

Russian

Section 1 - Assessing and grading student achievement

Assessment at NSW School of Languages is an integral part of the learning process as well as a judgement based on achievement at the end of the learning program.

Year 9 student progress in Russian is assessed according to the Modern Languages K-10 syllabus outcomes: Understanding texts, Creating texts and Interacting.

Year 10 student progress in Russian is assessed according to the K-10 Russian Syllabus Objectives and outcomes: Using Language: Speaking, Listening and Responding, Reading and Responding, Writing; Making Linguistic Connections and Moving between Cultures.

Assessment of the outcomes will provide a profile of each student. Students will receive a report twice a year: one at the end of Term 2 and one at the end of Term 4.

A single grade, which best reflects the overall achievement of the student will be awarded. This grade is based on the total percentage mark attained in the course and the Common Grade Scale outlined on page 4.

The Semester 1 report: a single grade will be awarded as a result of:

- Coursework (15%)
- Assessment 1 (10%)

The Semester 2 report: a single grade will be awarded as a result of:

- Coursework (15%)
- Assessments 2 and 3 (20%) and the Yearly Examination (40%).

This assessment schedule illustrates the components of the report for the **Year 9 and Year 10 (100 hour) Russian course**:

Year 9 Assessment Schedule

Component	Task 1		Task 2		Task 3		Total %
	3 - 7 June 2024 Interacting and Understanding texts		26 - 30 August 2024 Creating texts and Understanding texts		28 October - 1 November 2024 Yearly Examination		
	Marks	Weightings	Marks	Weightings	Marks	Weightings	
Interacting	10	10			10	10	20
Understanding texts	10	10	10	10	20	10	30
Creating texts			10	10	10	10	20
Coursework Semester 1	<ul style="list-style-type: none"> • quality and the quantity of course work completed and submitted • engagement and completion of online course activities and discussion forums • preparation for and participation in online speaking lessons 						15
Coursework Semester 2							15
Total %							100

All assessments are online and are conducted in home schools.

The Yearly examination consists of:

1. **Speaking** – a conversation of approximately 3-5 minutes
2. **Online assessment (Understanding texts and Creating texts)** – 45 minutes (Supervisor to scan and email paper).

This assessment schedule illustrates the components of the report for the **Year 10 Russian course**:

Year 10 Assessment Schedule

Component	Task 1		Task 2		Task 3		Task 4		Total %
	25 - 28 March 2024 Speaking		27 - 31 May 2024 Listening and Reading		19 - 23 August 2024 Writing		28 October - 1 November 2024 Yearly Examination		
	Marks	Weightings	Marks	Weightings	Marks	Weightings	Marks	Weightings	
Speaking	10	10					10	10	20
Reading			10	5			15	10	15
Listening			10	5			15	10	15
Writing					10	10	10	10	20
Coursework Semester 1	<ul style="list-style-type: none"> quality and the quantity of course work completed and submitted engagement and completion of online course activities and discussion forums preparation for and participation in online speaking lessons 								15
Coursework Semester 2									15
Total %									100

All assessments are online and are conducted in home schools.

The Yearly examination consists of:

1. **Speaking** - a conversation of approximately 5 minutes
2. **Online assessment (Listening and Reading and Writing)** – 1 hour (Supervisor to scan and email paper).

Section 2 - Grading student achievement

Course Performance Descriptors for [Language]

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/languages/course-performance-descriptors>

<p>A</p>	<p><i>A student at this grade typically:</i></p> <ul style="list-style-type: none"> ▪ demonstrates a very high level of competence in communicating in [language] ▪ confidently manipulates [language] to convey meaning when exchanging information, ideas and opinions in a range of contexts ▪ demonstrates a very high level of skill in accessing and responding to information, and accurately interpreting and evaluating information in a range of texts ▪ applies extensive knowledge and understanding of grammatical and cultural features to compose texts for a range of purposes, audiences and contexts ▪ demonstrates extensive understanding of elements of grammar and a very high level of competence in using this to express complex ideas ▪ demonstrates extensive understanding of the inter-relationship between language and culture and how cultural identity shapes communication
<p>B</p>	<p><i>A student at this grade typically:</i></p> <ul style="list-style-type: none"> ▪ demonstrates a high level of competence in communicating in [language] ▪ manipulates [language] to convey meaning when exchanging information, ideas and opinions in a range of contexts ▪ demonstrates a high level of skill in accessing and responding to information, and interpreting and evaluating information in a range of texts ▪ applies thorough knowledge and understanding of grammatical and cultural features to compose texts for a range of purposes, audiences, and contexts ▪ demonstrates thorough understanding of elements of grammar and is highly competent in using this to express complex ideas ▪ demonstrates thorough understanding of the inter-relationship between language and culture and how cultural identity shapes communication
<p>C</p>	<p><i>A student at this grade typically:</i></p> <ul style="list-style-type: none"> ▪ demonstrates an adequate level of competence in communicating in [language] ▪ uses sound communication skills to convey meaning and exchange information, ideas, and opinions in familiar contexts ▪ demonstrates an adequate level of skill in accessing and responding to information and interpreting and evaluating information in specific texts ▪ uses sound knowledge and understanding of grammatical and cultural features to compose texts for familiar contexts, purposes and audiences ▪ demonstrates sound understanding of elements of grammar and uses this to express ideas in familiar contexts ▪ demonstrates sound understanding of the inter-relationship between language and culture and how cultural identity shapes communication
<p>D</p>	<p><i>A student at this grade typically:</i></p> <ul style="list-style-type: none"> ▪ demonstrates a limited level of competence in communicating in [language] ▪ uses basic communication skills to convey information in short exchanges in familiar contexts ▪ accesses and responds to information in simple texts in a limited way ▪ uses basic knowledge and understanding of grammatical and cultural features to compose texts ▪ demonstrates basic understanding of some elements of grammar and uses this to express ideas ▪ demonstrates basic understanding of language and culture
<p>E</p>	<p><i>A student at this grade typically:</i></p> <ul style="list-style-type: none"> ▪ demonstrates a very limited level of competence in communicating in [language] ▪ uses communication skills to convey information in some familiar contexts ▪ identifies and provides a very limited response to elementary information ▪ uses elementary knowledge and understanding of grammatical and cultural features to compose texts ▪ demonstrates elementary understanding of some elements of grammar ▪ demonstrates elementary understanding language and/or culture

Section 3 - Syllabus outcomes assessed

Year 9 Outcomes

ML5-INT-01 Interacting

exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language

ML5-UND-01 Understanding texts

analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding

ML5-CRT-01 Creating texts

creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language

Year 10 Outcome

The tables below set out the Outcomes which the NSW Education Standards Authority, Teaching and Educational Standards (NESA) require to be assessed (refer to www.NESA.nsw.edu.au).

Using Language		A student:
Listening and Responding	5.UL.1	selects, summarises and analyses information and ideas in spoken texts and responds appropriately
Reading and Responding	5.UL.2	selects, summarises and analyses information and ideas in written texts and responds appropriately
Speaking	5.UL.3	uses Russian by incorporating diverse structures and features to express own ideas
Writing	5.UL.4	experiments with linguistic patterns and structures in Russian to convey information and to express own ideas
Making Linguistic Connections	5.MLC.1	demonstrates understanding of the nature of languages as systems by describing and comparing linguistic features across languages
	5.MLC.2	uses linguistic resources to support the study and production of texts in Russian
Moving Between Cultures	5.MBC.1	explores the interdependence of language and culture in a range of texts and contexts
	5.MBC.2	identifies and explains aspects of the culture of Russian-speaking communities in texts.

Stage 5 Extension

The outcomes described for Stage 5 Extension are for students who are able to achieve beyond Stage 5 outcomes.

Using Language		A student:
Listening and Responding	5.UL.5	selects, summarises and evaluates information and ideas in spoken texts and presents a point of view in a range of text types
Reading and Responding	5.UL.6	selects, summarises and evaluates information and ideas in written texts and responds appropriately in a range of text types
Speaking	5.UL.7	uses Russian with flexibility by incorporating new structures and features for effective communication
Writing	5.UL.8	presents a point of view using accurate grammar and experimenting with linguistic structures and features in a range of text types
Making Linguistic Connections	5.MLC.3	engages in discussions to solve linguistic problems and refine the production of original texts in Russian
	5.MLC.4	analyses ways in which the structures and features of spoken and written Russian can be manipulated for particular effect
Moving Between Cultures	5.MBC.3	evaluates the importance of being able to move between cultures
	5.MBC.4	evaluates expressions and representations of the culture of Russian-speaking communities in a range of texts.

Section 4 Criteria used to assess performance in the Yearly Examination

Years 9 and 10

Understanding texts/Listening and Responding

When assessing performance in this section, the marker(s) will take into account the extent to which the student is able to:

- select, summarise and analyse information from a range of spoken texts;
- convey the information accurately and appropriately.

Understanding texts/Reading and Responding

When assessing performance in this section, the marker(s) will take into account the extent to which the student is able to:

- select, summarise and analyse information from a range of written texts;
- convey the information accurately and appropriately.

Creating texts/Speaking

When assessing performance in this section, the marker(s) will take into account the extent to which the student is able to:

- communicate orally and across a range of contexts, purposes and audiences;
- initiate and maintain communication;
- express own ideas coherently and creatively;
- use a variety of appropriate vocabulary and sentence structures.

Writing

When assessing performance in this section, the marker(s) will take into account the extent to which the student is able to:

- communicate in writing across a range of contexts, purposes and audiences;
- initiate and maintain communication;
- express own ideas coherently and creatively;
- use appropriate vocabulary, linguistic structures and features;
- provide detailed information.

Notification of the Yearly Examination

A notice for each language will be posted three weeks prior to the assessment on the NSW School of Languages website under [Assessment and reporting > Assessment Notices](#) information on:

- format of the examination
- prerequisite knowledge on which these tasks are based
- task descriptions
- criteria to be used in assessing the tasks.

Feedback on students' performance in examinations

When assessments have been marked students will be given:

- detailed Marking Guidelines
- sample answers
- comments on what the student has done well and suggestions for further improvement.