



Government of **Western Australia**
School Curriculum and Standards Authority



Interstate Languages

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

2019



**COLLABORATIVE CURRICULUM AND ASSESSMENT FRAMEWORK FOR
LANGUAGES AUSTRALIA**

Copyright

© School Curriculum and Standards Authority, 2019

This document – apart from any third party copyright material contained in it – may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority is acknowledged as the copyright owner, and that the Authority's moral rights are not infringed.

Copying or communication for any other purpose can be done only within the terms of the *Copyright Act 1968* or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the *Copyright Act 1968* or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the Creative Commons [Attribution 4.0 International \(CC BY\)](#) licence.

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.

2013/11929v12

These guidelines are intended for schools planning to deliver a senior secondary language course borrowed from another state, assess student achievement and report this achievement to the School Curriculum and Standards Authority.

Contents

1.	INTERSTATE LANGUAGES COURSES	1
2.	DELIVERY REQUIREMENTS, ROLES AND RESPONSIBILITIES	2
2.1	Delivery by a community language school	2
2.2	Delivery by a registered school.....	4
3.	TEACHING, ASSESSMENT, GRADING AND SUBMISSION OF ACHIEVEMENT DATA	6
3.1	WACE version of the syllabus	6
3.2	Provision of assessment information.....	6
3.3	School-based assessment and marking	7
3.4	Assigning grades	7
3.5	Submitting achievement data to the School Curriculum and Standards Authority.....	7
4.	EXTERNAL EXAMINATIONS	8
4.1	School candidates	8
4.2	Non-school candidates	8
5.	MODERATION	9
5.1	School moderation program.....	9
5.2	Small group moderation procedures	9
6.	CONTACTS	10
	TABLE 1: INTERSTATE LANGUAGES COURSE OFFERINGS 2019	11
	APPENDIX 1: SAMPLE GENERIC ASSESSMENT OUTLINE	12

1. Interstate Languages courses

The School Curriculum and Standards Authority (the Authority) 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 (see Appendix 1).

Students can study Interstate Languages courses through a community language school or as part of a school program. These courses are available to students in Year 11 and Year 12.

The external examinations for these mostly small candidature or community languages are borrowed from the host states. External examinations are:

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

The Authority has developed a WACE version of the syllabus for the following languages known to be delivered in Western Australia:

- Arabic
- Auslan
- Hebrew
- Malay Background Speakers
- Modern Greek
- Polish
- Russian
- Turkish.

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

2. Delivery requirements, roles and responsibilities

Interstate Languages courses are generally accessed either through a community language school or as part of a school program.

The Interstate Languages syllabuses are equivalent to four units in the Western Australian Certificate of Education (WACE). 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.

Schools and community language schools delivering an Interstate Languages course and a school-based assessment program, must establish a relationship with a school in the host state. The Authority can assist in the establishment of this contact.

Where there is more than one school in Western Australia delivering the course for a particular Interstate Language at Year 12, it is expected that these schools will work together as a small group moderation partnership (see Section 3.6.3 of the *WACE Manual 2019*).

2.1 Delivery by a community language school

Interstate Languages 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 external examination for the Interstate Languages course as non-school candidates
2. the community language school has students enrolled in the Interstate Languages course units through one or more main schools
3. the community language school has students enrolled in the Interstate Languages course units through a single mentor school.

Mode 1: The community language school prepares students to sit the external examination for the course as non-school candidates

The community organisation prepares students to sit the external examination as non-school candidates but does not deliver a school-based assessment program. Assessment and grading is not required for students enrolling as non-school candidates as they are not enrolled in the course (see Section 6.2.5 of the *WACE Manual 2019*).

Mode 2: The community language school delivers the course and students are enrolled in the course units through one or more main schools

The community language school delivers the course, including a school-based assessment program, and establishes a relationship with each of the main schools that its students are attending. Since the community language school is not a registered school, each student's main school registers the course and enrolls the community language school's students. 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:

- **provides** the Authority early in the academic year with a list of students intending to enrol in the course (Year 11 and/or Year 12 units)
- **delivers** the course with its teaching and assessment programs based on the WACE version of the syllabus and Authority assessment requirements
- **provides** individual assessment information and feedback to all students
- **provides** student achievement data (marks and grades) **to each student's main school** at the completion of the course in line with school reporting timelines.

