

Saturday School of Community Languages

Connection Diversity Excellence

2020 Preliminary Assessment

Policy and Procedures

Revised 28 April 2020

for the following language courses:

Arabic Continuers	Korean and Literature
Armenian CCAFL Continuers	Macedonian CCAFL Continuers
Bengali CCAFL Continuers	Maltese CCAFL Continuers
Chinese in Context	Modern Greek Continuers
Chinese and Literature	Persian CCAFL Continuers
Croatian CCAFL Continuers	Polish CCAFL Continuers
Filipino CCAFL Continuers	Portuguese CCAFL Continuers
Hindi CCAFL Continuers	Punjabi CCAFL Continuers
Hungarian CCAFL Continuers	Russian CCAFL Continuers
Italian Continuers	Serbian CCAFL Continuers
Japanese in Context	Spanish Continuers
Japanese and Literature	Tamil CCAFL Continuers
Khmer CCAFL Continuers	Turkish CCAFL Continuers
Korean in Context	Vietnamese Continuers

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Principal's message

Welcome to the Saturday School of Community Languages and congratulations on your decision to continue studying your background language in Year 11. In this short school year, it is important to balance your commitments between school, family life and social activities.

This booklet is designed to help you to plan for assessments in your language course this year. It informs you of all the tasks, the due dates and the weighting(s) of each task, and provides advice to help you to achieve your best.

It is important to remember that:

- School Assessments contribute to you having satisfactorily completed the Record of School Achievement (RoSA).
- You should not miss any assessment tasks. Any missed tasks reduce your potential final result.
- Your assessment tasks will contribute to your final grade/rank.
- Tasks not completed due to illness or misadventure must be supported by a Doctor's Certificate which should be shown to the Centre Supervisor immediately upon your return to school.
- Organisation is key - use your diary and your calendar. Meet with your teachers to better understand your assessment tasks. We want you to achieve at the highest possible result.
- Homework and class work are also important- you must complete all set work and participate in your lessons.

Your classroom teacher and the Centre executive team are available to assist you if you have any concerns. They will provide you with the necessary support if you are experiencing any problems that may affect your studies.

I would like to wish you the very best in 2020 and remind you that good grades do not just happen. They are due to hard work and dedication.

Ms Sana Zreika
Principal

Centre contact details

<p>Arthur Phillip High School centre</p> <p>ADDRESS: Macquarie St, Parramatta 2150 EMAIL: SSCL-ArthurPhillip@det.nsw.edu.au PH: 0436 652 301</p>	<p>Liverpool Girls High School centre</p> <p>ADDRESS: Forbes St, Liverpool 2170 EMAIL: SSCL-LiverpoolGirls@det.nsw.edu.au PH: 0436 652 445</p>
<p>Ashfield Boys High School centre</p> <p>ADDRESS: Liverpool Rd, Ashfield 2131 EMAIL: SSCL-AshfieldBoys@det.nsw.edu.au PH: 0459 879 104</p>	<p>Merewether High School centre</p> <p>ADDRESS: Chatham Rd, Broadmeadow 2292 EMAIL: SSCL-Merewether@det.nsw.edu.au PH: 0436 652 302</p>
<p>Bankstown Girls High School centre</p> <p>ADDRESS: Mona St, Bankstown 2200 EMAIL: SSCL-BankstownGirls@det.nsw.edu.au PH: 0436 653 830</p>	<p>NSW School of Languages Petersham centre</p> <p>ADDRESS: West St, Petersham 2203 EMAIL: SSCL-Dulwich@det.nsw.edu.au PH: 0459 879 005</p>
<p>Birrong Boys High School centre</p> <p>ADDRESS: Rodd St, Birrong 2143 EMAIL: SSCL-BirrongBoys@det.nsw.edu.au PH: 0459 879 101</p>	<p>Smiths Hill High School centre</p> <p>ADDRESS: Campbell St, Wollongong 2520 EMAIL: SSCL-SmithsHill@det.nsw.edu.au PH: 0436 653 832</p>
<p>Birrong Girls High School centre</p> <p>ADDRESS: Cooper Rd, Birrong 2143 EMAIL: SSCL-BirrongGirls@det.nsw.edu.au PH: 0436 652 444</p>	
<p>Chatswood High School centre</p> <p>ADDRESS: Centennial Ave, Chatswood 2067 EMAIL: SSCL-Chatswood@det.nsw.edu.au PH: 0436 659 357 & 0436 659 455</p>	<p>Strathfield Girls High School centre</p> <p>ADDRESS: Oxford Rd, Strathfield 2135 EMAIL: SSCL-StrathfieldGirls@det.nsw.edu.au PH: 0436 659 456</p>
<p>Kogarah High School centre</p> <p>ADDRESS: Regent St, Kogarah 2217 EMAIL: SSCL-Kogarah@det.nsw.edu.au PH: 0436 659 358</p>	<p>The Hills Sports High School centre</p> <p>ADDRESS: Best Rd, Seven Hills EMAIL: SSCL-TheHillsSports@det.nsw.edu.au PH: 0436 651 019</p>
<p>Liverpool Boys High School centre</p> <p>ADDRESS: Forbes St, Liverpool 2170 EMAIL: SSCL-LiverpoolBoys@det.nsw.edu.au PH: 0459 879 004</p>	

