



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



Interstate Languages

Guidelines for course delivery and assessment

2015



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

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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 planning to deliver and assess a language course borrowed from another state in the senior secondary years.

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1 Interstate Languages courses

The School Curriculum and Standards 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.

The languages listed in Appendix 1 can be accessed by students in Western Australia. Interstate Languages courses are generally studied through a community organisation (ethnic school) or as part of a school program and are available to Year 11 and Year 12 students. The external examinations for these mostly small candidature or community languages are only available for Year 12 students.

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

- Arabic
- Hebrew
- Modern Greek
- Polish
- Russian
- Turkish

These are available on the Authority's website at

http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/Interstate_languages

2 Delivery requirements

Interstate Languages courses are generally accessed through a community organisation (ethnic school) or as part of a school program.

The Interstate Languages syllabuses are equivalent to four units in the WACE. To ensure students receive appropriate recognition towards their Western Australian Certificate of Education, it is necessary for schools to register and enrol students in two Year 11 units (Unit 1 and Unit 2) and two Year 12 units (Unit 3 and Unit 4). 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/ethnic organisations delivering an Interstate Languages course and a school-based assessment program, must establish an informal relationship with a school in the host state. The School Curriculum and Standards Authority can assist in the establishment of the contact with a school in the host state.

Where there is more than one school/organisation in Western Australia delivering the course for a particular language at Year 12, it is expected that these schools/organisations will work together as a small group moderation partnership (see Section 4.7 of the WACE Manual 2014-15).

2.1 Delivery by a community organisation

Interstate Languages courses are delivered outside the normal school program through one of two modes:

1. by a community organisation preparing students to sit the external examination for the course as private candidates.
2. by a community organisation with students enrolled through one or more main schools or a single mentor school.

MODE 1: Community organisation prepares students to sit the external examination for the course as private candidates

The community organisation prepares students to sit the external examination as private candidates but does not deliver a school-based assessment program. Assessment and grading is not required for students enrolling as private candidates (see Section 7.2.7 of the WACE Manual 2014-15).

MODE 2: Community organisation delivers the course and students are enrolled through one or more main schools or a single mentor school

The community organisation establishes a relationship with each of the main schools or the mentor school its students are attending. Each main or mentor school registers the course and enrolls the community organisation's students.

Note: Registration will ensure the community organisation's assessment program and student achievement is recognised by the School Curriculum and Standards Authority, as the community organisation is not a registered school.

The main school/s or the mentor school:

- contacts the School Curriculum and Standards Authority regarding their intention to offer an Interstate Languages course (as a courtesy, the School Curriculum and Standards Authority informs the interstate host agencies early in the academic year which languages will be borrowed)
- registers the course and enrolls the student/s studying through the community organisation
- ensures that the syllabus and teaching and assessment program 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

- works with the community organisation to:
 - ensure the educational and assessment programs meet School Curriculum and Standards Authority requirements
 - 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 community organisation:

- delivers the Interstate Languages course with its educational and assessment programs based on the WACE version of the syllabus and School Curriculum and Standards Authority assessment requirements
- provides student achievement data (marks and grades) to the main or mentor schools at the completion of the course/stage in line with school reporting timelines.

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 college). In these cases the school is already part of School Curriculum and Standards Authority's assessment and moderation processes.

The school delivering the Interstate Languages course:

- contacts the Authority regarding their intention to offer an Interstate Languages course (as a courtesy, the Authority informs the interstate host agencies early in the academic year which languages will be borrowed)
- registers course units and enrolls students in line with WACE timelines and procedures
- ensures that the syllabus is delivered by a teacher who has teaching qualifications recognised in Western Australia
- participates in the Authority's assessment and moderation activities
- 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 syllabus

To support schools and community organisations delivering an Interstate Languages course at senior secondary level as part of the WACE, the School Curriculum and Standards Authority has developed WACE versions of the syllabuses for Arabic, Hebrew, Malay Background Speakers, Modern Greek, Polish, Russian and Turkish based on those from the host states. These are available on the Authority website at http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/Interstate_languages

Any school considering delivery of another Interstate Languages course should contact Hanneke Rekelhof via email (hanneke.rekelhof@scsa.wa.edu.au or telephone (08) 9273 6724) to access the WACE version of the syllabus.

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.

3.2 Provision of assessment information

Whether the Interstate Languages course is being delivered as part of a school program by the students' main or mentor school, or through a community organisation, 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 the WACE Manual 2014-15 Section 3.4.1).

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, students are required to cover all of the course content.