The student's main school:

- **uploads** the course offering into SIRS
- **enrols** the student/s studying through the community language school
- **works** and **liaises** with the community language school to:
 - implement and participate in the moderation processes of the Authority
 - submit student achievement data (marks and grades) to the Authority in line with WACE timelines and processes.

The students undertaking the Interstate Languages course:

- **complete** the education program for the course as specified in the WACE version of the syllabus
- **complete** the school-based assessment program for the course as outlined in the WACE version of the syllabus.

The Authority:

- **ensures** the teaching and assessment programs are based on the WACE version of the syllabus and meet Authority requirements
- **ensures** 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/s in the course
- **formalises** the partnership by sending a letter to each student's main school, providing details about the student/s to be enrolled in the course and the teacher/s delivering the course at the community language school.

Mode 3: The community language school delivers the course and students are enrolled in the course through a single mentor 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 its students are enrolled. Since the community language school is not a registered school, the single mentor school registers the course 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 early in the academic year with a list of students enrolled in the course (Year 11 and/or Year 12 units)
- **delivers** the course with its teaching and assessment programs based on the WACE version of the syllabus and Authority assessment requirements
- **provides** individual assessment information and feedback to all students
- **provides** student achievement data (marks and grades) **to the single mentor school and each student's main school** at the completion of the course in line with school reporting timelines.

The single mentor school:

- **contacts** the Authority early in the academic year regarding their intention to offer an Interstate Languages course
- **uploads** the course offering into SIRS
- **enrols** the student/s 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:
 - implement and participate in the moderation processes of the Authority
 - submit student achievement data (marks and grades) to the Authority in line with WACE timelines and processes.

The students undertaking the Interstate Languages course:

- **complete** the education program for the course as specified in the WACE version of the syllabus
- **complete** the school-based assessment program for the course as outlined in the WACE version of the syllabus.

The Authority:

- **ensures** the teaching and assessment programs are based on the WACE version of the syllabus and meet Authority requirements
- **ensures** 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).

2.2 Delivery by a registered school

Some Interstate Languages courses are delivered as part of a school program in a registered school or jointly with another school (or WACE provider). In these cases the school is already part of the Authority's assessment and moderation processes.

The school delivering the Interstate Languages course:

- **contacts** the Authority early in the academic year regarding their intention to offer an Interstate Languages course
- **uploads** the course offering to SIRS
- **enrols** students in line with WACE timelines and procedures
- **ensures** that the course is delivered by a teacher who is registered with the Teacher Registration Board of Western Australia (TRBWA) and has teaching qualifications recognised in Western Australia
- **provides** individual assessment information and feedback to all students

- **participates** in the Authority's assessment and moderation activities where required
- **submits** student achievement data (marks and grades) to the Authority in line with WACE timelines and processes.

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

3.1 WACE version of the syllabus

To support registered schools and community language schools delivering an Interstate Languages course at senior secondary level as part of the WACE, the Authority has developed WACE versions of the syllabuses for Arabic, Auslan, Hebrew, Malay Background Speakers, Modern Greek, Polish, Russian and Turkish based on those from the host states.

WACE versions of these syllabuses have been specifically developed to:

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

Any school considering delivery of another Interstate Languages course should contact Hanneke Rekelhof to obtain a WACE version of the syllabus.

3.2 Provision of assessment information

Whether the Interstate Languages course is being delivered as part of a school program by the students' main school, or through a community language school, it is essential that the requirements below are met to ensure that students receive recognition of achievement in the Interstate Languages course on their WACE statement of results.

Course outline

The school 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 (for more information see Section 2.3.3 of the *WACE Manual 2019*). The course outline must reflect the current syllabus.

For Interstate Languages courses, the syllabus content is the equivalent of two years of study: one at Year 11 and one at Year 12. 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.

Assessment outline

The school 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 2.3.4 of the *WACE Manual 2019*.