Preliminary Assessment policy and procedures

1.1 The purpose of Preliminary assessment

The purpose of school assessment is to measure a student's performance and progress in relation to the stated outcomes of the course over an extended period and across a wider range of course objectives than can be assessed in a single examination.

Student progress in learning the language will be assessed according to the course components prescribed in the syllabus and outlined in the specific course schedule.

1.2 How are course outcomes assessed

Students are assessed against course outcomes through a range of assessment tasks in each language. An outcome is a description of the learning, which has taken place. A range of tasks is used for assessment. These tasks may include:

- class essays, research tasks, assignments
- practical task, projects, presentations
- examinations which may be a written or oral form

1.3 Assessment

Each assessment will:

- Be based on syllabus outcomes
- Be valid instrument for what they are designed to assess, and provide accurate information on each student's achievement
- Include criteria to clarify for students what aspects of learning are being assessed
- Enable students to demonstrate their learning in a range of task types
- Be inclusive of and accessible for all students
- Be part of an ongoing process where progress is monitored over time.

Assessment tasks and Preliminary exams will be **standards-referenced**. This means that:

- Marking schemes for tasks are linked to standards.
- Standards are based on syllabus outcomes, and the Common Grade Scale for Preliminary Courses. The Common Grade Scale clearly describes performance at each of five grade levels.
- Results will depend on students' achievement in relation to predetermined standards and NOT on achievement relative to other students.
- The mark will reflect the rank order and relative differences in student achievement.
- Students will be informed of their final position or ranking at the end of the course.

Through a Notice of Assessment Task, students will be informed in two weeks in advance of:

- the date of each Assessment Task
- the type of skill involved in the task
- the syllabus outcomes for each task
- the marking criteria
- the value of each task within the whole program (its weighting).

NESA has established weightings for the different components or skills to be tested. The table of weightings is included in the Syllabus for the relevant course. All schools use these weightings in calculating assessment marks.

Teachers will provide effective oral and written feedback to students, either individually or in groups, to allow monitoring and improvement of learning.

1.4 Assessment for, assessment as, assessment of learning

Assessment is an essential component of the teaching and learning cycle. Assessment for, assessment as and assessment of learning are approaches that enable teachers to gather evidence and make judgements about student achievement. These are not necessarily discrete approaches and may be used individually or together and formally or informally.

Assessment for Learning

Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.

Assessment as Learning

Assessment as Learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment information for new learning.

Assessment of Learning

Assessment of Learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a teaching work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of assessment of learning for grading or ranking purposes depends on the validity, reliability and weighting placed on any one task. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.

1.5 Marks and ranks

Students will receive the **marked assessment task showing the mark and weighting of the task**. Students can keep an accurate record of accumulating rank as well as marks received over the assessment period. Students can record marks after each assessment task on the SSCL assessment schedule given to them.