Assessment outline

The school must have an assessment outline for each stage that includes the following information:

- the types of assessment including their weighting
- the number of assessment tasks
- a general description of each task
- the approximate timing of each task
- the weighting of each assessment task.

For more information see the WACE Manual 2014-15 Section 3.2.1.

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 marking keys/guidelines/criteria 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.

3.4 Assigning grades

Schools report student achievement in terms of grades (A to E).

The grade assigned describes the overall achievement of a student for the completed pair of units. For Interstate Languages courses the marks ranges in the table below should be used by schools when assigning grades, until the grade descriptions for these courses are revised.

Grade	Interpretation	Marks range
A	Excellent achievement	75–100%
B	High achievement	65–74.9%
C	Satisfactory achievement	50–64.9%
D	Limited achievement	35–49.9%
E	Inadequate achievement	0–34.9%

- On completion of the Year 11 course, the community organisation determines a final grade and a school mark out of 100 for the pair of units and provides this to the main or mentor school.
- On completion of the Year 12 course, the community organisation determines a final grade and a school mark out of 100 for the pair of units and provides these to the main or mentor school.
- Should a student complete the Year 11 units in their final year of schooling then the main or mentor school determines a final grade and a school mark out of 100 for the pair of units.

The school mark for the pair of units is used when assigning a grade as this mark represents the student's overall achievement on the school-based assessment program (as represented in the school's assessment outline).

Students who enrol to sit a WACE examination as a private candidate are not assigned a school mark or grade.

3.5 Submitting achievement data to the School Curriculum and Standards Authority

- For students sitting the external examination, schools are required to submit a final grade and a school mark for the pair of units.
- For students enrolled in Year 11 course units, schools are required to submit a grade and a school mark for the pair of units.

4 External examinations

Students typically sit the external examination in the year they complete the course (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.

Students can enrol to sit the external examination for **only one** Interstate Languages course.

Any Interstate Languages course contributes to the students' WACE and may count towards their Australian Tertiary Admission Rank (ATAR) used for university entrance.

4.1 Private candidates

Year 12 and Year 11 students can register with the School Curriculum and Standards Authority, through their main school, to sit only the external examination in an interstate language as a private candidate, providing they sit external examinations in **at least three other courses** in the same year, so that the language examination result can be scaled.

The students' scaled score does not include a school-based assessment component. The result of the external examination can contribute towards the calculation of the students' Australian Tertiary Admission Rank (ATAR). Private candidates sitting only 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 2015, the School Curriculum and Standards Authority will use the following moderation processes to ensure comparability in Interstate Languages courses:

- school moderation program (documentation reviews)
- small group moderation partnerships (where relevant)
- proposed grade 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 content and assessment requirements. A report is provided to principals after the 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 WACE 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 4.7 of the WACE Manual 2014-15 which is available from the Authority website.

6 Contacts

For more information contact:

Hanneke Rekelhof
Principal Consultant – Curriculum
hanneke.rekelhof@scsa.wa.edu.au
(08) 9273 6724

Additional School Curriculum and Standards Authority contacts:

Name	Role	Enquiry	Contact
Jenny Morup	Manager, Examination Logistics – Examination Services	Examinations	9273 6309 jenny.morup@scsa.wa.edu.au
Jenny Offer	Principal Consultant – Certification – Standards and Certification	Student enrolment and achievement	9273 6313 jenny.offer@scsa.wa.edu.au
Marie Parker	Data Support Officer – Standards and Certification	Private candidates	9273 6303 marie.parker@scsa.wa.edu.au
Perpetua Joseph (Peps)	SIRS Coordinator and Executive Support Officer – Standards and Certification	Course offerings	9273 6367 Perpetua.Joseph@scsa.wa.edu.au

Table 1: CCAFL Interstate Languages course offerings Year 12, 2015

The following codes should be used to enrol Year 12 students in interstate languages courses in 2015:

Host state	Language	Stage 2	Stage 3	Please note when using the links below it may be necessary to scroll down the web page to find information regarding the specific language
NSW	Armenian	2AARM 2BARM	3AARM 3BARM	Use the link below to the Board of Studies, Teaching and Educational Standards website and choose the letter that corresponds to the relevant language http://www.boardofstudies.nsw.edu.au/syllabus_hsc/
	Croatian	2ACRO 2BCRO	3ACRO 3BCRO	
	Filipino	2AFIL 2BFIL	3AFIL 3BFIL	
	Serbian	2ASER 2BSER	3ASER 3BSER	
	Swedish	2ASWE 2BSWE	3ASWE 3BSWE	
	Ukrainian	2AUKR 2BUKR	3AUKR 3BUKR	
	Heritage Chinese (Mandarin)	2AHCM 2BHCM	3AHCM 3BHCM	
	Heritage Korean	2AHK 2BHK	3AHK 3BHK	
	Heritage Indonesian Heritage Japanese	2AHND 2BHND 2AHJP 2BHJP	3AHND 3BHND 3AHJP 3BHJP	
South Australia	Hungarian	2AHUN 2BHUN	3AHUN 3BHUN	Use the link below to the SACE website and choose the relevant language http://www.sace.sa.edu.au/subjects *B/S = Background speakers; there is no oral examination for the Malay (B/S) course **The Persian (B/S) course has both a written and oral examination.
	Khmer	2AKHM 2BKHM	3AKHM 3BKHM	
	Malay (B/S)*	N/A	3AMBS 3BMBS	
	Persian (B/S)**	N/A	3APBS 3BPBS	
	Polish	2APOL 2BPOL	3APOL 3BPOL	
Victoria	Albanian	2AALB 2BALB	3AALB 3BALB	Use the link below to the VCAA website and choose the letter that corresponds to the relevant language http://www.vcaa.vic.edu.au/vce/studies/index.html
	Auslan	2AAUS 2BAUS	3AAUS 3BAUS	
	Bosnian	2ABOS 2BBOS	3ABOS 3BBOS	
	Dutch	2ADUT 2BDUT	3ADUT 3BDUT	
	Hebrew	2AHEB 2BHEB	3AHEB 3BHEB	

LANGUAGES: INTERSTATE

Host state	Language	Stage 2	Stage 3	Please note when using the links below it may be necessary to scroll down the web page to find information regarding the specific language
Victoria (cont.)	Hindi	2AHIN 2BHIN	3AHIN 3BHIN	Use the link below to the VCAA website and choose the letter that corresponds to the relevant language http://www.vcaa.vic.edu.au/vce/studies/index.html * Continuers = Second language
	Macedonian	2AMAC 2BMAC	3AMAC 3BMAC	
	Maltese	2AMAL 2BMAL	3AMAL 3BMAL	
	Portuguese	2APOR 2BPOR	3APOR 3BPOR	
	Punjabi	2APUN 2BPUN	3APUN 3BPUN	
	Romanian	2AROM 2BROM	3AROM 3BROM	
	Russian (continuers)*	2ARUS 2BRUS	3ARUS 3BRUS	
	Sinhala	2ASIN 2BSIN	3ASIN 3BSIN	
	Tamil	2ATAM 2BTAM	3ATAM 3BTAM	
	Turkish	2ATUR 2BTUR	3ATUR 3BTUR	
Yiddish	2AYID 2BYID	3AYID 3BYID		

Table 2: Other Interstate Languages course offerings Year 12, 2015

Host state	Language	Stage 2	Stage 3	Please note when using the links below it may be necessary to scroll down the web page to find information regarding the specific language
South Australia	Modern Greek	2AGRE 2BGRE	3AGRE 3BGRE	Use the link below to the SACE website and choose the relevant language http://www.sace.sa.edu.au/subjects
	Spanish	2ASPA 2BSPA	3ASPA 3BSPA	
Victoria	Arabic	2AARA 2BARA	3AARA 3BARA	Use the link below to the VCAA website and choose the letter that corresponds to the relevant language http://www.vcaa.vic.edu.au/vce/studies/index.html
	Vietnamese	2AVIE 2BVIE	3AVIE 3BVIE	
NSW	Chinese Background Speakers	2ACBS 2BCBS	3ACBS 3BCBS	Use the link below to the Board of Studies, Teaching and Educational Standards website and choose the letter that corresponds to the relevant language http://www.boardofstudies.nsw.edu.au/syllabus_hsc/ Background Speakers courses have their own page on the Authority's website at: http://www.scsa.wa.edu.au/internet/Senior_Secondary/Courses/WACE_Courses These Background Speakers courses have a written examination only.
	Indonesian Background Speakers	2AIBS 2BIBS	3AIBS 3BIBS	
	Japanese Background Speakers	2AJBS 2BJBS	3AJBS 3BJBS	

(It may be possible to study other interstate languages on application)

Table 3: Interstate Languages course offerings Year 11, 2015

The following codes should be used to enrol Year 11 students in interstate languages courses in 2015:

Languages: Interstate	State	Code	ATAR (A)
Armenian*	NSW	ARM	AEARM
Chinese: Background Language* (Heritage Chinese NSW)	NSW	CBL	AECBL
Chinese: First Language (Chinese Background Speakers NSW)	NSW	CFL	AECFL
Croatian*	NSW	CRO	AECRO
Filipino*	NSW	FIL	AEFIL
Indonesian: Background Language* (Heritage Indonesian NSW)	NSW	IBL	AEIBL
Indonesian: First Language (Indonesian Background Speakers NSW)	NSW	IFL	AEIFL
Japanese: Background Language*(Heritage Japanese NSW)	NSW	JBL	AEJBL
Japanese: First Language (Japanese Background Speakers NSW)	NSW	JFL	AEJFL
Korean: Background Language* (Heritage Korean NSW)	NSW	KBL	AEKBL
Serbian*	NSW	SER	AESER
Swedish*	NSW	SWE	AESWE
Ukrainian*	NSW	UKR	AEUKR
Hungarian*	SA	HUN	AEHUN
Modern Greek*	SA	GRE	AEGRE
Khmer*	SA	KHM	AEKHM
Malay: Background Speakers	SA	MBS	AEMBS
Persian: Background Speakers*	SA	PBS	AEPBS
Polish*	SA	POL	AEPOL
Spanish*	SA	SPA	AESPA
Arabic*	Vic	ARA	AEARA
Auslan*	Vic	AUS	AEAUS
Bosnian*	Vic	BOS	AEBOS
Dutch*	Vic	DUT	AEDUT
Hebrew*	Vic	HEB	AEHEB
Hindi*	Vic	HIN	AEHIN
Macedonian*	Vic	MAC	AEMAC
Maltese*	Vic	MAL	AEMAL
Portuguese*	Vic	POR	AEPOR
Punjabi*	Vic	PUN	AEPUN
Romanian*	Vic	ROM	AEROM
Russian (continuers)*	Vic	RUS	AERUS
Sinhala*	Vic	SIN	AEIN
Tamil*	Vic	TAM	AETAM
Turkish*	Vic	TUR	AETUR
Vietnamese*	Vic	VIE	AEVIE
Yiddish*	Vic	YID	AEYID

Note: Courses marked * have both written and practical examinations

To find out more about courses from **New South Wales**, use this link to the BOSTES website and choose the letter that corresponds to the relevant language http://www.boardofstudies.nsw.edu.au/syllabus_hsc/

To find out more about courses from **Victoria**, use the link below to the VCAA website and choose the letter that corresponds to the relevant language <http://www.vcaa.vic.edu.au/vce/studies/index.html>

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

Sample assessment outlines

- Hebrew
- Polish
- Turkish
- Arabic
- Modern Greek
- Russian

Sample assessment outline — HEBREW (year-long, incorporating school examinations)

Assessment type and type weighting	Assessment task weighting	When	Assessment task	Content Themes: 1) the individual; 2) the Hebrew-speaking communities; 3) the changing world
Oral 25%	6.25%	T2 Wk3	Task 3 <i>A three- to four-minute role play, focusing on the resolution of an issue.</i>	Topics: world of work; social issues Text types: Conversation Grammar: adjectival phrases, conjunctions, subordinate conjunctions
	6.25%	T2 Wk7	Task 4A: Semester 1 Examination <i>Oral examination: conversation/discussion (based on detailed study)</i>	A representative sample of the content from the units
	6.25%	T3 Wk6	Task 7 <i>Interview based on question: People say that nothing changes, that life just goes on. Do you think this is true?</i>	Topics: personal identity; leisure and lifestyles; arts and entertainment Text types: Conversation Grammar: question words; conjunctions; superlatives
	6.25%	T3 Wk10	Task 9A: Semester 2 Examination <i>Oral examination: conversation/ discussion (incl. detailed study)</i>	A representative sample of the content from the units
Listening and responding 30%	7.5%	T1 Wk7	Task 2A <i>Listen to a discussion on changing attitudes to work etc. Respond in English or Hebrew to questions.</i>	Topics: world of work; education and future aspirations; social issues Text types: discussion; interview Grammar: prepositions; adverbs
	7.5%	T2 Wk7	Task 4B: Semester 1 Examination <i>Listening and responding</i>	A representative sample of the content from the units
	7.5%	T2 Wk10	Task 5 <i>Listen to radio report about tourism. Respond in English or Hebrew to questions.</i>	Topics: hospitality and tourism ; way of life in Israel Text types: report/article Grammar: range of grammar from the units
	7.5%	T3 Wk10	Task 9B: Semester 2 Examination <i>Listening and responding</i>	A representative sample of the content from the units
Reading and responding 25%	5%	T1 Wk5	Task 1 <i>Read articles on detailed study. Respond in English or Hebrew to questions.</i>	Topics: detailed study Text types: letter, news item, diary entry Grammar: Conjunctions, conditional sentences
	5%	T2 Wk7	Task 4C: Semester 1 Examination <i>Reading and responding</i>	A representative sample of the content from the units
	7.5%	T3 Wk2	Task 6 <i>Read articles issues. Respond in English or Hebrew to questions.</i>	Topics: relationships, social issues; world of work Text types: article, text of a speech Grammar: range of grammar from the units
	7.5%	T3 Wk10	Task 9C: Semester 2 Examination <i>Reading and responding</i>	A representative sample of the content from the units
Writing in Hebrew 20%	5%	T1 Wk7	Task 2B <i>Using the information provided in the text in 2A write a summary of the different attitudes.</i>	Topics: social issues; world of work; education and future aspirations Text types: article Grammar: compound and complex sentences, construct state of noun
	5%	T2 Wk7	Task 4D: Semester 1 Examination <i>Writing</i>	A representative sample of the content from the units
	5%	T3 Wk6	Task 8 <i>A 250–300 word journal entry for a significant day.</i>	Topics: current and historical perspectives Text types: narrative account Grammar: range of grammar from the units
	5%	T3 Wk10	Task 9D: Semester 2 Examination <i>Writing</i>	A representative sample of the content from the units

Sample assessment outline — POLISH (year-long, incorporating school examinations)

Assessment type and type weighting	Assessment task weighting	When	Assessment task	Content
Oral 25%	6.25%	T2 Wk3	Task 3 <i>A three to four-minute role play, focusing on the resolution of an issue.</i>	Themes: 1) the individual; 2) the Polish-speaking communities; 3) the changing world Topics: cultural diversity; world of work; the younger generation Text types: dialogue/conversation Grammar: imperative, conditional, negatives, comparative, necessitative
	6.25%	T2 Wk7	Task 4A: Semester 1 Examination <i>Oral examination: conversation/discussion (based on in-depth study)</i>	A representative sample of the content from the units
	6.25%	T3 Wk6	Task 7 <i>Interview based on question: People say that nothing changes, that life just goes on. Do you think this is true?</i>	Topics: personal identity, leisure, issues now, and in the future Text types: dialogue/conversation Grammar: reflexive, adverbs of time, past continuous, pluperfect, future
	6.25%	T3 Wk10	Task 9A: Semester 2 Examination <i>Oral examination: conversation/ discussion (incl. in-depth study)</i>	A representative sample of the content from the units
Listening and responding 30%	7.5%	T1 Wk7	Task 2A <i>Listen to a discussion on changing attitudes to work etc. Respond in English or Polish to questions.</i>	Topics: cultural diversity, tourism; world of work; the younger generation Text types: dialogue/conversation Grammar: imperative, conditional, negatives, comparative
	7.5%	T2 Wk7	Task 4B: Semester 1 Examination <i>Listening and responding</i>	A representative sample of the content from the units
	7.5%	T2 Wk10	Task 5 <i>Listen to radio report about migration and tourism. Respond in English or Polish to questions.</i>	Topics: migration, tourism Text types: report/article Grammar: range of grammar from the units
	7.5%	T3 Wk10	Task 9B: Semester 2 Examination <i>Listening and responding</i>	A representative sample of the content from the units
Reading and responding 25%	5%	T1 Wk5	Task 1 <i>Read articles on in-depth study. Respond in English or Polish to questions.</i>	Topics: in-depth study Text types: letter, news item, diary entry Grammar: imperative, conditional; negatives, comparative
	5%	T2 Wk7	Task 4C: Semester 1 Examination <i>Reading and responding</i>	A representative sample of the content from the units
	7.5%	T3 Wk2	Task 6 <i>Read articles issues. Respond in English or Polish to questions.</i>	Topics: personal identity, social issues, world of work Text types: article, text of an interview Grammar: range of grammar from the units
	7.5%	T3 Wk10	Task 9C: Semester 2 Examination <i>Reading and responding</i>	A representative sample of the content from the units
Writing in Polish 20%	5%	T1 Wk7	Task 2B <i>Using the information provided in the text in 2A write a summary of the different attitudes.</i>	Topics: cultural diversity, tourism; world of work; the younger generation Text types: article Grammar: conditional, comparative, superlative
	5%	T2 Wk7	Task 4D: Semester 1 Examination <i>Writing</i>	A representative sample of the content from the units
	5%	T3 Wk6	Task 8 <i>Write a 250 word personal account on a challenging situation.</i>	Topics: cultural diversity, tourism; world of work; the younger generation Text types: narrative account Grammar: range of grammar from the units
	5%	T3 Wk10	Task 9D: Semester 2 Examination <i>Writing</i>	A representative sample of the content from the units