3.3 School-based assessment and marking

Schools are required to develop assessment tasks that meet the requirements of the syllabus. Schools are also required to develop a marking key for each task. 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.

In Interstate Languages 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 of the *WACE Manual 2019*.

3.4 Assigning grades

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

For students enrolled at a school, the school reports student achievement in completed ATAR units/courses in terms of grades (A to E).

The grade assigned describes the overall achievement of a student for the completed pair of units.

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

On completion of the Year 11 and/or the Year 12 pair of units, the community language school determines a grade and a school mark out of 100 for each student and provides these to the main or mentor school.

As for all WACE courses, the school uses the school marks for the pair of units to create a ranked list of students. When assigning a grade, schools use the grade descriptions provided in the language syllabus. The school mark represents the student's overall achievement on the school-based assessment program (as represented in the school's assessment outline).

3.5 Submitting achievement data to the School Curriculum and Standards Authority

Schools are required to submit a school mark out of 100 and a grade for the pair of units for each student enrolled in Year 11 or Year 12 course units to the Authority.

4. External examinations

4.1 School candidates

Students typically sit the external examination in Year 12. Western Australia uses the host state examination and students will sit the examination at the same time as students in the host state. For most Interstate Languages courses both oral and written examinations are held. Oral examinations take place at the Authority and are conducted via telephone or an online application, such as Skype for Business. Written examinations are conducted in a nominated examination venue in Western Australia.

Any achievement in an Interstate Languages course contributes to students' Western Australian Statement of Student Achievement (WASSA). The result of the external examination can contribute towards the calculation of the students' Australian Tertiary Admission Rank (ATAR) used for university entrance. School candidates completing course units and sitting the external examination in an Interstate Languages course will receive the Tertiary Institutions Service Centre (TISC) LOTE bonus. For more information, contact info@tisc.edu.au.

4.2 Non-school candidates

Year 12 students can register with the Authority, through their main school, to sit only the external examination in an Interstate Language as a non-school candidate provided they sit external examinations in **at least three other ATAR courses** 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 external examination can contribute towards the calculation of the student's ATAR used for university entrance. A non-school candidate sitting the external examination in an Interstate Language will also receive the Tertiary Institutions Service Centre (TISC) LOTE bonus. For more information, contact info@tisc.edu.au.

5. Moderation

In 2019, the Authority will use the following moderation processes to ensure comparability in Interstate Languages courses:

- school moderation program (documentation reviews and/or grading reviews)
- small group moderation partnerships (where relevant)
- proposed grade distribution approval
- statistical moderation of school marks.

5.1 School moderation program

School moderation for Interstate Languages courses will typically take the form of a documentation review and focus on providing schools/teachers with feedback in regards to syllabus delivery and assessment requirements.

A grading review may also be conducted. This provides the school or community language school with feedback on its marking and grading standards (as well as its documentation). A report is provided to the school principal and the teacher at the community language school after a document or grading review.

5.2 Small group moderation procedures

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

Details of the small group moderation process are provided in Section 3.6.3 of the *WACE Manual 2019* which is available from the Authority website.

6. Contacts

For more information contact:

Hanneke Rekelhof – Principal Consultant

Email: hanneke.rekelhof@scsa.wa.edu.au

Phone: (08) 9273 6724

Additional Authority contacts:

Name	Role	Enquiry	Contact
Kaylene Power	Manager – Examination Logistics	Examinations	(08) 9273 6309 kaylene.power@scsa.wa.edu.au
Jenny Offer	Principal Consultant – Certification	Student enrolment and achievement	(08) 9273 6313 jenny.offer@scsa.wa.edu.au
Marie Parker	Data Support Officer	Non-school candidates	(08) 9273 6303 marie.parker@scsa.wa.edu.au
Perpetua (Peps) Joseph	SIRS Coordinator and Executive Support Officer	Course offerings	(08) 9273 6367 perpetua.joseph@scsa.wa.edu.au

Table 1: Interstate Languages course offerings, 2019

The following codes should be used to enrol Year 11 and Year 12 students in Interstate Languages courses in 2019.

Languages: Interstate	State	Code	Year 11 ATAR (A)	Year 12 ATAR (A)
Armenian*	NSW	ARM	AEARM	ATARM
Chinese: Background Language* (Chinese in Context NSW)	NSW	CBL	AECBL	ATCBL
Chinese: First Language (Chinese and Literature NSW)	NSW	CFL	AECFL	ATCFL
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
Japanese: First Language (Japanese and Literature NSW)	NSW	JFL	AEJFL	ATJFL
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
Polish*	SA	POL	AEPOL	ATPOL
Spanish*	SA	SPA	AESPA	ATSPA
Arabic*	VIC	ARA	AEARA	ATARA
Auslan*	VIC	AUS	AEAUS	ATAUS
Bosnian*	VIC	BOS	AEBOS	ATBOS
Chin Hakha*	VIC	CHA	AECHA	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
Maltese*	VIC	MAL	AEMAL	ATMAL
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
Yiddish*	VIC	YID	AEYID	ATYID

Note: Courses marked * have both written and practical (oral) examinations

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

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

Appendix 1: Sample generic assessment outline

Assessment type and type weighting	Assessment task weighting	When	Assessment task	Content*
Oral 25%	6.25%	Term 2 Week 3	Task 3 A three- to four-minute role play, focusing on the resolution of an issue	Topics: world of work; social issues Text types: Conversation Grammar: adjectival phrases, conjunctions, subordinate conjunctions
	6.25%	Term 2 Week 7	Task 4A: Semester 1 Examination Oral examination: conversation/discussion (based on detailed study)	A representative sample of the content from the units
	6.25%	Term 3 Week 6	Task 7 Interview based on question, 'People say that nothing changes, that life just goes on.' Do you think this is true?	Topics: personal identity; leisure and lifestyles; arts and entertainment Text types: Conversation Grammar: question words; conjunctions; superlatives
	6.25%	Term 3 Week 10	Task 9A: Semester 2 Examination Oral examination: conversation/ discussion (incl. detailed study)	A representative sample of the content from the units
Listening and responding 30%	7.5%	Term 1 Week 7	Task 2A Listen to a discussion on changing attitudes to work etc. and respond in English or [Language] to questions	Topics: world of work; education and future aspirations; social issues Text types: discussion; interview Grammar: prepositions; adverbs
	7.5%	Term 2 Week 7	Task 4B: Semester 1 Examination Listening and responding	A representative sample of the content from the units
	7.5%	Term 2 Week 10	Task 5 Listen to radio report about tourism and respond in English or [Language] to questions	Topics: hospitality and tourism; way of life in [country] Text types: report/article Grammar: range of grammar from the units
	7.5%	Term 3 Week 10	Task 9B: Semester 2 Examination Listening and responding	A representative sample of the content from the units
Reading and responding 25%	5%	Term 1 Week 5	Task 1 Read articles on detailed study and respond in English or [Language] to questions	Topics: detailed study Text types: letter, news item, diary entry Grammar: conjunctions, conditional sentences
	5%	Term 2 Week 7	Task 4C: Semester 1 Examination Reading and responding	A representative sample of the content from the units
	7.5%	Term 3 Week 2	Task 6 Read articles on issues and respond in English or [Language] to questions	Topics: relationships; social issues; world of work Text types: article, text of a speech Grammar: range of grammar from the units
	7.5%	Term 3 Week 10	Task 9C: Semester 2 Examination Reading and responding	A representative sample of the content from the units
Writing in [Language] 20%	5%	Term 1 Week 7	Task 2B Using the information provided in the text in Task 2A write a summary of the different attitudes	Topics: social issues; world of work; education and future aspirations Text types: article Grammar: compound and complex sentences, construct state of noun
	5%	Term 2 Week 7	Task 4D: Semester 1 Examination Writing	A representative sample of the content from the units
	5%	Term 3 Week 6	Task 8 A 250–300 word journal entry for a significant day	Topics: current and historical perspectives Text types: narrative account Grammar: range of grammar from the units
	5%	Term 3 Week 10	Task 9D: Semester 2 Examination Writing	A representative sample of the content from the units

*The content is organised into three prescribed themes: 1) the individual; 2) the [Language]-speaking communities; 3) the changing world.