If students are concerned about their assessment task mark they must speak to the Curriculum Coordinator on the day when the task is returned to them. Once the correct mark has been recorded, students cannot appeal it again. All marking of examinations follow the marking guidelines and the criteria set out on the Notice of Assessment sent via email to students two weeks prior to the assessment task. Students will receive accurate and thorough feedback on each assessment task. Students should speak to the Supervisor at the SSCL Centre if they have any issues regarding the marking process of the assessment.

Review of final assessment ranking: When students receive their final assessment rankings, if they consider that their rank is incorrect, they are able to request a review of assessment procedures by the Principal, Saturday School of Community Languages and further by NESA if desired.

1.6 Missed tasks

If an assessment task is missed (or if it has **not** been submitted by the due date) and the student has **not** provided a valid reason a zero mark is awarded and noted as a non-attempt. Students will still be given the opportunity to sit for the assessment task at a later date and be given feedback. They will be issued with a Warning Letter and a copy is sent to the home school.

Request for consideration:

1. Students who know in advance they will be absent for a task must inform the Centre Supervisor **via the Centre email** (where possible) as soon as they are aware of the impending absence
2. Students who miss a task due to an emergency must make every effort to contact the Centre **before** classes begin on the Saturday. They must then see the Centre Supervisor on the first Saturday of their return, before attending class, to submit a completed *Request for consideration form* to apply for a late submission (see sample immediately following the Assessment Policy and Procedures - 2020).
3. **If the student's absence extends beyond the date of the assessment task** the student must contact the Centre Supervisor on any additional Saturday of absence to provide verbal advice about the extended absence. On the first Saturday of their return, additional independent evidence e.g. a medical certificate, to cover the additional date/s of absence must be presented to the Centre Supervisor.
4. In all cases appropriate documentation must be provided and the matter discussed with the Centre Supervisor. Students who miss tasks because of illness must provide a medical certificate dated on or before the date of the assessment task.

The medical certificate must be specific and include details of the onset of the condition, plus any additional dates of consultation, together with a statement about how this might be expected to affect their performance in the assessment task. A medical certificate only stating 'illnesses' will not be accepted. (Refer to NESA Assessment Certification Examination (ACE) 11003 Procedures for lodging an appeal). A proforma for this purpose is included following the Request for consideration form.

Alternative tasks:

If the reason for absence is accepted as valid by the Centre Supervisor, the teacher may:

- arrange for the student to attempt the task at a different time
- arrange for the student to attempt an alternative task. An alternative task might include similar knowledge, skills and outcomes to the missed task
- generate an estimate for the task missed, but only in exceptional cases and with the authorisation of the Centre Supervisor, at the end of the course.

Where an advantage may be gained by a late submission, the allocated mark will be determined to maintain rank within the course.

** Attendance at a sporting or cultural event, or family holiday are not considered to be valid reasons. (Refer to NESAs Assessment Certification Examination (ACE) 11004 Unacceptable grounds for appeal).

Failure to complete tasks:

If a student fails to complete assessment tasks worth more than 50% of available marks, the Centre Supervisor will not certify that the course has been satisfactorily studied. In such a case the student will not be eligible to sit for the HSC examination in that course.

1.7 Malpractice in Assessment Tasks

Cheating or malpractice is about doing the wrong thing by behaving dishonestly. It could involve:

- copying in an exam from another student or using information secretly brought in
- handing in work that someone else did and saying it is your own
- making up journal entries for a research project
- using information from the internet or elsewhere (e.g. books, journals, DVDs), and not acknowledging the source.

You have a responsibility to make sure that you understand the difference between what is honest and what is dishonest in relation to all your work. Cheating in an Assessment Task is a serious offence.

Consequences of malpractice or cheating in assessment tasks:

Cheating will result in a zero mark for the assessment task involved. Any student proved to have given or received information on the content of an assessment task will be awarded zero marks, and be issued with a Warning Letter and may place the award of a RoSA in jeopardy.

Assessment Task flow chart:

Students should read the chart closely in order to understand the steps involved in the assessment process and 'N' Award (Non Award) determinations.

