# Modern Languages K–10 Syllabus (2022) – unit of work guidelines and sample template



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**Note:** This document provides advice only. It is the responsibility of individual school executive and teaching staff to ensure programming documents are compliant with both NSW Education Standards Authority (NESA) and departmental requirements and policies.

## Introduction

This document provides guidance to teachers of modern languages 7–10 on designing a unit of work for the Modern Languages K–10 Syllabus, including a sample template. The department uses this template for its units of work relating to the syllabus, as it facilitates the inclusion of key aspects such as:

* acknowledging prior learning
* learning sequences with their own learning intentions and success criteria
* vocabulary, language structures and/or grammar
* differentiation
* formative assessment (with opportunities for feedback and student reflection)
* summative assessment.

It is not mandatory to use this template. You can adapt it to suit your own context.

To view the template ‘in action’, access one of the language-specific units of work available on the department’s website, for example the Stage 4 or Stage 5 units of work for [French](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/planning-programming-and-assessing-languages-7-10/french#Modern0) or [Japanese](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/planning-programming-and-assessing-languages-7-10/japanese#Modern0).

For general advice on programming for the Modern Languages K–10 Syllabus, please access the [programming guidelines](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-k%E2%80%9310-syllabus%E2%80%93programming-guidelines.docx) from our [Planning, programming and assessing languages 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/planning-programming-and-assessing-languages-7-10#Modern1) web page. For more detailed advice on assessment, please access the [assessment guidelines](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-k%E2%80%9310-syllabus%E2%80%93assessment-guidelines.docx) on the same page.

## The intent of curriculum reform and its impact on programming

As you design your units of work for the Modern Languages K–10 Syllabus, keep in mind the intent of the NSW Curriculum Reform.

The NSW Curriculum Reform aims to **strengthen and streamline** what is taught in schools. The curriculum reform is an opportunity to **engage and reenergise what we teach and how we teach it**. It focuses on **making clear what is essential** in the curriculum to give **more time for deep learning**. ([What is curriculum reform?](https://education.nsw.gov.au/teaching-and-learning/curriculum/leading-curriculum-k-12/explaining-curriculum-pcc), accessed 21 August 2023)

In our context, this intent should be evident in the following ways:

* the central goal in language learning is communicating in the target language
* a strong focus on structures, including recycling structures and building on them within a unit and across units
* a considered approach to vocabulary – the syllabus has a strong focus on students communicating about their personal worlds, so consider which vocabulary will be receptive (for all students to understand) and which vocabulary will be productive (which may vary, from student to student)
* activities and tasks which allow you to move around your classroom, personalising the learning for students and providing immediate and ongoing feedback as students engage and experiment with the content.

## The ‘backward mapping’ approach

The template supports a ‘backward mapping’ approach to unit design. You will notice an outline of the **summative (end-of-unit) assessment task** is provided towards the start of the template, before the learning sequence and related teaching and learning activities. This format emphasises the importance of beginning the instructional design process with the end goal in mind. The summative (end-of-unit) assessment task is fully unpacked in [Appendix A](#_Appendix_A_–) later in the template.

The ‘backward mapping’ approach encourages **intentional and focused** teaching, where every aspect of instruction is directly aligned with the learning outcomes. It ensures that instruction, formative assessment and summative assessment all work together to support student learning and success.

By designing the summative (end-of-unit) assessment task first, you have a clear idea of what students should be able to know, understand and do by the end of the unit, aligned to syllabus outcomes and content.

The template then organises the teaching, learning and assessment activities into **‘chunks’ or smaller learning sequences**. This structured approach enables more explicit teaching and fosters deeper student understanding. Each ‘chunk’ begins with a heading and an estimated duration, followed by the relevant **learning intentions and success criteria**, fostering a sense of progression. By placing the learning intentions and success criteria within the smaller learning sequences (as opposed to a single table at the beginning of the unit), they serve as a transparent roadmap, pinpointing specific intentions or skills targeted in each smaller learning sequence. **Key vocabulary, language structures and/or grammar** are also highlighted, directly below the learning intentions and success criteria.

Within each ‘chunk’ or smaller learning sequence, aim to include a **‘mini task – progress checkpoint’**, ideally towards the end of the sequence. Mini tasks are designed to assess student progress towards the summative (end-of-unit) assessment task. While they are designed to be **formative assessment** opportunities, they also offer **alternative means of assessment for reporting purposes**.

