2022 Australian Languages — First Language Subject Assessment Advice

Overview

Subject assessment advice, based on the 2022 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.

Across the Assessment Types for this subject, students can present their responses in oral or multimodal form, where 6 minutes is the equivalent of 1000 words. Students should not speed-up the recording of their videos excessively in an attempt to condense more content into the maximum time limit.

From 2023, if a video is flagged by markers/moderators as impacted by speed, schools will be requested to provide a transcript and markers/moderators will be advised to mark/moderate based on the evidence in the transcript, only considering evidence up to the maximum word limit.

If the speed of the recording makes the speech incomprehensible, it affects the accuracy of transcriptions and it also impacts the ability of markers/moderators to find evidence of student achievement against the performance standards.

School Assessment

Teachers can improve the moderation process and the online process by:

* thoroughly checking that all assessment tasks have been labelled correctly
* thoroughly checking that all files have been uploaded correctly
* thoroughly checking that all grades entered in schools online are correct
* ensuring the uploaded tasks are legible, and that interactions and oral presentations are audible.
* paying attention to task design to ensure they clearly specify the purpose, audience, and context for the students. Tasks should be clear, with appropriate assessment conditions.

Assessment Type 1: Creating and Responding (40%)

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.

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).

More successful responses commonly:

* made comparisons between cultural and stylistic features of First Language resources and resources from other languages within their repertoire
* explicitly identified examples of language variation and change, and the reasons or circumstances of these changes
* analysed a range of resources linked to a common concept, rather than a single resource
* included a combination of written and oral examples of First Language in both creating and responding tasks showed students not just reflecting on translation of the texts but included them reflecting on intercultural meanings and understandings expressed through the resources (AA3).

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.

Assessment Type 2: Language in Action (30%)

A language in action task has two parts. The first, a ‘Language in Action project’, focuses on the survival, transmission, and/or maintenance of [First Language]. This project may involve collaboration in the school, or with the broader community.

The reflection may be presented in their chosen language, English or a combination both [First Language] and English. It has a maximum time of 8 minutes if oral, 800 words if written, or the equivalent in multimodal form.

More successful responses commonly:

* showed explicit and clear evidence of collaboration with specific examples of individual contribution to the task/ activity/ group outcome (C3)
* 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, language and people
* within the reflection, described the different collaborative relationships and what forms and contexts of respect (socially and culturally) were demonstrated
* clearly articulated issues relating to sustaining, strengthening and advocating for the First Language, and how they were addressed by the activity.

The less successful responses commonly:

* provided a recount of the activity rather than focusing on evidence required to meet assessment design criteria
* made limited connections to sustaining, strengthening, and advocating for First Language, or to the relationship between language, culture, and community
* only used group evidence of collaboration and did not provide evidence of individual outcomes.

External Assessment

Assessment Type 3: Language Study (30%)

The Language Study allows students to explore a matter relating to [First Language], which should be considered in the context of:

* the relationship between language, culture, and communities
* [First Language] variation and change
* issues relating to [First Language] transmission and survival.

The language study can be presented in oral, written, or multimodal form. It should be a maximum of 9 minutes if oral, 1500 words if written, or the equivalent in multimodal form.

The more successful responses commonly:

* were individually chosen topics which had personal significance or relevance to the student
* had a clearly designed purpose or question which allowed clarity and direction for students’ inquiry
* analysed a range and variety of resources, including at least 3 First Language resources, to support development of deep knowledge and understanding
* presented a large portion of their learning in First Language.