1.8 Access to NESA documents

For more information, refer to the **Guide for Students in Years 10 to 12** and Language syllabuses which are available on the NESA website

Other supporting documents, including specimen examination questions, draft performance bands and past HSC examinations are published on the NESA website. Performance Bands developed by NESA from the 2001 HSC exam are provided on their website: educationstandards.nsw.edu.au

For more information on the process and procedures of Stage 6 Assessment in Schools please search for 'Assessment in Practice' on the NESA website.

Links to these sites are available on page 18.

1.9 Retaining student work samples

The awarding of Stage 6 (Preliminary) grades places significant value on teachers' professional judgements about student achievements.

- Schools award grades based on student achievements in the Stage 6 Preliminary courses they complete (except Life Skills and VET). These grades are reported on students' credentials.
- To strengthen the consistency of teachers' professional judgements in relation to state-wide standards, Centres are required to keep student work samples and corresponding assessment tasks for Preliminary students.
- Centres are required to keep a minimum of three (3) work samples representing the upper, middle and lower range of achievement of their Year 11 cohorts for all their Preliminary courses. Each of these work samples should demonstrate performance towards the end of the year that is typical of the student(s) awarded a particular grade (A to E) by the school.

1.10 Schedule of Assessment Tasks

SSCL's calendar of assessment tasks and dates is on pages 28-31 at the back of this policy statement. This schedule will be followed as published unless there are exceptional circumstances. Students will then receive a new schedule containing the revised date.

If it is impossible, or of disadvantage to students, to proceed with an assessment task on the scheduled date, for example, the specific Centre is not accessible to the student on the date set for the assessment task, **two weeks' notice** of the revised date will be given where possible. Also, if a scheduled task fails to show clear differences between students, a replacement task may be given (with due notice).

Components and component weightings are prescribed by NESA and are set out on pages 23 & 24 from the relevant syllabus.

Reporting Period 1

In the first Reporting Period, **a single grade** which best reflects the overall achievement of the student will be awarded. This grade will be based on ongoing assessment of the student's Course Work and will be awarded according to the Achievement Scale below.

A	Outstanding	The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
B	High	The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
C	Sound	The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
D	Basic	The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
E	Limited	The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

Reporting Period 2

In the second Reporting Period students will be awarded a mark based on the assessment tasks administered during the course. Students will also be awarded a grade based on the NESA' Common Grade Scale for the Preliminary Course for the whole year's achievement. This grade will be provided to NESA for the student's RoSA. It will also appear on the student's report.

For more information on the RoSA go to the NESA website:

educationstandards.nsw.edu.au

1.11 Checklist of Student's Responsibilities

- Acknowledge, by signature and date, that you have received and read the Assessment Schedule and Policy
- Attend regularly, punctually and complete all assessment tasks. The calendar is provided in advance to allow for planning ahead appropriately
- Keep a record of assessment marks and ranks
- For a missed task, complete the *Request for consideration* form, with appropriate supporting documentation, to apply for late submission. This must be presented to the Centre Supervisor on the first Saturday you return after your absence or beforehand if the absence was known in advance. If your absence extends beyond the date of the assessment task, you must provide verbal advice to the Centre Supervisor on any additional Saturday of absence. On the first Saturday you return, you must provide independent evidence to cover the assessment task date and any additional Saturday date/s of absence

Student name..... Date.....

Student signature.....

Saturday School of Community Languages' responsibilities

For each language course, SSCL prepares and administers an assessment program in accordance with the syllabus. The syllabus identifies the components of the course to be assessed and their weightings. The timing and weighting of tasks is determined by the school.

This means that teachers are required to:

- conduct sound assessment programs that allow students to demonstrate the breadth and depth of their knowledge, skills and understanding
- develop quality assessment tasks and well-constructed marking guidelines
- inform students in writing of the assessment requirements for each course before the commencement of the Preliminary course, including the number, mark values and types of tasks to be used
- ensure that students are given adequate written notice of the nature and timing of assessment tasks
- provide meaningful feedback on students' performance in all assessment tasks in relation to their strengths and weaknesses and areas for improvement
- report assessments to NESA as in the past that provide appropriate discrimination between students in terms of their overall achievement
- maintain records of marks awarded to each student for all assessment tasks
- consistently follow school procedures relating to illness, misadventure and malpractice in assessment tasks
- consistently follow school procedures relating to late submission and non-completion of assessment tasks

- advise students in writing when they are not meeting the assessment requirements in a course and indicate what is necessary to enable the students to meet the requirements satisfactorily
- provide clear instructions and expectations for each task what format is required (for example, whether electronic submission is acceptable) and whether receipt is to be formally acknowledged.
- provide clear criteria for marking
- use a range of marking strategies, such as common or consensus marking of tasks
- follow the assessment program, checking that each task conforms to the assessment program
- inform students about their entitlements to school reviews.

