2021 Australian Languages — Revival 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: Language Folio (40%)

Within this assessment type, students create four tasks:

* at least one resource performance and commentary
* at least one language analysis
* at least one reclamation skills task.

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 the context, cultural and language features of the Revival Language and other languages within their repertoire
* explicitly identified examples of language variation and change, and the reasons or circumstances of these changes
* created tasks for specific and varied purposes and allowed students to demonstrate specific example of their contribution to the performance and other collaborative tasks
* included a combination of written and oral examples of the Revival Language
* demonstrated the ability to use language for purpose and in context
* showed students not just translating language, but included them reflecting on their significance to the process of cultural renewal and reconciliation (IE3).

The less successful responses commonly:

* focussed on the analysis and development of technical, written language, which did not allow students to demonstrate UA1 or C1 to high levels
* used a limited range of resources
* did not clearly evidence the individual student’s use of language or contribution to a task.

Assessment Type 2: Collaborative project (30%)

A collaborative project has two parts. The first, the project itself, allows students to work collaboratively in planning and implementation of a project, activity, or performance that raises public awareness about [Revival Language] cultural renewal and reconciliation]. This project may involve collaboration in the school, or with the broader community. The second part is an individual reflection.

The reflection may be presented in their chosen 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 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
* provided limited evidence for part 1 of the project.

External Assessment

Assessment Type 3: Language Exploration (30%)

For this assessment type, students work collaboratively with others (e.g. peers, members of the community, linguists) to explore their understanding of language-building processes used in the revival of [Revival Language], and how this contributes to the ongoing processes of cultural renewal and reconciliation.

Students provide evidence of their learning in a study that comprises:

* evidence of language exploration and application of language-building processes
* reflection on the relationship between language, culture, and community
* reflection on the ongoing process of reconciliation.

The language exploration may 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:

* had a clear focus for the language exploration
* utilised the multimodality of the assessment to allow students to show their learning in a way that was meaningful to them
* were able to reflect on their personal experiences and learnings through the course
* explicitly demonstrated understanding between the relationship between written and oral systems in the revival language (UA1)
* provided sufficient time to reflecting on the relationship between language, culture and community
* addressed the specific context of the revival language, as well as the relationship between language revival, reconciliation and cultural renewal (IE2 and 3).