Each mini task includes an opportunity for feedback (by peers or the teacher). After each mini task, you will see opportunities for student reflection on their learning (to recognise areas for development and plan next steps) as well as teacher evaluation (to identify what went well, and identify amendments which may be required to the planned subsequent learning sequence).

## Unit of work template – format and sections

### NESA requirements

NESA requires that a unit of work includes:

* a unit description
* syllabus outcomes
* duration
* year or Stage
* range of relevant syllabus content
* integrated teaching and learning activities
* differentiation catering to a range of student abilities and interests
* opportunities to collect evidence of student achievement
* subject-specific requirements
* resources
* adjustments for students with disability.

This unit of work template supports you to embed these requirements.

### Initial sections – setting the scene

The initial sections of the template include:

* title page
* unit description and duration
* student prior learning
* syllabus outcomes and content.

#### Title page

On this page, include the language (for example ‘Chinese’), Stage and unit title.

#### Unit description and duration

The duration of the unit can be included in the unit description. All of the department’s sample units are 10 weeks. When using the department’s sample units, remember that all aspects, including timeframes, can and should be adjusted to suit your context, including the specific strengths and needs of students.

In the unit description, you will notice a list of dot points starting with ‘In this unit, students are provided with opportunities to’, which highlights the key skills and language structures that will be explored throughout the unit. It also clearly indicates what students will have the chance to learn and achieve, highlighting opportunities for active engagement and language skill development. It helps set clear, specific, meaningful learning goals, facilitating effective planning and focused instruction.

#### Student prior learning

Student prior learning supports you (and other teachers and head teachers who may be using or reviewing your unit) to identify what language knowledge and skills students need to support their success in the unit. You can ascertain student mastery of these by pre-testing students at the start of each unit, then pre-teaching or revising, as appropriate.

#### Syllabus outcomes and content

The Modern Languages K–10 Syllabus has 3 outcomes per Stage, based on the 3 focus areas – Interacting, Understanding texts and Creating texts. Each outcome has a range of content, organised into headings and content dot points. The content headings identify the **communication skills and functions**, the **knowledge of language systems** and the **knowledge of target language culture**. All of the content is considered ‘essential learning’ in order for students to demonstrate achievement of the outcome.

While each of your units of work should address all outcomes, each unit does not need to cover all the content dot points for each outcome. These can be covered across a year or Stage of learning. As you familiarise yourself with the syllabus, we recommend identifying the syllabus content dot point(s) which align most strongly with your teaching, learning and assessment activities, and including them next to the activity. In the department’s sample units, you will see we have done this in bold after each activity, as shown in Figure 1 below:

Figure 1 – extract from sample unit



This supports you to understand and address the outcomes and content effectively. After designing each of your units, consider highlighting the content dot points you have covered within the unit, as a visual representation of the content covered and to ensure a balanced distribution of content.

You can download the content dot points for each outcome in a Stage by:

* accessing the [Modern Languages K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/languages/modern-languages-k-10-2022) on the NSW Curriculum site
* selecting ‘Download view’
* checking the boxes for the Stage and content you are teaching, for example ‘Stage 4’, ‘Outcomes’ and ‘Content of syllabus’
* selecting ‘Download as Word’.

This provides you with a summary of all content dot points for each outcome. By highlighting the content dot points addressed in each of your units, as shown below in Figure 2, you can avoid overemphasis or underemphasis of certain content, promoting a comprehensive and cohesive approach to syllabus coverage.

Figure 2 – syllabus outcome with related content dot points



### Summative assessment task section

An overview of the summative (end-of-unit) assessment task is provided towards the start of the template. This includes the outcome(s) and a brief description of the task. The task is then fully unpacked, including marking guidelines, in [Appendix A](#_Appendix_A_–).

### Learning sequence section

The learning sequence is a summary of the overall learning in the unit. It is then ‘chunked’ into smaller learning sequences.

#### ‘Chunks’ or smaller learning sequences

The duration of each ‘chunk’ or smaller learning sequence will vary, depending on the content. Generally, they are 2–4 weeks in length.

Each ‘chunk’ or smaller learning sequence includes:

* descriptions of learning (expressed as headings and sub-headings)
* duration
* learning intentions and success criteria table
* key vocabulary, language structures and/or grammar
* teaching and learning activities and their aligned outcome(s) and outcome dot point(s)
* suggestions for differentiation.

Within or at the end of most of the smaller learning sequences is a related ‘mini task – progress checkpoint’, with opportunities for feedback, reflection and teacher evaluation.