Useful internet links

NESA Homepage

<https://educationstandards.nsw.edu.au/wps/portal/nesa/home>

Languages Stage 6

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages>

Guide to students in Years 10 to 12

<https://educationstandards.nsw.edu.au/wps/portal/nesa/students/student-guide>

HSC syllabus documents

<https://www.educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z>

NESA Dates and Events

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11.../key-dates-exam-timetables>

Standards Packages

<https://arc.nesa.nsw.edu.au/go/hsc/std-packs/>

Assessment Resource Centre

<https://arc.nesa.nsw.edu.au/go/hsc>

Languages and Literature course

<https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/stage-6-languages/literature/course-descriptions>

Band Performance descriptors for every language course can be found on NESA's website under the syllabus of the corresponding language.

Glossary of key verbs

HSC subject syllabuses, school internal assessment tasks and examination questions have key words that state what students are expected to be able to do in examinations and assessment tasks. It is important to note that examination questions for the HSC will continue to use self-explanatory terms such as 'how', or 'why' or 'to what extent'. While key words have a purpose, they will not set limits on legitimate subject-based questions in examination papers.

Key Word	Definition – what you have to do
Account	Account for: state reasons for, report on. Give an account of: narrate a series of events or transactions
Analyse	Identify components and the relationship between them; draw out and relate implications
Apply	Use, utilise, employ in a particular situation
Appreciate	Make a judgement about the value of
Assess	Make a judgement of value, quality, outcomes, results or size
Calculate	Ascertain/determine from given facts, figures or information
Clarify	Make clear or plain
Classify	Arrange or include in classes/categories
Compare	Show how things are similar or different
Construct	Make; build; put together items or arguments
Contrast	Show how things are different or opposite
Critically analyse/evaluate	Add a degree or level of accuracy depth, knowledge and understanding, logic, questioning, reflection and quality to (analyse/evaluate)
Deduce	Draw conclusions
Define	State meaning and identify essential qualities

Demonstrate	Show by example
Describe	Provide characteristics and features
Discuss	Identify issues and provide points for and/or against
Distinguish	Recognise or note/indicate as being distinct or different from; to note differences between
Evaluate	Make a judgement based on criteria; determine the value of
Examine	Inquire into
Explain	Relate cause and effect; make the relationships between things evident; provide why and/or how
Extract	Choose relevant and/or appropriate details
Extrapolate	Infer from what is known
Identify	Recognise and name
Interpret	Draw meaning from
Investigate	Plan, inquire into and draw conclusions about
Justify	Support an argument or conclusion
Outline	Sketch in general terms; indicate the main features of
Predict	Suggest what may happen based on available information
Propose	Put forward (for example a point of view, idea, argument, suggestion) for consideration or action
Recall	Present remembered ideas, facts or experiences
Recommend	Provide reasons in favour
Recount	Retell a series of events
Summarise	Express, concisely, the relevant details
Synthesise	Putting together various elements to make a whole

Study tips for languages

Oral exam

- Practice conversation skills with other speakers of the language in the lead up to the exam
- Listen carefully to the questions asked and identify words and expressions familiar to you
- Address the content of the question using a range of vocabulary, sentence structures and expressions
- Pause and recollect your thoughts, with some expressions ready that allows your pause to sound natural
- Prepare to be interrupted in a conversation exam
- Avoid one word answers or using a pre-prepared answer
- Show consistent, clear pronunciation and intonation
- Elaborate with appropriate and relevant information, such as, describing, giving reasons and expressing your opinion.

