



CURRICULUM, ASSESSMENT AND MODERATION UPDATE 2016 Languages Year 11 and Year 12

This information is provided to assist teachers with planning and preparation for the teaching and assessment of the following courses in 2016:

- Aboriginal Languages of WA
- Chinese: Second Language
- Chinese: Background Language
- Chinese: First Language
- French: Second Language
- French: Background Language
- German: Second Language
- German: Background Language
- Indonesian: Second Language
- Indonesian: Background Language
- Indonesian: First Language
- Italian: Second Language
- Italian: Background Language
- Japanese: Second Language
- Japanese: Background Language
- Japanese: First Language
- Interstate Languages (including CCAFL).

1 Syllabuses

2016 is the second year of delivery for the ATAR, General and Foundation Year 11 syllabuses and the first year of delivery of the new syllabuses for Year 12. Teachers need to ensure that they are delivering the correct syllabus.

From the Authority home page, select the 'Visit WACE 2015-16' button. Scroll down and under your Learning Area, click the 'View Courses' button and find your course from the list provided. Click on your course and select one of the tabs to access the required syllabus.

2 Assessment and moderation requirements

The Authority requires that, at the commencement of teaching, the following documents must be provided to the students. This can be either as:

- a hard copy

OR

- electronically on the school intranet (if the school ensures that all students have adequate access in this format).

| Required documents | Developed by | Parameters |
|---|--------------|--|
| Senior secondary school assessment policy | the school | for Year 11 and Year 12 students, parents/guardians and teachers <ul style="list-style-type: none"> • based on the guidelines provided to schools in the WACE Manual and the sample available at http://www.scsa.wa.edu.au/internet/Senior_Secondary/School_Based_Assessment/School_assessment_policy • covers areas including: student and teacher |

| Required documents | Developed by | Parameters |
|--------------------|--------------|---|
| | | responsibilities; information provided to students; assessing student achievement; school examinations; externally set task; cheating, collusion and plagiarism; security of assessment tasks; retention and disposal of student work; modification of the assessment outline; students with a disability; completion of a pair of units; acceptable reasons for non-completion or non-submission of assessment tasks; transfer between courses and/or units; transfer from another school; reporting student achievement; reviewing marks and grades |
| Syllabus | the SCSA | separate syllabuses for ATAR and General, Foundation and Preliminary each syllabus provides: <ul style="list-style-type: none"> • the content to be taught for each unit • assessment requirements • the examination design brief (ATAR Year 12 only) • grade descriptions (except Preliminary) |
| Course outline | the teacher | provides the sequence in which the syllabus content will be taught and the timing of delivery for the pair of units (or for a unit, or for a semester) |
| Assessment outline | the teacher | <ul style="list-style-type: none"> • is based on the assessment table of the syllabus • is for the pair of units (or unit where only one is being delivered in Year 11) • shows: <ul style="list-style-type: none"> ▪ the number of tasks ▪ assessment types ▪ assessment type weightings ▪ assessment task weightings ▪ timing of each task ▪ general description of each task ▪ indication of unit content assessed by each task. |

3 Moderation processes

For 2016, the Authority will use the following moderation processes to ensure comparability of marking and grading between schools:

- syllabus delivery audit (for each General and Foundation Year 12 course)
- an externally set task (for each General and Foundation Year 12 course)
- documentation reviews
- grading reviews
- small group moderation partnerships (for ATAR Year 12 courses only)
- the grade approvals process
- statistical moderation of school marks (for ATAR Year 12 courses only).

| Process | Who? | When? | What? |
|-------------------------|---|----------------------------|--|
| Syllabus delivery audit | for all schools delivering General or Foundation Year 12 courses | early Term 1 | schools provide to the Authority the following documents for review: <ul style="list-style-type: none"> • a course outline • an assessment outline |
| Externally set task | for all schools delivering General or Foundation Year 12 courses | Weeks 4, 5 and 6 in Term 2 | the Authority provides to schools the externally set task and marking key the school implements the EST, marks the students' work, records the marks and uploads the marks to SIRS |
| Documentation review | for all courses at schools in their first year of delivering WACE courses | early Term 1 | schools provide to the Authority the following documents for review: <ul style="list-style-type: none"> • a course outline • an assessment outline • the assessment tasks and marking keys up to that time • student assessment records • a document outlining internal comparability procedures (where required) • a document outlining small group moderation procedures (where required) |
| | for all courses at schools in their second year of delivering WACE courses that were not delivered in 2015 | | |
| | for any course/s at a school where the documents provided in the syllabus delivery audit demonstrate lack of compliance with Authority requirements | late Term 1 | |
| Grading review | for any ATAR Year 12 course/s at a school where evidence from the 2015 WACE examination suggests an assessment issue may exist | Term 2 and Term 3 | a SCSA officer visits the school to review the following documents and assessment materials: <ul style="list-style-type: none"> • a course outline • an assessment outline • the assessment tasks and marking keys up to that time • student assessment records • a document outlining internal comparability procedures (where required) • a document outlining small group moderation procedures (where required) • a set of student assessment |
| | for any course/s at a school that demonstrates lack of compliance in the follow up documentation review after the | | |

| Process | Who? | When? | What? |
|-------------------------|---|----------|--|
| | syllabus delivery audit of General or Foundation Year 12 courses | | files <ul style="list-style-type: none"> • a ranked list of students • the proposed grade distribution for the pair of units (or unit) the school may be required to submit the required materials to the Authority by post or email where a school visit is not viable |
| Small group moderation | for all schools with an ATAR Year 12 class of fewer than 6 students | Term 1–4 | <ul style="list-style-type: none"> • schools establish and register a partnership by 12 Feb 2016 • partner schools develop an assessment outline, assessment tasks and marking keys to be used by both schools and agree to document marking processes that will ensure that marking is at the same standard and conducted with the same rigour, i.e. comparability • partner schools conduct all assessment tasks under the same agreed conditions (or conditions that are as similar as possible) • partner schools ensure internal consistency of results before submission of final marks and grades to the Authority |
| Grade approvals process | all schools | Term 3–4 | <ul style="list-style-type: none"> • schools submit proposed Year 11 and Year 12 grade distributions to the Authority • the Authority reviews the distribution and provides feedback based on historical data and/or moderation processes conducted during the year • schools contact the Authority where significant changes to the grade distribution occurs after submission of the proposed distribution • the Authority checks final grade distributions and accepts the distribution where there has been no significant difference from the accepted proposed grades or |

| Process | Who? | When? | What? |
|--|---------------|--|---|
| | | | <p>appropriate adjustments have been made based on the Authority's feedback to the proposed grade distribution or the school has provided justification to the Authority for the significant difference</p> <ul style="list-style-type: none"> the Authority contacts the school where the accepted proposed grade distribution has changed significantly without justification being provided to the Authority or where the school has not provided justification for not following the proposed distribution feedback provided |
| Statistical moderation of school marks (ATAR Year 12 courses only) | the Authority | Term 4 after completion of the ATAR examinations | school marks are statistically adjusted based on the school's examination mark distribution. |

Details of these processes are available in Section 3 of the WACE Manual, which can be viewed or downloaded from the Authority website.

Note: There will be no consensus moderation meetings in 2016.

4 Activities to support teachers of Year 11 and Year 12 WACE courses

4.1 Teacher seminars

In 2016, the Authority is providing the following seminars for teachers.

| Seminars | What? | Where and when? |
|---|---|---|
| New and/or inexperienced teachers of WACE courses | <ul style="list-style-type: none"> designed for teachers delivering one or more WACE courses for the first time in 2016 (e.g. graduate teachers, teachers who have not previously taught Year 11 or Year 12, teachers whose past experience has been interstate or overseas) focuses on: <ul style="list-style-type: none"> content to be taught and the course outline assessment outline, the assessment tasks and marking keys marking and recording marks Authority moderation processes | <p>Monday 29 February 2016 9.00am–11.50am</p> <p>SCSA 303 Sevenoaks St Cannington Louden/Temby Rooms (Second Floor)</p> |

| Seminars | What? | Where and when? |
|-----------------------------------|---|---|
| Small group moderation procedures | <ul style="list-style-type: none"> designed for teachers who are participating in a small group moderation partnership focuses on: <ul style="list-style-type: none"> teacher requirements assessment in a partnership procedures to ensure comparability | <p>Tuesday 8 March 2016</p> <p>1.00–3.00pm</p> <p>OR</p> <p>4.00–6.00pm</p> <p>SCSA 303 Sevenoaks St Cannington Conference Room 2 (Ground Floor).</p> |

These seminars are provided free of charge, but the school is responsible for the cost of teacher relief and where required the teachers' travel and accommodation expenses.

Attendance is optional, but highly recommended for teachers in the target audience.

Registrations are made from either the:

- 'Upcoming Events' section on the Authority home page

OR

- 'Events and Forms' section of the Authority website.

4.2 Teacher support materials

Teachers can access a range of materials from the course page of the Authority website. The materials include:

- a sample course outline
- a sample assessment outline
- a set of sample assessment tasks and marking keys
- a sample externally set task (EST) and marking key (for General and Foundation Year 12 courses)
- the content from the syllabus on which the EST will be based
- a sample examination and marking key (for ATAR Year 12 courses that have been adapted from an ACARA course and therefore will be examined for the first time in 2016).

5 SCSA publications

Two useful publications for teachers of WACE senior secondary courses are:

- The WACE Manual**
 - Section 2 provides information about school-based assessment
 - Section 3 provides information about the moderation of school-based assessment.

The WACE Manual can be viewed or downloaded from

www.scsa.wa.edu.au/internet/Publications/WACE_Manual

- 11to12 Circular**
 - provides information about changes, updates, information about matters including syllabuses, assessment policy and procedures, moderation processes and examinations.

To register to receive the 11to12 Circular by email go to www.scsa.wa.edu.au and complete the 'Online Circulars' subscription notice on the Authority home page.

6 Contact details

For clarification or further information about the syllabus, assessment or moderation processes or teacher support materials contact:

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