

For all languages except for Latin

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.

Student progress in learning a language is assessed according to the K-10 Syllabus Objectives: Interacting, Accessing and responding, Composing, Systems of Language and the Role of Language and Culture. 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 (20%)

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

- Coursework (15%)
- Assessments 2 (20%) and the Yearly Examination (30%).

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

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. **Interacting** – 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 **Year 10 courses**:

Year 10 Assessment Schedule

Component	Task 1		Task 2		Task 3		Task 4		Total %
	25 - 28 March 2024 Interacting		27 - 31 May 2024 Accessing and Responding		19 - 23 August 2024 Composing		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. **Interacting** – a conversation of approximately 5 minutes
2. **Online assessment (Accessing and responding and Composing)** – 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>

A	<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
B	<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
C	<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
D	<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
E	<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

NSW Education Standards Authority, Teaching and Educational Standards (NESA) set the Outcomes which the school is required to assess. (refer to www.NESA.nsw.edu.au).

Year 9 Outcomes for students studying all languages: French, German, Indonesian, Italian, Spanish, Chinese, Japanese, Korean and Modern Greek

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 Outcomes for students studying non-scripted languages: French, German, Indonesian, Italian, Spanish

Objectives	Syllabus Outcomes
<p>Communicating strand</p> <p>Interacting</p> <p>exchanging information, ideas and opinions, and socialising, planning and negotiating</p> <p>Accessing and responding</p> <p>obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts</p> <p>Composing</p> <p>creating spoken, written, bilingual, digital and/or multimodal texts</p>	<p>A student:</p> <p>5-1C manipulates [Language] in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate</p> <p>5-2C identifies and interprets information in a range of texts evaluates and responds to information, opinions and ideas in</p> <p>5-3C texts, using a range of formats for specific contexts, purposes and audiences experiments with linguistic patterns and structures to</p> <p>5-4C compose texts in [Language], using a range of formats for a variety of contexts, purposes and audiences</p>
<p>Understanding strand</p> <p>Systems of language</p> <p>understanding the language system including sound, writing, grammar, text structure; and how language changes over time and place</p> <p>The role of language and culture</p> <p>understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity</p>	<p>5-5U demonstrates how [Language] pronunciation and intonation are used to convey meaning</p> <p>5-6U analyses the function of complex [Language] grammatical structures to extend meaning</p> <p>5-7U analyses linguistic, structural and cultural features in a range of texts</p> <p>5-8U explains and reflects on the interrelationship between language, culture and identity</p>

Year 10 Outcomes for students studying scripted languages: Chinese, Japanese, Korean and Modern Greek

Objectives	Syllabus Outcomes
<p>Communicating strand</p> <p>Interacting</p> <p>exchanging information, ideas and opinions, and socialising, planning and negotiating</p> <p>Accessing and responding</p> <p>obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts</p> <p>Composing</p> <p>creating spoken, written, bilingual, digital and/or multimodal texts</p>	<p>A student:</p> <p>5-1C manipulates [Language] in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate</p> <p>5-2C identifies and interprets information in a range of texts</p> <p>5-3C evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences</p> <p>5-4C experiments with linguistic patterns and structures to compose texts in [Language], using a range of formats for a variety of contexts, purposes and audiences</p>
<p>Understanding strand</p> <p>Systems of language</p> <p>understanding the language system including sound, writing, grammar, text structure; and how language changes over time and place</p> <p>The role of language and culture</p> <p>understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity</p>	<p>5-5U demonstrates how [Language] pronunciation and intonation are used to convey meaning</p> <p>5-6U demonstrates understanding of how Japanese writing conventions are used to convey meaning</p> <p>5-7U analyses the function of complex [Language] grammatical structures to extend meaning</p> <p>5-8U analyses linguistic, structural and cultural features in a range of texts</p> <p>5-9U explains and reflects on the interrelationship between language, culture and identity</p>

Section 4 Criteria used to assess performance in the Yearly Examination

Understanding texts/Accessing and Responding (Reading and Listening)

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 texts
- convey the information accurately and appropriately.

Interacting (Speaking)

When assessing performance in the oral examination, the examiner(s) will take into account the extent to which the student is able to:

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

Creating texts/Composing (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;
- express own ideas coherently and creatively;
- use appropriate vocabulary, linguistic structures and features;

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.