Listening exam

- You will hear texts relating to the syllabus themes, topics or issues and covering text types such as advertisements, announcements, conversations, messages or news items.
- Read the question for each item carefully. Pay attention to the mark value and the number of lines on the exam paper as they indicate the length of answer each question requires
- Listen for key words and concepts that will connect with the knowledge you have stored in your long-term memory

- Use the 'notes' area on the exam paper and write dot points, key words and phrases that will help you answer the question. You will have time once the recording stops to transfer your notes to the response space
- If there are any words you don't know after the first listening, write them down. Use your dictionary but only when absolutely necessary!
- Use your notes to answer the question being asked with relevant information. Don't just provide a translation of the script
- When you reach the end of the paper, re-read your answers to make sure they all make sense and include all required information.

Reading and writing exam

- You will read texts relating to the syllabus themes, topics or issues and covering text types such as articles and blog articles, letters to the editor or forum posts.
- Read questions carefully as they may provide a clue to the topic of the text
- Scan the text and identify the words and expressions that are not familiar to you. Use the dictionary appropriately to find the correct meaning within the context of the text
- Apply your knowledge of the language structures to your comprehension of the text
- Respond in depth with relevant examples, demonstrating a comprehensive understanding of the text
- Organise written responses in a logical and coherent manner, addressing all parts of the question
- Write creatively, using a variety of vocabulary and accurate sentence structures.

Information from: hsc-study-guide-2019.smh.com.au/study-tips-language-success/

Guide to Internal and External Assessment

Summary of assessment components in Year 11 Assessment for the Continuers Course in Arabic, Italian, Modern Greek and Spanish

Assessment Components	Weighting
Listening	30
Reading	30
Writing	20
Speaking	20
	100

Summary of assessment components in Year 11 Assessment CCAFL Continuers Course in Armenian, Bengali, Croatian, Filipino, Hindi, Hungarian, Khmer, Macedonian, Persian, Polish, Portuguese, Punjabi, Russian, Serbian, Tamil and Turkish

Assessment Components	Weighting
Listening	30
Reading	30
Writing	20
Speaking	20
	100

Summary of assessment components in Year 11 Assessment for the [Language] in Context Course in Chinese, Japanese and Korean

Assessment Components	Weightings
Listening	25
Reading	25
Speaking	30
Writing	20
	100

Summary of assessment components in Year 11 Assessment for the [Language] and Literature Course in Chinese, Japanese and Korean

Assessment Components	Weightings
Listening	20
Reading	40
Speaking	10
Writing	30
	100

Saturday School of Community Languages

Connection Diversity Excellence

Request for Consideration: Form

STUDENT'S NAME.....

LANGUAGE..... YEAR.....

TEACHER'S NAME.....

NATURE OF ASSESSMENT TASK (Listening & Responding; Speaking; Reading & Responding; Writing).....

ORIGINAL DUE DATE OF TASK.....

DATE THAT TASK WILL BE COMPLETED.....

REASON FOR ABSENCE (Provide sufficient information to support your case to sit for the task at a different date/ sit for a substitute task/ be granted an extension)

.....

.....

NATURE OF EVIDENCE PROVIDED (Medical certificate, police report, etc.)

.....

*** Complete section A and/or B overleaf & ensure evidence is attached ***

STUDENT'S SIGNATURE..... DATE.....

PARENT/CAREGIVER'S SIGNATURE..... DATE.....

TEACHER'S COMMENT

.....

CENTRE EXECUTIVE RECOMMENDATION

COMMUNICATED TO STUDENT AND PARENT/CAREGIVER (Please circle) Y / N

SUPERVISOR'S SIGNATURE..... DATE.....

Request for Consideration: Policy and Evidence

In line with NESA procedures, the Saturday School of Community Languages advises that students attend examinations and submit assessment tasks unless it is considered detrimental to their health. Students who are unwell must seek independent medical, and advice either immediately before or after each task, and present this medical certificate to the Centre Supervisor on their first Saturday back at school. Students who experience misadventure must have a signed submission of the event completed by a relevant person (police, counsellor, etc.).