#### Feature boxes

You will notice various **coloured feature boxes** throughout the learning sequence. Each box has a specific purpose to enhance planning and support student progress.

**Light blue boxes** indicate vocabulary, language structures and/or grammar that are the focus of each ‘chunk’ of learning, guiding language acquisition and development. Suggested script can also be included here, for scripted languages.

**Grey boxes** are for including sample differentiation strategies, to indicate how you cater to the diverse learning needs of students in your class. Insert these boxes where relevant, for example immediately after a specific activity, task or learning sequence. In the template, they have been included after each ‘chunk’ of learning. However, **you may move these**, depending on your school’s context and requirements.

**Pink boxes** allow for teacher reflection and evaluation, providing a space for you to assess the effectiveness of your teaching strategies after each ‘chunk’ of learning, rather than only at the end of the unit.

**Bright blue boxes** are used for student reflection, encouraging learners to evaluate and articulate their understanding, challenges and/or progress after each ‘chunk’ of learning. Reflection may include how learning relates to the summative assessment task and steps students will take to improve.

#### Icons

Icons have been included to serve as visual cues to highlight key sections within the unit. You can copy and paste them into the appropriate section of your unit.

|  |  |
| --- | --- |
| Icon | Meaning |
|  | Strategies for **differentiation** |
|  | Opportunity for **feedback (could be peer or teacher)** |
|  | **Mini task – progress checkpoint** (a formative assessment task which builds towards the final summative assessment task, ensuring students are on track with their learning) |
|  | Opportunities for **student choice** |
|  | **Student reflection** |
|  | **Summative (end-of-unit) assessment task** |
|  | **Teacher evaluation** |

## Using the template

The remainder of this document is the template for you to use and adapt for your own context, aligning with school-based requirements. Remember, it is suggested only.

To use this template, text in [square brackets] is provided for guidance. Delete the square brackets once you have included your own text.

All the styles included in the template are available in the **‘Home’ tab** in Word. Use the **‘Styles’ gallery** to format the document.

Figure 3 – available styles in Word document



# [Template] – [Language – Stage X] – unit of work

## [Unit title in English – unit title in target language]

## Unit description and duration

This [X-week/X-hour] unit introduces students to [insert a short description, such as ‘All about me and my family’]. [Now include a sentence with the ‘why’, for example ‘Students often share information about themselves and their families in order to socialise with peers, with a view to build and maintain relationships.’] Students will develop language skills and intercultural capability to [for example, ‘describe and share information about their family members, say how they feel about different family members and understand how concepts of family may differ across cultures’].

In this unit, students are provided with opportunities to:

* [provide a summary, in dot point form, of the key skills and language structures which will be explored in the unit].

## Student prior learning

Before engaging in this unit, students would benefit from prior experience with:

* [provide a summary, in dot point form, of the key vocabulary and language structures which students have learnt in previous units, based on your scope and sequence document].

## Syllabus outcomes and content

[Select the appropriate Stage 4 or Stage 5 outcomes from the lists provided below.]

This unit addresses the following Stage 4 outcomes:

* **ML4-INT-01** exchanges information and opinions in a range of familiar contexts by using culturally appropriate language
* **ML4-UND-01** interprets and responds to information, opinions and ideas in texts to demonstrate understanding
* **ML4-CRT-01** creates a range of texts for familiar communicative purposes by using culturally appropriate language

The relevant syllabus content is embedded throughout the unit, aligned with teaching and learning activities.

**OR**

This unit addresses the following Stage 5 outcomes:

* **ML5-INT-01** exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language
* **ML5-UND-01** analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding
* **ML5-CRT-01** creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language

The relevant syllabus content is embedded throughout the unit, aligned with teaching and learning activities.

[Modern Languages K–10 Syllabus](https://curriculum.nsw.edu.au/learning-areas/languages/modern-languages-k-10-2022) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2022.

## Summative assessment task – end of unit

 This is an overview only. Further details, including related content dot points and marking guidelines, can be found at [Appendix A](#_Appendix_A_–).

**Outcome(s):**

* **[state the outcome(s) from the syllabus here, with the code and the wording, in dot point form].**

[Provide a short description of your assessment task, as it is explained to students. Remember, your summative assessment task forms the bedrock of your unit, and should be designed **first**, with a sample student response and marking guidelines. This will provide you with a clear view of the unit's end goal and support you to backward map the related teaching, learning and other assessment activities.]

