2021 Australian Languages — First Language Subject Assessment Advice

Overview

Subject assessment advice, based on the 2021 assessment cycle, gives an overview of how students performed in their school and external assessments in relation to the learning requirements, assessment design criteria, and performance standards set out in the relevant subject outline. They provide information and advice regarding the assessment types, the application of the performance standards in school and external assessments, and the quality of student performance.

Teachers should refer to the subject outline for specifications on content and learning requirements, and to the subject operational information for operational matters and key dates.

School Assessment

Assessment Type 1: Creating and Responding (50%)

Within this assessment type, students create four tasks: two resource creations and two responses to resources. The two resource creations should allow students to use their chosen language of study to create oral, written, and/or multimodal resources. These tasks should specify their context, audience, resource type and purpose.

Students respond to resources in their First Language and respond primarily in their First language, however, responding in English, or a combination of [First Language] and English may be appropriate in some contexts.

The combined work for four assessments in this assessment type should total a maximum of 24 minutes if oral, 4000 words if written, or the equivalent in multimodal form (where 6 minutes is equivalent to 1000 words).

The more successful responses commonly:

* made comparisons between cultural and stylistic features of Additional Language resources and resources from other languages within their repertoire
* analysed a range of resources linked to a common concept, rather than a single resource
* created tasks for specific and varied purposes, and that were for authentic audiences
* included a combination of written and oral examples of the Additional Language in both creating and responding tasks
* demonstrated the ability to use language for purpose and in context
* showed students moving beyond mere translation to identify and analyse meanings and language features of texts (diversity of texts allowed students to achieve in this)
* explicitly discussed the relationship between language, culture, identity and communities, particularly by reflecting on discussions.

The less successful responses commonly:

* had a limited length, often under the limit, which sometimes did not allow students to fully demonstrate their knowledge and understanding
* used a limited range of resources
* focussed on creating grammatical or technical texts, which sometimes did not allow students to demonstrate more extended exchange of information, expression, vocabulary or textual knowledge.

Assessment Type 2: Language in Action (20%)

The language in action project comprises two parts: A Language in Action project and a Review. Evidence of both parts needs to be provided. Students work collaboratively to share and build their [Additional Language] knowledge, understanding, and skills in creating a language in action project. They also develop their linguistic and intercultural knowledge to produce a presentation/performance or product.

Students may work in a school or community-based group, or any other appropriate collaboration.

The reflection may be presented in the Additional language, English, or a combination both. It has a maximum time of 8 minutes if oral, 800 words if written, or the equivalent in multimodal form.

The more successful responses commonly:

* showed explicit and clear evidence of effective and respectful interaction with others with specific examples of individual contribution to the task/ activity/ group outcome (C2)
* developed authentic opportunities for collaboration and community connections to achieve a collaborative outcome, rather than merely contacting others and using them as sources of information
* acknowledged language and cultural knowledge holders in their work and identified the links between country.

The less successful responses commonly:

• spent a significant amount of time in the review recounting the events of the LIA rather than providing deep analysis and reflection on the relationship between language, culture, identity and communities.

External Assessment

Assessment Type 3: Language Study (30%)

The Language study has two parts:

* Part 1: Language study. For part 1, students undertake an individual language study relating to [Additional Language], in which they explore an area of interest related to one or more focus areas. It may be presented as an informative, creative, or persuasive piece.

It should be a maximum of 7 minutes if oral, 1200 words if written, or the equivalent in multimodal form.

* Part 2: Review. For part 2, students review their language study and learning.

The review is presented in English and should be a maximum of 2 minutes if oral, 300 words if written, or the equivalent in multimodal form.

The more successful responses commonly:

* showed students exploring a genuine area of interest, driven by the student
* allowed students to connect with the language community or additional language resources
* discussed the use of language in their review, linking language use to culture, identity and communities.

The less successful responses commonly:

* provided limited evidence for the Language study, and were significantly under either the time or word limit. This did not allow students sufficient opportunity to demonstrate high levels of achievement, particularly across Awareness and Analysis.