The person completing Section A or B must NOT be related to the student

Section A

Independent evidence of illness: to be completed by a medical practitioner

Please attach report to this application, ensuring it includes:

1. Diagnosis of medical condition
2. Date of onset of illness
3. Date(s) and time(s) of all consultations/meeting relating to this illness
4. Description of how the student's condition/symptoms could affect their examination performance or ability to complete a task. *(If the student was unable to attend it is essential that you provide full details)*
5. Any other comments or information which may assist in the assessment of the student's appeal

Please note that any fee for providing this report is the responsibility of the student

Name of health professional:

Profession:

Place of work/organisation:

Address:

Contact Phone:

Date:

Section B

Independent evidence of misadventure: to be completed by a relevant person

Please attach report to this application, ensuring it includes:

1. Date of misadventure
2. Description of event
3. Description of how the event could affect the student's examination performance or ability to complete a task. *.(If the student was unable to attend it is essential that you provide full details)*
4. Any other comments or information which may assist in the assessment of the student's appeal

Was the person completing this report a witness to the event (please circle):

Y / N

If no, how did the person completing this report obtain the evidence they provided:

Is the person completing this report known to the student (please circle):

Y / N

If yes, what is the nature of their relationship:

Name:

Profession:

Place of work/organisation:

Address:

Contact Phone:

Date:

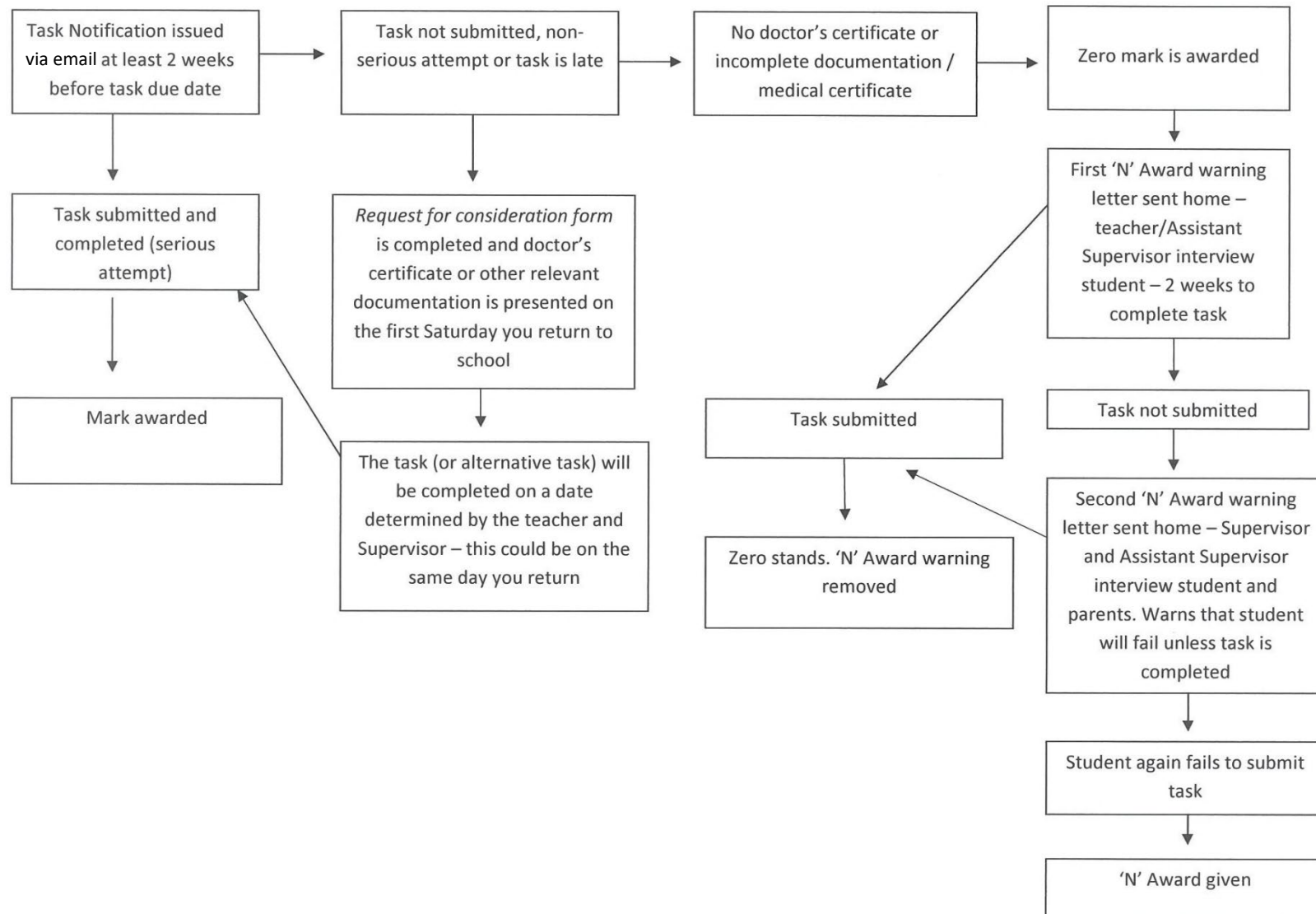
E: saturdaycl-h.school@det.nsw.edu.au

P: 02 7814 2115



Education

Assessment Task Flow Chart



Preliminary Course Assessment Schedule Year 11, 2020 (revised 23 April 2020)

CCAFL Continuers courses – Armenian, Croatian, Hungarian, Hindi, Khmer, Macedonian, Maltese, Portuguese, Punjabi, Russian, Serbian, Turkish

Components and Outcomes (Refer to syllabus)	Weightings	Task 1 Term 2 Week 7 June 13	Task 2 Term 2 Week 10 July 4	Task 3 Yearly Term 3 Weeks 5 and 6 August 22 August 29
Speaking <i>Objectives 1 & 4 Outcomes</i> 1.1, 1.2, 1.3, 1.4 4.1, 4.2, 4.3	20%		10	10
Listening <i>Objective 3 Outcomes</i> 3.1, 3.2, 3.3, 3.4	30%	20		10
Reading <i>Objectives 1 & 3 Outcomes</i> 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4	30%		20	10
Writing <i>Objective 2 Outcomes</i> 2.1, 2.2, 2.3	20%	10		10
Total %	100%	30%	30%	40%

Name:

Centre:

Teacher Name:

I have read the revised assessment schedule.

Signature:

Date:

[Language] in Context courses – Chinese, Japanese, Korean

Components and Outcomes (Refer to syllabus)	Weightings	Task 1 Term 2 Week 7 June 13	Task 2 Term 2 Week 10 July 4	Task 3 Yearly Term 3 Weeks 5 & 6 August 22 & 29
Speaking <i>Objective 1</i> Outcomes 1.1, 1.2, 1.3, 1.4, 1.5, 1.6	30%		20	10
Listening <i>Objectives 2 & 3</i> Outcomes 2.1, 2.2, 2.3, 2.4, 2.5 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	25%	15		10
Reading <i>Objectives 2 & 3</i> Outcomes 2.1, 2.2, 2.3, 2.4, 2.5 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	25%	15		10
Writing <i>Objective 2</i> Outcomes 2.1, 2.2, 2.3, 2.4, 2.5	20%		10	10
Total %	100%	30%	30%	40%

Name:

Centre:

Teacher Name:

I have read the revised assessment schedule.

Signature:

Date:

Preliminary Course Assessment Schedule Year 11, 2020 (revised 23 April 2020)
[Language] and Literature Courses – Chinese, Japanese, Korean

Components and Outcomes (Refer to syllabus)	Weightings	Task 1 Term 2 Week 7 June 13	Task 2 Term 2 Week 10 July 4	Task 3 Yearly Term 3 Week 6 August 29
Speaking <i>Objective 1</i> Outcomes 1.1, 1.2, 1.3	10%	10		
Listening <i>Objectives 3 & 4</i> Outcomes 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 4.1, 4.2, 4.3	20%	10		10
Reading <i>Objectives 3 & 4</i> Outcomes 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8 4.1, 4.2, 4.3	40%		25	15
Writing <i>Objectives 2 & 4</i> Outcomes 2.1, 2.2, 2.3, 2.4 4.1, 4.2, 4.3	30%		15	15
Total %	100%	20%	40%	40%

Name:

Centre:

Teacher Name:

I have read the revised assessment schedule. Signature:

Date: