Guidelines for delivery of Background Language courses French, German and Italian, developed in Western Australia and assessment of student achievement

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These guidelines are intended for schools planning to deliver a senior secondary background language courses for French, German and Italian developed in Western Australia, assess student achievement and report this achievement to the School Curriculum and Standards Authority.

Contents

1. Background Language courses developed in Western Australia

In 2014 the School Curriculum and Standards Authority (the Authority) developed three ATAR language courses, French: Background Language, German: Background Language and Italian: Background Language (Background Language courses). Students may study these Western Australian-developed Background Language courses through a community language school or as part of a school program. These Background Language courses are available to students in Year 11 and Year 12.

The syllabus, support materials and external examinations for these Background Language courses are developed in Western Australia. External examinations are administered in Western Australia and:

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

All materials for the delivery and assessment of the Background Language courses are available on the Authority website at https://senior-secondary.scsa.wa.edu.au/syllabus-and-support-materials/languages

2.   Delivery requirements

The Western Australian-developed Background Language courses are generally accessed either through a community language school or as part of a school program.

The Background Language 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.

Community language schools delivering a Background Language course and a school-based assessment program, must establish a relationship with their student's main school. 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 Background 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 2018*).

2.1   Delivery by a community language school

Background Language courses can be delivered by a community language school outside the normal school program through one of two modes:

1.   the community language school prepares students to sit the external examination for the Background Language course as non-school candidates, or
2.   the community language school has students enrolled in the Background Language course through one or more main schools.

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 2018*). Students will not receive a course report and the course will not be listed on their *Western Australian Statement of Student Achievement* (WASSA).

Mode 2: The community language school delivers the course and students are enrolled in the course through one or more main schools or a single mentor 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 its students are attending. Since the community language school is not a registered school, each main school registers the course and enrols the community language school's students. Registration of the course and enrolment of the students through each student's 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 student's school:

- **contacts** the Authority early in the academic year regarding their intention to offer a Western Australian-developed Background Language course
- **registers** the course and **enrols** the student/s studying through the community language school
- **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, as grading can only be done by a registered teacher
- **works** and **liaises** with the community language school to:
    - ensure the teaching and assessment programs are based on the WACE version of the syllabus and meet 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 Background Language course:

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

The community language school:

- **delivers** the Background Language course with its teaching and assessment programs based on the syllabus and Authority assessment requirements
- **provides** student achievement data (marks and grades) to the student's school at the completion of the course in line with school reporting timelines.

2.2   Delivery by a registered school

Western Australian-developed Background Language courses can also 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 is already part of the Authority's assessment and moderation processes.

The school delivering the Western Australian-developed Background Language course:

- **contacts** the Authority early in the academic year regarding their intention to offer Western Australian developed Background Language course
- **registers** course units and **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
- **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 syllabuses

Western Australia has developed syllabuses for French: Background Language, German: Background Language and Italian: Background Language at senior secondary level as part of the WACE.

3.2 Provision of assessment information

Whether the Background Language 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 Background Languages course on their WACE statement of results.

Course outline
The school, or the community language 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 2018*). The course outline must reflect the current syllabus.

For Western Australian developed Background Language 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, or the community language school, must have an assessment outline for each pair of units that includes 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 2018*).

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 Western Australian-developed Background 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.

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 school, 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, or the community language 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. For the Background Language courses both practical (oral) and written examinations are held. Examinations are conducted in a nominated examination venue in Western Australia.

Any achievement in a Background Language 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 Language 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 a Background 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 in a Background Language examination will also receive the Tertiary Institutions Service Centre (TISC) LOTE bonus. For more information, contact info@tisc.edu.au.

5.   Moderation

In 2018, the Authority will use the following moderation processes to ensure comparability in Background Language 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 Background Language 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 Background Language 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 Background Language 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 2018*).

6.   Contacts

For more information contact:

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Additional Authority contacts:

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Appendix 1: Sample assessment outline

Assessment component	Assessment type	Assessment type weighting	Assessment task weighting	Weighting for combined mark	Week due	Assessment task
Practical	Oral communication	50%	15%	4.5%	Semester 1 Week 5	**Task 2: Making choices** *Participate in an 8–10 minute discussion.*
			15%	4.5%	Semester 2 Week 10	**Task 10: <Target language> identity in the international context** *Participate in an 8–10 minute conversation.*
			20%	6%	Semester 2 Week 15	**Task 12: Personal investigation** *Participate in a 12–15 minute discussion on the topic for the personal investigation.*
	Practical (oral) examination	50%	25%	7.5%	Semester 1 Week 16	**Task 6: Semester 1 Practical (oral) examination** *A representative sample of the syllabus content, reflecting the ATAR Year 12 examination design brief*
			25%	7.5%	Semester 2 Week 16	**Task 13: Semester 2 Practical (oral) examination** *A representative sample of the syllabus content, reflecting the ATAR Year 12 examination design brief*
			100%	**30%**		
Written	Response: Listening	15%	7.5%	5.25%	Semester 1 Week 4	**Task 1: Making choices** *Listen to <target language> texts and respond in <target language> or English, as specified, to questions in <target language> or English.*
			7.5%	5.25%	Semester 2 Week 9	**Task 9: <target language> identity in the international context** *Listen to <target language> texts and respond in <target language> or English, as specified, to questions in <target language> or English.*
	Response: Viewing and reading	15%	7.5%	5.25%	Semester 1 Week 9	**Task 3: Culture and the arts** *Read/view <target language> texts and respond in <target language> or English, as specified, to questions in <target language> or English.*
			7.5%	5.25%	Semester 2 Week 14	**Task 11: Current global issues** *Read/view <target language> texts and respond in <target language> or English, as specified, to questions in <target language> or English.*
	Written communication	20%	10%	7%	Semester 1 Week 10	**Task 4: Culture and the arts** *Write an informative review in <target language> of approximately 300 words.*
			5%	3.5%	Semester 1 Week 15	**Task 5: The changing nature of work** *Write a persuasive article in <target language> of approximately 300 words.*
			5%	3.5%	Semester 2 Week 5	**Task 8: Making a contribution** *Write an evaluative letter in <target language> of approximately 300 words.*
	Written examination	50%	25%	17.5%	Semester 1 Week 16	**Task 7: Semester 1 Written examination** *A representative sample of the syllabus content, reflecting the ATAR Year 12 examination design brief*
			25%	17.5%	Semester 2 Week 16	**Task 14: Semester 2 Written examination** *A representative sample of the syllabus content, reflecting the ATAR Year 12 examination design brief*
			100%	**70%**		