## Learning sequence

[Remember, the department’s sample units are 10 weeks, broken down into 3–4 smaller learning sequences or chunks, usually ranging from 2–4 weeks in length. Add or delete ‘learning focus’ sections, according to your context.]

### [Weeks X–X – title of first ‘chunk’ or learning sequence, for example ‘All about me’]

Table 1 – learning intentions and success criteria for [Weeks X–X]

|  |  |
| --- | --- |
| Learning intentions | Success criteria |
| Students are learning that: | Students can: |

**Suggested vocabulary and grammatical structures (and script, where relevant):**

[Provide the vocabulary, grammatical structures and, where relevant, script which this learning sequence focuses on.]

#### [Learning focus 1 sub-heading, for example ‘My name and age’]

* [As the first teaching and learning activity of a new unit, unpack the summative (end-of-unit) assessment task with students. Explain that all activities completed this term will build the students’ skills to help them complete the task.]
* [List the teaching and learning activities students will engage with, in dot point format.] **[After each dot point, where relevant, write the syllabus content dot point(s) and outcome code, in bold, which best align(s) with the activity]**

#### [Learning focus 2 sub-heading, for example ‘Where I’m from’]

* [List the teaching and learning activities students will engage with, in dot point format.] **[After each dot point, where relevant, write the syllabus content dot point(s) and outcome code, in bold, which best align(s) with the activity]**

#### [Learning focus 3 sub-heading, for example ‘My likes and dislikes’]

* [List the teaching and learning activities students will engage with, in dot point format.] **[After each dot point, where relevant, write the syllabus content dot point(s) and outcome code, in bold, which best align(s) with the activity]**

 **Differentiation examples**

The following strategies support differentiation for a range of learners.

**High potential and gifted students** – [insert strategy/ies mapped to activities in first ‘chunk’ or learning sequence]

**Students requiring additional support** – [insert strategy/ies mapped to activities in first ‘chunk’ or learning sequence]

**Advanced proficiency** – [insert strategy/ies mapped to activities in first ‘chunk’ or learning sequence]

#### Mini task – progress checkpoint

Table 2 – mini task –progress checkpoint 1

|  |
| --- |
| Mini task – [provide a short description of task, for example ‘Video to introduce me to my host family’] |
|  As a formative assessment task, to ensure students are on track to succeed in the final summative assessment task, students complete [describe what students will be doing. Make sure your task has a purpose, context and audience, and there is a direct link to the summative (end-of-unit) assessment task. Depending on the timing of reporting, mini tasks may be used to contribute to reports.] Feedback – [describe how students will receive feedback on their task. This may be peer feedback or teacher feedback.] |

 **Student reflection** – students complete a learning reflection journal entry, digitally or on paper (see [sample](https://express.adobe.com/page/uo3V2GkvM9bGJ/), or students could use their own format), reflecting on their learning progress and setting new learning goals to support them to achieve success in the summative (end-of-unit) assessment task.

Reflection questions:

1. How could this learning be applied to the final summative assessment task? Write specific examples in [target language] that can be used in the task.
2. What did I do well? Write specific detail and how it can be applied to future language use or learning.
3. What am I still unsure about? Write specific detail and an action plan of how to get help and by when.

[Amend these questions, where required.]

 **Teacher reflection and evaluation** – [reflect on the unit of work to this point, along with student data such as formative assessment and feedback through exit tickets. Use this space to add any adjustments made to the unit or that will be made to the next stage of the learning sequence.]

### [Weeks X–X – title of second ‘chunk’ or learning sequence, for example ‘Describing my family’]

Table 3 – learning intentions and success criteria for [Weeks X–X]

|  |  |
| --- | --- |
| Learning intentions | Success criteria |
| Students are learning that: | Students can: |

**Suggested vocabulary and grammatical structures (and script, where relevant):**

[Provide the vocabulary, grammatical structures and, where relevant, script which this learning sequence focuses on.]

#### [Learning focus 1 sub-heading, for example ‘Who is in my family?’]

* [List the teaching and learning activities students will engage with, in dot point format.] **[After each dot point, where relevant, write the syllabus content dot point(s) and outcome code, in bold, which best align(s) with the activity]**

#### [Learning focus 2 sub-heading, for example ‘The animals in my family’]

* [List the teaching and learning activities students will engage with, in dot point format.] **[After each dot point, where relevant, write the syllabus content dot point(s) and outcome code, in bold, which best align(s) with the activity]**

#### [Learning focus 3 sub-heading, for example ‘Describing the people and animals in my family’]

* [List the teaching and learning activities students will engage with, in dot point format.] **[After each dot point, where relevant, write the syllabus content dot point(s) and outcome code, in bold, which best align(s) with the activity]**

 **Differentiation examples**

The following strategies support differentiation for a range of learners.

**High potential and gifted students** – [insert strategy/ies mapped to activities in second ‘chunk’ or learning sequence]

**Students requiring additional support** – [insert strategy/ies mapped to activities in second ‘chunk’ or learning sequence]

**Advanced proficiency** – [insert strategy/ies mapped to activities in second ‘chunk’ or learning sequence]

#### Mini task – progress checkpoint

Table 4 – mini task –progress checkpoint 2

|  |
| --- |
| Mini task – [provide a short description of task, for example ‘Family photo album’] |
|  As a formative assessment task, to ensure students are on track to succeed in the final summative assessment task, students complete [describe what students will be doing. Make sure your task has a purpose, context and audience, and there is a direct link to the summative (end-of-unit) assessment task. Depending on the timing of reporting, mini tasks may be used to contribute to reports.] Feedback – [describe how students will receive feedback on their task. This may be peer feedback or teacher feedback.] |

 **Student reflection** – students complete a learning reflection journal entry, digitally or on paper (see [sample](https://express.adobe.com/page/uo3V2GkvM9bGJ/), or students could use their own format), reflecting on their learning progress and setting new learning goals to support them to achieve success in the summative (end-of-unit) assessment task.

Reflection questions:

1. How could this learning be applied to the final summative assessment task? Write specific examples in [target language] that can be used in the task.
2. What did I do well? Write specific detail and how it can be applied to future language use or learning.
3. What am I still unsure about? Write specific detail and an action plan of how to get help and by when.

[Amend these questions, where required.]

 **Teacher reflection and evaluation** – [reflect on the unit of work to this point, along with student data such as formative assessment and feedback through exit tickets. Use this space to add any adjustments made to the unit or that will be made to the next stage of the learning sequence.]

### [Weeks X–X – title of third ‘chunk’ or learning sequence, for example ‘How we get along’]

Table 5 – learning intentions and success criteria for [Weeks X–X]

|  |  |
| --- | --- |
| Learning intentions | Success criteria |
| Students are learning that: | Students can: |

**Suggested vocabulary and grammatical structures (and script, where relevant):**

[Provide the vocabulary, grammatical structures and, where relevant, script which this learning sequence focuses on.]

#### [Learning focus 1 sub-heading, for example ‘Saying how I feel about family members, and why’]

* [List the teaching and learning activities students will engage with, in dot point format.] **[After each dot point, where relevant, write the syllabus content dot point(s), in bold, which best align(s) with the activity]**

#### [Learning focus 2 sub-heading, for example ‘Family structures around the world’]

* [List the teaching and learning activities students will engage with, in dot point format.] **[After each dot point, where relevant, write the syllabus content dot point(s), in bold, which best align(s) with the activity]**

 **Differentiation examples**

The following strategies support differentiation for a range of learners.

**High potential and gifted students** – [insert strategy/ies mapped to activities in third ‘chunk’ or learning sequence]

**Students requiring additional support** – [insert strategy/ies mapped to activities in third ‘chunk’ or learning sequence]

**Advanced proficiency** – [insert strategy/ies mapped to activities in third ‘chunk’ or learning sequence]

#### Mini task – progress checkpoint

Table 6 – mini task –progress checkpoint 3

|  |
| --- |
| Mini task – [provide a short description of task, for example ‘Understanding texts about families, to choose a host family’] |
|  As a formative assessment task, to ensure students are on track to succeed in the final summative assessment task, students complete [describe what students will be doing. Make sure your task has a purpose, context and audience, and there is a direct link to the summative (end-of-unit) assessment task. Depending on the timing of reporting, mini tasks may be used to contribute to reports.] Feedback – [describe how students will receive feedback on their task. This may be peer feedback or teacher feedback.] |

 **Student reflection** – students complete a learning reflection journal entry, digitally or on paper (see [sample](https://express.adobe.com/page/uo3V2GkvM9bGJ/), or students could use their own format), reflecting on their learning progress and setting new learning goals to support them to achieve success in the summative (end-of-unit) assessment task.

Reflection questions:

1. How could this learning be applied to the final summative assessment task? Write specific examples in [target language] that can be used in the task.
2. What did I do well? Write specific detail and how it can be applied to future language use or learning.
3. What am I still unsure about? Write specific detail and an action plan of how to get help and by when.

[Amend these questions, where required.]

 **Teacher reflection and evaluation** – [reflect on the unit of work to this point, along with student data such as formative assessment and feedback through exit tickets. Use this space to add any adjustments made to the unit or that will be made to the next stage of the learning sequence.]

### [Weeks X–X – title of fourth ‘chunk’ or learning sequence, for example ‘Consolidation and summative assessment’]

Table 7 – learning intentions and success criteria for [Weeks X–X]

|  |  |
| --- | --- |
| Learning intentions | Success criteria |
| Students are learning that: | Students can: |

**Suggested vocabulary and grammatical structures (and script, where relevant):**

[Provide the vocabulary, grammatical structures and, where relevant, script which this learning sequence focuses on.]

#### [Learning focus 1 sub-heading, for example ‘Our families’]

* [List the teaching and learning activities students will engage with, in dot point format.] **[After each dot point, where relevant, write the syllabus content dot point(s), in bold, which best align(s) with the activity]**

## Evaluation and variation

 [Record any variations you implemented, including extensions and adjustments implemented to support student learning. For example, adjustments for students with special education needs. The evaluation can include feedback from students.]

## Registration

Teacher name:

Teacher signature:

Date:

## Appendix A – summative assessment task

### Outcomes and content

[List the outcome(s) and related content dot points from the syllabus, which align with your assessment task.]

### Task

[Provide a clear description of the task, in student-friendly language. Be explicit in outlining all requirements, to support student achievement.]

### Marking guidelines

[This is one approach to marking guidelines. For further advice, please access our [assessment guidelines](https://education.nsw.gov.au/content/dam/main-education/en/home/schooling/curriculum/languages/modern-languages-k%E2%80%9310-syllabus%E2%80%93assessment-guidelines.docx) on our [Planning, programming and assessing languages 7–10](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages/planning-programming-and-assessing-languages-7-10#Modern1) web page.]

Table 8 – marking guidelines

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Outcome and content | A – extensive | B – thorough | C – sound | D – basic | E – elementary |
| [Outcome code]* [insert related content dot points]
 |  |  |  |  |  |
| [Add or delete rows, as required.] |  |  |  |  |  |

### Sample student response

[Developing and including a sample student response allows you to:

* understand exactly what is required of the task
* identify the language and communication skills needed
* evaluate if the task design, description and marking guidelines work, so you can make refinements where necessary
* identify adjustments to support students with disability.]

## Support and alignment

**Resource evaluation and support**: All curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance, and effectiveness. For additional support or advice, contact the Languages and Culture team by emailing languagesnsw@det.nsw.edu.au.

**Alignment to system priorities and/or needs**: [Curriculum Planning and Programming, Assessing and Reporting to Parents K-12 Policy](https://education.nsw.gov.au/policy-library/policies/pd-2005-0290)

**Alignment to the School Excellence Framework**: This resource supports the [School Excellence Framework](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468) elements of curriculum (teaching and learning programs).

**Alignment to Australian Professional Standards for Teachers**: This resource supports teachers to address [Australian Professional Standards for Teachers](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) 2.2.2, 2.3.2, 3.2.2.

**Consulted with**: Curriculum and Reform and subject matter experts

**NSW syllabus**: Modern Languages K–10 Syllabus

**Author**: Languages and Culture

**Publisher**: State of NSW, Department of Education

**Resource**: Unit of work guidelines and template

**Related resources**: Further resources to support Modern Languages can be found on the [Languages curriculum page](https://education.nsw.gov.au/teaching-and-learning/curriculum/languages).

**Professional learning**: Relevant professional learning is available through the [Languages statewide staffroom](https://forms.office.com/Pages/ResponsePage.aspx?id=muagBYpBwUecJZOHJhv5kSNaKRC4ClVDiPgZI5jjt3lUQ1pMWVRSU0kzWExaMEIyVFg5VlJPVkRVRyQlQCN0PWcu&wdLOR=cEA84311A-3447-4AD2-B1BB-FA5CACDA69B7) (entry survey link for staff only).

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NESA (NSW Education Standards Authority) (2022) ‘[Advice on units](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/programming/advice-on-units)’, *Programming*, NESA website, accessed 25 August 2023.

NESA (2022) ‘[Assessment Principles](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment/assessment-principles)’, *Assessment*, NESA website, accessed 25 August 2023.

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