in the academic year, via [languagesenrolment@scsa.wa.edu.au](mailto:languagesenrolment@scsa.wa.edu.au), with a list of students enrolled in the course (Year 11 and/or Year 12 units)
- checks with students to ascertain whether they have submitted to the Authority an online *Application for permission to enrol in a WACE language course* (where applicable)
- contacts [languagesenrolment@scsa.wa.edu.au](mailto:languagesenrolment@scsa.wa.edu.au) for assistance to ensure students have completed the process
- delivers the course with its learning and assessment programs based on the current syllabus and Authority assessment requirements
- provides students with access to the syllabus, course outline and assessment outline
- sends a copy of the course outline and the assessment outline to [languagesenrolment@scsa.wa.edu.au](mailto:languagesenrolment@scsa.wa.edu.au)
- provides regular individual assessment information and feedback to all students
- reports student interim (for Semester 1) and achievement data (proposed grades, final marks and grades) to the single mentor school, and each student's main school, in line with school reporting timelines.

The single mentor school:

- contacts the Authority early in the academic year regarding their intention to offer the course via [languagesenrolment@scsa.wa.edu.au](mailto:languagesenrolment@scsa.wa.edu.au)
- checks with the community language school that students have completed an online *Application for permission to enrol in a WACE language course process* (where applicable)
- uploads the course offering in SIRS
- enrolls the students studying through the community language school
- communicates with the Authority in matters regarding registration of the course, student enrolment and submission of results
- works and liaises with the community language school to:
  - establish a schedule for the provision of student achievement data by the community language school (to the mentor school)
  - implement and participate in the moderation processes of the Authority
  - submit student achievement data (proposed grades, final marks and grades) to the Authority in line with WACE timelines and processes.

The students undertaking the course:

- complete the learning and assessment programs for the course as specified in the current syllabus
- complete the school-based assessment program for the course as specified in the current syllabus and the school's assessment outline for the course.

The Authority:

- ensures the learning and assessment programs are based on the current syllabus and meet Authority requirements
- confirms with the community language school that the course is delivered by a tutor/teacher who is registered with the TRBWA and has teaching qualifications recognised in Western Australia (grading can only be done by a registered teacher)
- provides written confirmation to each student's main school:
  - the name of their student(s) enrolling in the course
  - details of the single mentor school enrolling the students, and
  - the name of the teacher(s) and/or contact at the community language school.

## 2.2 Delivery by a registered school

The background language, first language, CCAFL and Interstate Language courses can be delivered as part of a school program in a registered school or jointly with another school (or WACE provider). In these cases the school already undertakes the Authority's assessment and moderation processes.

The school delivering the course:

- ensures students intending to enrol in a background or first language course have submitted an online *Application for permission to enrol in a WACE language course* in the year prior to first enrolment
- uploads the course offering to SIRS
- enrolls students in line with WACE timelines and procedures
- ensures that the course is delivered by a teacher who is registered with the TRBWA and has teaching qualifications recognised in Western Australia

- provides students with access to the syllabus, course outline and assessment outline
- provides regular individual assessment information and feedback to all students
- submits student achievement data (proposed grades, final marks and grades) to the Authority in line with WACE timelines and processes as per the *Activities Schedule* which is available on the Authority website at [https://www.scsa.wa.edu.au/publications/activities-schedule\\_for that year](https://www.scsa.wa.edu.au/publications/activities-schedule_for%20that%20year)
- participates in the Authority's assessment and moderation activities where required.

### 3. Teaching and assessment, grading, and submission of achievement data

#### 3.1 Provision of curriculum and assessment information

Whether the language course is being delivered as part of a school program by a registered school or through a community language school (through a mentor/main school arrangement), it is essential that every student studying a WACE language course is provided with:

- the course syllabus
- the school's course outline
- the school's assessment outline.

These documents must be available to the students before teaching begins. They can be provided as a hard copy or electronically, if the school ensures all students have adequate access to this format.

WACE versions of the syllabus for CCAFL and Interstate Language courses (see [1.2 CCAFL and Interstate Language course syllabuses](#)) have been specifically developed to:

- include requirements and terminology which are specific to WACE courses
- use processes which are consistent with the Authority's assessment requirements
- contain course content and examination requirements from the host state
- specify assessment types and weightings for school-based assessment which align with those of the examinations
- provide grade descriptions to be used when grading student achievement.

##### 3.1.1 Course outline

Registered schools and community language schools must provide to the students a course outline or program which shows the sequence in which the content from the syllabus will be delivered, and the timing of the delivery. The course outline must reflect the current syllabus.

For CCAFL and Interstate Language courses, the syllabus content is the equivalent of two years of study. Each year is equivalent to two units for WACE requirements. Sequencing and timing of delivery of the content is a school decision, but students are required to cover all of the course content over the two years.

For more information see Section 2.3 of the *WACE Manual*.

##### 3.1.2 Assessment outline

Registered schools and community language schools must have an assessment outline for each pair of units. The format for an assessment outline is a school decision, but each outline for a pair of units must include the following information:

- the number of tasks to be assessed

- a general description of each task
- the assessment type, as prescribed in the syllabus
- an indication of the syllabus content on which each task is based
- the approximate timing of each task (i.e. the week the task will be conducted or the start and submission dates for an extended task)
- the weighting of each assessment task
- the weighting of each assessment type, as prescribed in the assessment table of the syllabus.

For more information, see Section 2.3 of the *WACE Manual*.

## 3.2 School-based assessment

### 3.2.1 Assessments and marking

Registered schools and community language schools are required to develop assessment tasks that meet the requirements of the syllabus and are consistent with those described in the school's assessment outline. Registered schools and community language schools are also required to develop a marking key for each task. Numerical marks, not grades must be used when marking assessment tasks. Students' marks for each task must be recorded. At the conclusion of the year, marks are weighted and combined to derive a school mark out of 100.

For CCAFL and Interstate Language courses, schools are required to assess and report using a year-long (combined) assessment outline for the pair of units completed each year, i.e. one grade and one school mark out of 100 at the end of Year 11 for the pair of units, and one grade and one school mark out of 100 at the end of Year 12 for the pair of units.

For more information, see Section 2.4 of the *WACE Manual*.

### 3.2.2 Rules for conduct of assessments, and retention and disposal of student work

In planning for assessment, registered schools and community language schools should also provide students with information about rules relating to:

- the conduct and administration of school assessment tasks and examinations
- the assessment of students who do not complete the assessment program; for example, do not complete one or more assessment tasks
- the retention and disposal of student work.

Registered schools will have a *Senior Secondary Assessment Policy* which provides this information to students. Community language schools can use the information provided in the *WACE Manual* and seek advice from the Authority when establishing rules for assessment.

Registered schools and community language schools must also have a process for the retention and disposal of student work. Registered schools and community language schools will need to refer to student work as part of the grading process. Student assessment files are also integral to several Authority school moderation activities in which schools may be required to participate; for example, consensus moderation meetings, grading reviews and small group moderation.

For more information on retention of student work, see Section 2.8 of the *WACE Manual*.

Where there is more than one school in Western Australia delivering the course for a particular language course at Year 12, and where schools have fewer than six enrolments, it is expected that these schools will work together as a small group moderation partnership (see Section 3.6 of the *WACE Manual*).

For more information on the Authority's moderation activities, see [Section 5 Moderation](#) of this document and Section 3.4 of the *WACE Manual*.

### 3.3 Assessment records, determining school marks, assigning grades and submission of achievement data

#### 3.3.1 Assessments records

Registered schools and community language schools must maintain clear and accurate records of student achievement in the course. The assessment records must show raw marks and weighted marks for each assessment task and include the task title, task number and weighting. This information must align with the information in the assessment outline.

#### 3.3.2 Determining school marks and assigning grades

For each student enrolled in a pair of units for Year 11 or each Year 12 student, registered schools and community language schools must determine:

- a school mark out of 100 (for the Year 12 French, German and Italian background language courses only, this comprises 30% of the practical component, and 70% of the written component of the course)
- a grade (A to E).

In addition to the school mark out of 100, for students completing the Year 12 French, German or Italian background language course, registered schools and community language schools must also determine:

- a mark out of 100 for the written component of the course
- a mark out of 100 for the practical component of the course.

The teacher uses the school mark out of 100 for the pair of units to create a ranked list of students. The school mark represents the student's overall achievement on the school-based assessment program for the completed pair of units (as represented in the school's assessment outline).

The teacher identifies in the ranked list the points where a change of standard is evident, and examines the work of the student either side of this point to assign a grade with reference to the grade descriptions provided in the course syllabus.

| Grade | Interpretation           |
|-------|--------------------------|
| A     | Excellent achievement    |
| B     | High achievement         |
| C     | Satisfactory achievement |
| D     | Limited achievement      |
| E     | Very low achievement     |

Students who enrol to sit an ATAR language course examination as a non-school candidate are not assigned a school mark or grade.

For more information, see Section 2.4 of the *WACE Manual*.

### **3.3.3 Submission of achievement data**

Student achievement in the form of marks and grades is reported to the student, their parents/guardians/carers and to the Authority. Registered schools will have an established process for reporting. Community language schools must ensure that they establish a process and schedule for reporting interim achievement before the end of Semester 1, and final achievement at the end of the year, to the student and mentor school and/or main schools. This should be done in consultation with the mentor school and/or main schools.

At the end of the year, community language schools must provide the following to the mentor school and/or the main schools for reporting to the Authority:

- a grade (A to E)
- a school mark out of 100 (used to rank the students and determine the grade).

In addition, for Year 12 background language courses, the following must also be provided:

- a mark out of 100 for the written component of the course, and
- a mark out of 100 for the practical component of the course.

Section 2.5 of the *WACE Manual* provides more information on reporting of student achievement.

## 4. ATAR examinations

### 4.1 School candidates

Students typically sit the ATAR examination in Year 12. For CCAFL and Interstate Language courses Western Australia uses the host state examination and students will sit the examination at the same time as students in the host state.

For French, German and Italian background language courses, and most CCAFL and Interstate Language courses, both practical (oral) and written examinations are held. For the Chinese: First Language course, only a written examination is conducted.

Examinations are conducted at designated examination venues throughout Western Australia.

For school candidates, achievement in a background language, first language, CCAFL or Interstate Language course contributes to a student's Western Australian Statement of Student Achievement (WASSA). The result of the ATAR examination can contribute towards the calculation of the student's ATAR used for university entrance. School candidates completing course units (including school-based assessment) and sitting the ATAR examination in a background language, first language, CCAFL or Interstate Language will receive the Tertiary Institutions Service Centre (TISC) Language Other Than English (LOTE) bonus. For more information, contact [info@tisc.edu.au](mailto:info@tisc.edu.au).

### 4.2 Non-school candidates

Year 12 students can enrol with the Authority, through their main school, to sit only the ATAR examination in a background language, first language, CCAFL or Interstate Language as a non-school candidate, provided they sit at least three other ATAR course examinations in the same year, so that the language examination mark can be scaled.

A non-school candidate's scaled score does not include a school-based assessment component. The mark of the ATAR examination may contribute towards the calculation of the student's ATAR used for university entrance. A non-school candidate sitting the ATAR examination in a background language, first language, CCAFL or Interstate Language will also receive the TISC LOTE bonus. For more information, contact [info@tisc.edu.au](mailto:info@tisc.edu.au).

## 5. Moderation

The Authority will use the following moderation processes to ensure comparability in background language, first language, CCAFL and Interstate Language courses:

- syllabus delivery audit
- consensus moderation
- school moderation program (documentation reviews and/or grading reviews)
- small group moderation partnerships (where relevant)
- assessment task review
- proposed grade distribution approval
- statistical moderation of school marks.

### 5.1 Syllabus delivery audit

Registered schools and community language schools are required to submit to the Authority some or all of the following documents for review at the beginning of the school year:

- course outline
- assessment outline
- one assessment task of each assessment type as listed in the Assessment table in the syllabus (other than examinations)
- marking keys for the submitted assessment tasks.

For further information about the syllabus delivery audit see the *Syllabus delivery audit handbook* which is available on the Moderation page at the Authority website at the following link <https://senior-secondary.scsa.wa.edu.au/moderation>, and Section 3.4 of the *WACE Manual*.

### 5.2 Consensus moderation

Consensus moderation provides teachers at registered schools and community language schools with opportunities to build common understandings of the course standards that underpin comparability. This is achieved through teacher analysis of student responses to assessment tasks administered by other schools in Semester 1 for a selected sample of students covering a range of grades (typically A, B and C).

In any given year, consensus moderation is conducted for a selection of ATAR, General and/or Foundation courses. Schools are advised, through the Authority's *11to12Circular* which is available on the Authority website at <https://www.scsa.wa.edu.au/publications/circulars/11to12-circulars>, of courses that will be involved in consensus moderation in that particular year. Participation in consensus moderation is compulsory for one representative from each school for each of those courses that the school is delivering. Where a teacher does not attend a meeting, a follow up grading review will be organised and the school notified.

For further information about consensus moderation, see Section 3.4 of the *WACE Manual*.



### 5.3 School moderation program

School moderation for background language, first language, CCAFL and Interstate Language courses will typically take the form of a documentation review and focus on providing schools and teachers with feedback in regards to syllabus delivery and assessment requirements.

A grading review may also be conducted. This provides registered schools and community language schools with feedback on their marking and grading standards (as well as their documentation). A report is provided to registered school principals and to principals/directors and teachers at community language schools once a document or grading review is completed.

For further information about the school moderation program see Section 3.4 of the *WACE Manual*.

### 5.4 Small group moderation partnerships

Where background language, first language, CCAFL and Interstate Language courses are being delivered in more than one Western Australian school, small group moderation may be required if the school's estimated number of Year 12 ATAR course examination candidates is fewer than six. If the need for small group moderation for CCAFL and Interstate Language courses arises, the schools involved will be notified by the Authority.

Details of the small group moderation process are provided in Section 3.6 of the *WACE Manual*.

## 6. Contacts

For more information contact:

Hanneke Rekelhof – Principal Consultant Hindi, Tamil, CCAFL and Interstate Language courses

Email: [Hanneke.Rekelhof@scsa.wa.edu.au](mailto:Hanneke.Rekelhof@scsa.wa.edu.au)

Phone: (08) 9273 6724

Coral Ryan – Principal Consultant Chinese and Japanese

Email: [Coral.Ryan@scsa.wa.edu.au](mailto:Coral.Ryan@scsa.wa.edu.au)

Phone: (08) 9273 6743

Sonia Low – Principal Consultant French and German

Email: [Sonia.Low@scsa.wa.edu.au](mailto:Sonia.Low@scsa.wa.edu.au)

Phone: (08) 9273 6725

Nadia Civa – Principal Consultant Italian

Email: [Nadia.Civa@scsa.wa.edu.au](mailto:Nadia.Civa@scsa.wa.edu.au)

Phone: (08) 9273 6355

Lisa Djanagara – Principal Consultant Indonesian and Korean

Email: [Lisa.Djanegara@scsa.wa.edu.au](mailto:Lisa.Djanegara@scsa.wa.edu.au)

Phone: (08) 9273 6382

Additional Authority contacts:

| Name             | Role                                 | Enquiry                           | Contact  |
|------------------|--------------------------------------|-----------------------------------|--|
| Gloria Richmond  | Manager – Examination Logistics      | Examinations                      | (08) 9273 6309<br><a href="mailto:Gloria.Richmond@scsa.wa.edu.au">Gloria.Richmond@scsa.wa.edu.au</a>   |
| Lisa Honczarenko | Principal Consultant – Certification | Student enrolment and achievement | (08) 9273 6763<br><a href="mailto:Lisa.Honczarenko@scsa.wa.edu.au">Lisa.Honczarenko@scsa.wa.edu.au</a> |
| Anne Raheb       | Data Support Officer                 | Non-school candidates             | (08) 9273 6345<br><a href="mailto:Anne.Raheb@scsa.wa.edu.au">Anne.Raheb@scsa.wa.edu.au</a>             |
| Robyn Whisson    | Executive Support Officer            | Small Group Moderation            | (08) 9273 6773<br><a href="mailto:Robyn.Whisson@scsa.wa.edu.au">Robyn.Whisson@scsa.wa.edu.au</a>       |

## Appendix

Table 1: Interstate Language course offerings 2023

The following codes should be used to enrol Year 11 and Year 12 students in Interstate Language courses in 2023.

| Languages: Interstate  | State | Code | Year 11<br>ATAR (A) | Year 12<br>ATAR (A) |
|--|-------|------|---------------------|---------------------|
| Armenian   | NSW   | ARM  | AEARM               | ATARM               |
| Chinese: Background Language (Chinese in Context NSW)        | NSW   | CBL  | AECBL               | ATCBL               |
| Croatian   | NSW   | CRO  | AECRO               | ATCRO               |
| Filipino   | NSW   | FIL  | AEFIL               | ATFIL               |
| Indonesian: First Language** (Indonesian and Literature NSW) | NSW   | IFL  | AEIFL               | ATIFL               |
| Japanese: Background Language (Japanese in Context NSW)      | NSW   | JBL  | AEJBL               | ATJBL               |
| Korean: Background Language (Korean in Context NSW)*         | NSW   | KBL  | AEKBL               | ATKBL               |
| Serbian  | NSW   | SER  | AESER               | ATSER               |
| Swedish  | NSW   | SWE  | AESWE               | ATSWE               |
| Hungarian  | SA    | HUN  | AEHUN               | ATHUN               |
| Modern Greek   | SA    | GRE  | AEGRE               | ATGRE               |
| Khmer  | SA    | KHM  | AEKHM               | ATKHM               |
| Malay: Background Speakers**                                 | SA    | MBS  | AEMBS               | ATMBS               |
| Nepali   | SA    | NEP  | AENEP               | (2023)              |
| Polish   | SA    | POL  | AEPOL               | ATPOL               |
| Spanish  | SA    | SPA  | AESPA               | ATSPA               |
| Arabic   | VIC   | ARA  | AEARA               | ATARA               |
| Auslan   | VIC   | AUS  | AE AUS              | ATAUS               |
| Bengali  | VIC   | BEN  | AEBEN               | ATBEN               |
| Bosnian  | VIC   | BOS  | AEBOS               | ATBOS               |
| Chin Hakha   | VIC   | CHA  | AETCHA              | ATCHA               |
| Dutch  | VIC   | DUT  | AEDUT               | ATDUT               |
| Hebrew   | VIC   | HEB  | AEHEB               | ATHEB               |
| Hindi*   | VIC   | HIN  | AEHIN               | ATHIN               |
| Karen  | VIC   | KAR  | AEKAR               | ATKAR               |
| Macedonian   | VIC   | MAC  | AEMAC               | ATMAC               |
| Persian  | VIC   | PER  | AEPER               | ATPER               |
| Portuguese   | VIC   | POR  | AEPOR               | ATPOR               |
| Punjabi  | VIC   | PUN  | AEPUN               | ATPUN               |
| Romanian   | VIC   | ROM  | AEROM               | ATROM               |
| Russian  | VIC   | RUS  | AERUS               | ATRUS               |
| Sinhala  | VIC   | SIN  | AESIN               | ATSIN               |
| Tamil  | VIC   | TAM  | AETAM               | ATTAM               |
| Turkish  | VIC   | TUR  | AETUR               | ATTUR               |
| Vietnamese   | VIC   | VIE  | AEVIE               | ATVIE               |

Note: Courses marked \*\* have a written examination only

*\* In 2023, the new, Authority-developed Hindi: Background Language, Hindi: Second Language, Korean: Background Language and Korean: Second Language courses will be implemented for Year 11. In 2023, the Hindi (VIC) and Korean: Background Language (Korean in Context NSW) courses will continue to be implemented for Year 12. The examinations will be set and marked by the School Curriculum and Standards Authority in 2024.*

To find out more about courses from **New South Wales (NSW)**, use this link to the NSW Education Standards Authority (NESA) website and choose the letter that corresponds to the relevant language <http://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages>.

To find out more about courses from **South Australia (SA)**, use this link to the South Australian Certificate of Education (SACE) website and choose the relevant language <https://www.sace.sa.edu.au/teaching/subjects>.

To find out more about courses from **Victoria (VIC)**, use this link to the Victorian Curriculum and Assessment Authority (VCAA) website and choose the letter that corresponds to the relevant language <http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx>.