Sample assessment outline — TURKISH (year-long, incorporating school examinations)

Assessment type and type weighting	Assessment task weighting	When	Assessment task	Content Themes: 1) the individual; 2) the Turkish-speaking communities; 3) the changing world
Oral 25%	6.25%	T2 Wk3	Task 3 <i>A three- to four-minute role play, focusing on the resolution of an issue.</i>	Topics: cultural diversity; world of work; the younger generation Text types: dialogue/conversation Grammar: imperative, conditional, negatives, comparative, necessitative
	6.25%	T2 Wk7	Task 4A: Semester 1 Examination <i>Oral examination: conversation/discussion (based on detailed study)</i>	A representative sample of the content from the units
	6.25%	T3 Wk6	Task 7 <i>Interview based on question: People say that nothing changes, that life just goes on. Do you think this is true?</i>	Topics: personal identity, leisure, issues now, and in the future Text types: dialogue/conversation Grammar: reflexive, adverbs of time, past continuous, pluperfect, future
	6.25%	T3 Wk10	Task 9A: Semester 2 Examination <i>Oral examination: conversation/ discussion (incl. detailed study)</i>	A representative sample of the content from the units
Listening and responding 30%	7.5%	T1 Wk7	Task 2A <i>Listen to a discussion on changing attitudes to work etc. Respond in English or Turkish to questions.</i>	Topics: cultural diversity, tourism; world of work; the younger generation Text types: dialogue/conversation Grammar: imperative, conditional, negatives, comparative
	7.5%	T2 Wk7	Task 4B: Semester 1 Examination <i>Listening and responding</i>	A representative sample of the content from the units
	7.5%	T2 Wk10	Task 5 <i>Listen to radio report about migration and tourism. Respond in English or Turkish to questions.</i>	Topics: migration, tourism Text types: report/article Grammar: range of grammar from the units
	7.5%	T3 Wk10	Task 9B: Semester 2 Examination <i>Listening and responding</i>	A representative sample of the content from the units
Reading and responding 25%	5%	T1 Wk5	Task 1 <i>Read articles on detailed study. Respond in English or Turkish to questions.</i>	Topics: detailed study Text types: letter, news item, diary entry Grammar: imperative, conditional; negatives, comparative
	5%	T2 Wk7	Task 4C: Semester 1 Examination <i>Reading and responding</i>	A representative sample of the content from the units
	7.5%	T3 Wk2	Task 6 <i>Read articles issues. Respond in English or Turkish to questions.</i>	Topics: personal identity, issues, world of work Text types: article, text of an interview Grammar: range of grammar from the units
	7.5%	T3 Wk10	Task 9C: Semester 2 Examination <i>Reading and responding</i>	A representative sample of the content from the units
Writing in Turkish 20%	5%	T1 Wk7	Task 2B <i>Using the information provided in the text in 2A write a summary of the different attitudes.</i>	Topics: cultural diversity, tourism; world of work; the younger generation Text types: article Grammar: conditional, comparative, superlative
	5%	T2 Wk7	Task 4D: Semester 1 Examination <i>Writing</i>	A representative sample of the content from the units
	5%	T3 Wk6	Task 8 <i>Write a 250 word personal account on a challenging situation.</i>	Topics: cultural diversity, tourism; world of work; the younger generation Text types: narrative account Grammar: range of grammar from the units
	5%	T3 Wk10	Task 9D: Semester 2 Examination <i>Writing</i>	A representative sample of the content from the units

Sample assessment outline — ARABIC (year-long, incorporating school examinations)

Assessment type and type weighting	Assessment task weighting	When	Assessment task	Content
Oral 25%	6.25%	T2 Wk3	Task 3 <i>A three- to four-minute role play, focusing on the resolution of an issue.</i>	Themes: 1) the individual; 2) the Arabic-speaking communities; 3) the changing world Topics: world of work; social issues Text types: Conversation Grammar: adjectival phrases, conjunctions, subordinate conjunctions
	6.25%	T2 Wk7	Task 4A: Semester 1 Examination <i>Oral examination: conversation/discussion (based on detailed study)</i>	A representative sample of the content from the units
	6.25%	T3 Wk6	Task 7 <i>Interview based on question: People say that nothing changes, that life just goes on. Do you think this is true?</i>	Topics: personal identity; leisure and lifestyles; arts and entertainment Text types: Conversation Grammar: question words; conjunctions; superlatives
	6.25%	T3 Wk10	Task 9A: Semester 2 Examination <i>Oral examination: conversation/ discussion (incl. detailed study)</i>	A representative sample of the content from the units
Listening and responding 30%	7.5%	T1 Wk7	Task 2A <i>Listen to a discussion on changing attitudes to work etc. Respond in English or Arabic to questions.</i>	Topics: world of work; education and future aspirations; social issues Text types: discussion; interview Grammar: prepositions; adverbs
	7.5%	T2 Wk7	Task 4B: Semester 1 Examination <i>Listening and responding</i>	A representative sample of the content from the units
	7.5%	T2 Wk10	Task 5 <i>Listen to radio report about tourism. Respond in English or Arabic to questions.</i>	Topics: hospitality and tourism ; way of life in Israel Text types: report/article Grammar: range of grammar from the units
	7.5%	T3 Wk10	Task 9B: Semester 2 Examination <i>Listening and responding</i>	A representative sample of the content from the units
Reading and responding 30%	7.5%	T1 Wk5	Task 1 <i>Read articles on detailed study. Respond in English or Arabic to questions.</i>	Topics: detailed study Text types: letter, news item, diary entry Grammar: Conjunctions, conditional sentences
	7.5%	T2 Wk7	Task 4C: Semester 1 Examination <i>Reading and responding</i>	A representative sample of the content from the units
	7.5%	T3 Wk2	Task 6 <i>Read articles on the role of family today and yesteryear. Respond in English or Arabic to questions.</i>	Topics: personal identity, relationships; way of life in Israel Text types: article, text of a speech Grammar: range of grammar from the units
	7.5%	T3 Wk10	Task 9C: Semester 2 Examination <i>Reading and responding</i>	A representative sample of the content from the units
Writing in Arabic 15%	3.75%	T1 Wk7	Task 2B <i>Using the information provided in the text in 2A write a summary of the different attitudes.</i>	Topics: social issues; world of work; education and future aspirations Text types: article Grammar: compound and complex sentences, construct state of noun
	3.75%	T2 Wk7	Task 4D: Semester 1 Examination <i>Writing</i>	A representative sample of the content from the units
	3.75%	T3 Wk6	Task 8 <i>A 250–300-word journal entry for a significant day.</i>	Topics: current and historical perspectives Text types: narrative account Grammar: range of grammar from the units
	3.75%	T3 Wk10	Task 9D: Semester 2 Examination <i>Writing</i>	A representative sample of the content from the units

Sample assessment outline — MODERN GREEK (year-long, incorporating school examinations)

Assessment type and type weighting	Assessment task weighting	When	Assessment task	Content Themes: 1) the individual; 2) the Modern Greek-speaking communities; 3) the changing world
Oral 30%	7.5%	T2 Wk3	Task 3 <i>A three- to four-minute role play, focusing on the resolution of an issue.</i>	Topics: relationships; youth issues Text types: conversation Grammar: comparative and superlative; demonstrative, conditional, imperative
	7.5%	T2 Wk7	Task 4A: Semester 1 Examination <i>Oral examination: conversation/discussion (based on in-depth study)</i>	A representative sample of the content from the units
	7.5%	T3 Wk6	Task 7 <i>Interview based on question: People say that nothing changes, that life just goes on. Do you think this is true?</i>	Topics: personal identity; lifestyles; contemporary people and events Text types: conversation Grammar: present perfect, past perfect; future simple
	7.5%	T3 Wk10	Task 9A: Semester 2 Examination <i>Oral examination: conversation/ discussion (incl. in-depth study)</i>	A representative sample of the content from the units
Listening and responding 20%	5%	T1 Wk7	Task 2A <i>Listen to a discussion on changing attitudes to work etc. Respond in English or Modern Greek to questions.</i>	Topics: world of work Text types: discussion; interview Grammar: prepositions; adverbs, comparatives phrases of time
	5%	T2 Wk7	Task 4B: Semester 1 Examination <i>Listening and responding</i>	A representative sample of the content from the units
	5%	T2 Wk10	Task 5 <i>Listen to radio report about events associated with modern Greece. Respond in English or Modern Greek to questions.</i>	Topics: contemporary people and events; special traditions Text types: report/article Grammar: range of grammar from the units
	5%	T3 Wk10	Task 9B: Semester 2 Examination <i>Listening and responding</i>	A representative sample of the content from the units
Reading and responding 30%	7.5%	T1 Wk5	Task 1 <i>Read articles on in-depth study. Respond in English or Modern Greek to questions.</i>	Topics: in-depth study Text types: letter, news item, diary entry Grammar: conjunctions, conditional sentences
	7.5%	T2 Wk7	Task 4C: Semester 1 Examination <i>Reading and responding</i>	A representative sample of the content from the units
	7.5%	T3 Wk2	Task 6 <i>Read articles on youth and environmental issues. Respond in English or Modern Greek to questions.</i>	Topics: Youth issues, environmental issues Text types: article, text of a speech Grammar: range of grammar from the units
	7.5%	T3 Wk10	Task 9C: Semester 2 Examination <i>Reading and responding</i>	A representative sample of the content from the units
Writing in Modern Greek 20%	5%	T1 Wk7	Task 2B <i>Using the information provided in the text in 2A write a summary of the different attitudes.</i>	Topics: world of work Text types: article Grammar: prepositions; adverbs, comparatives, subjunctive
	5%	T2 Wk7	Task 4D: Semester 1 Examination <i>Writing in Modern Greek</i>	A representative sample of the content from the units
	5%	T3 Wk6	Task 8 <i>A 250–300 word journal entry for a significant day.</i>	Topics: school experiences, legacy of Greece Text types: narrative account Grammar: range of grammar from the units
	5%	T3 Wk10	Task 9D: Semester 2 Examination <i>Writing in Modern Greek</i>	A representative sample of the content from the units

Sample assessment outline — RUSSIAN (year-long, incorporating school examinations)

Assessment type and type weighting	Assessment task weighting	When	Assessment task	Content Themes: 1) the individual; 2) the Russian-speaking communities; 3) the changing world
Oral 25%	6.25%	T2 Wk3	Task 3 <i>Role-play a Russian story written for children, focusing on the message the author wished to convey (3-4 minutes).</i>	Topics: environmental issues; world of work; social issues Text types: dialogue/conversation Grammar: imperative, conditional, negatives, comparative
	6.25%	T2 Wk7	Task 4A: Semester 1 Examination <i>Oral examination: conversation/discussion (based on detailed study)</i>	A representative sample of the content from the units
	6.25%	T3 Wk6	Task 7 <i>Interview based on question: People say that nothing changes, that life just goes on. Do you think this is true?</i>	Topics: personal identity; education and aspirations; leisure and lifestyle Text types: dialogue/conversation Grammar: reflexive, adverbs of time, past continuous, pluperfect, future
	6.25%	T3 Wk10	Task 9A: Semester 2 Examination <i>Oral examination: conversation/ discussion (incl. detailed study)</i>	A representative sample of the content from the units
Listening and responding 30%	7.5%	T1 Wk7	Task 2A <i>Listen to a debate focusing on the need for development vs. the need for environmental protection. Summarise the arguments.</i>	Topics: environmental issues; world of work; social issues Text types: dialogue/conversation Grammar: imperative, conditional, negatives, comparative
	7.5%	T2 Wk7	Task 4B: Semester 1 Examination <i>Listening and responding</i>	A representative sample of the content from the units
	7.5%	T2 Wk10	Task 5 <i>Listen to radio report about migration and tourism. Respond in English or Russian to questions.</i>	Topics: migration; cultural diversity; tourism; arts and entertainment Text types: report/article Grammar: range of grammar from the units
	7.5%	T3 Wk10	Task 9B: Semester 2 Examination <i>Listening and responding</i>	A representative sample of the content from the units
Reading and responding 25%	5%	T1 Wk5	Task 1 <i>Read articles on detailed study. Respond in English or Russian to questions.</i>	Topics: detailed study Text types: letter, news item, diary entry Grammar: imperative, conditional; negatives, comparative
	5%	T2 Wk7	Task 4C: Semester 1 Examination <i>Reading and responding</i>	A representative sample of the content from the units
	7.5%	T3 Wk2	Task 6 <i>Read articles about urban and rural lifestyles. List the main differences. Respond in English or Russian to questions.</i>	Topics: personal identity; education and aspirations; leisure and lifestyle Text types: article, text of an interview Grammar: range of grammar (conditional, comparative, adjectives)
	7.5%	T3 Wk10	Task 9C: Semester 2 Examination <i>Reading and responding</i>	A representative sample of the content from the units
Writing in Russian 20%	5%	T1 Wk7	Task 2B <i>Using the information provided in the text in 2A write a summary of the different attitudes.</i>	Topics: environmental issues; world of work; social issues Text types: article Grammar: conditional, comparative, superlative
	5%	T2 Wk7	Task 4D: Semester 1 Examination <i>Writing</i>	A representative sample of the content from the units
	5%	T3 Wk6	Task 8 <i>Write a 250 word personal account on a challenging situation.</i>	Topics: migration; cultural diversity; tourism; arts and entertainment Text types: narrative account Grammar: range of grammar from the units
	5%	T3 Wk10	Task 9D: Semester 2 Examination <i>Writing</i>	A representative sample of the content from the units