

Preliminary assessment policy and procedures

2021

Contents

Welcome	3
Purpose	4
Course Outcomes	4
Assessment	4
Marks and ranks	3
Missed tasks	6
Malpractice	8
Student work samples	10
Schedule of assessment tasks	10
Reporting period 1	11
Reporting period 2	12
Our responsibilities	12
Student's responsibilities	13
Summary of assessment components	14
Continuers course assessment schedule	16
CCAFL Continuers course assessment schedule	17
[Language] in Context course assessment schedule	18
[Language] and Literature course assessment schedule	19
Preliminary languages study guide	20

Welcome

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 weightings 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 as this will 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
- homework and class work are important – you must complete all set work and participate in your lessons.

Your classroom teacher and the executive team at your centre 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 2021 and remind you that good grades do not just happen – they are the result of hard work and dedication.



Sana Zreika
Principal

Purpose

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.

Course outcomes

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 tasks, projects, presentations.
- examinations which may be in written or oral form.

Assessment

Each assessment will:

- be based on syllabus outcomes
- be a 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 course 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
- 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 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.

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 their SSCL assessment schedule.

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 their centre Supervisor if they have any issues regarding the marking process of the assessment task.

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.

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 will be sent to the home school.

Request for Consideration

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.

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 before attending class on the first Saturday of their return, to submit a completed Request for Consideration form to apply for a late submission. You can download the form from our website at

saturdaycl-h.schools.nsw.gov.au/content/dam/doi/sws/schools/s/saturdaycl-h/home/supporting-our-students/curriculum/Request-for-consideration-form.pdf

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.

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 sample form for this purpose is included at the end of this document.

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, which may 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 *NESA 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.

Malpractice

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

- copying someone else's work as their own in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs or the internet without reference to the source
- building on the ideas of another person without reference to the source
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

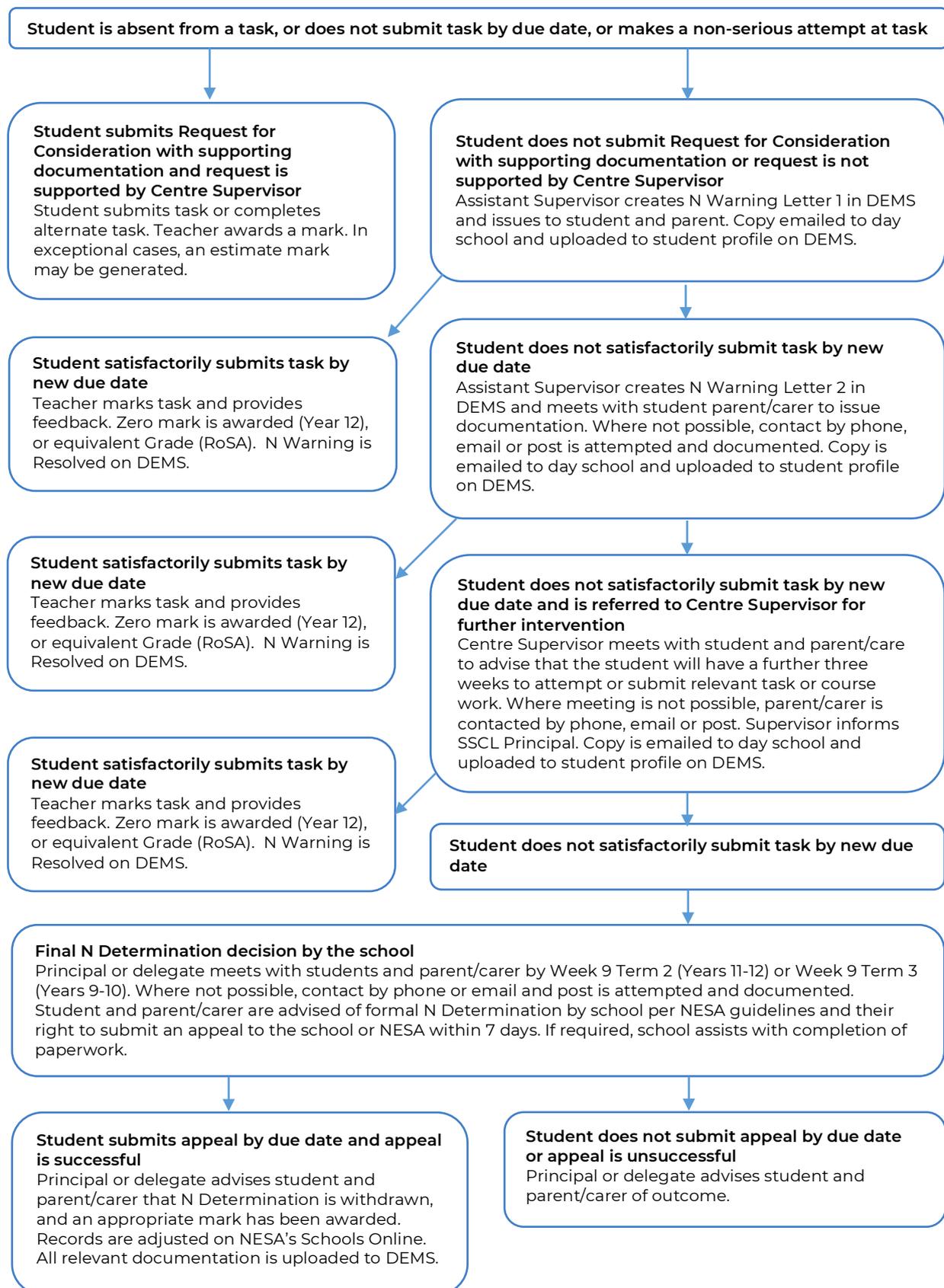
Consequences of malpractice

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.

N-Determination procedure

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

N-Determination procedure



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.

Schedule of assessment tasks

SSCL's calendar of assessment tasks and dates for 2021 is on pages 16-19 of this document. 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 NESAs and are set out on pages 23 & 24 in 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's 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 about the RoSA, go to the NESA website at educationstandards.nsw.edu.au

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.

Teachers at the SSCL 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 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 regarding 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.

Student's responsibilities

- Acknowledge, by signature and date, that you have received and read the assessment schedules 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.

Summary of assessment components

Continuers Course in Arabic, Italian, Modern Greek and Spanish

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

CCAFL Continuers Course in Armenian, 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

[Language] in Context Course in Chinese, Japanese and Korean

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

[Language] and Literature Course in Chinese and Korean

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

Continuers courses assessment schedule

Arabic, Italian, Modern Greek, Spanish and Vietnamese

Components and outcomes assessed Refer to syllabus	Weighting	Task 1 Term 1 Week 8 20 March 2021		Task 2 Term 2 Week 5 22 May 2021		Task 3 Term 3 Weeks 4 & 5 7 & 14 August 2021	
		Mark	Weighting	Mark	Weighting	Mark	Weighting
Speaking Objectives: 1 & 4 Outcomes: 1.1, 1.2, 1.3, 1.4, 4.1, 4.2, 4.3	20%			10	10%	10	10%
Listening Objectives: 3 Outcomes: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	30%	20	20%			10	10%
Reading Objectives: 1, 2 & 3 Outcomes: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	30%			20	20%	10	10%
Writing Objectives: 2 Outcomes: 2.1, 2.2, 2.3	20%	10	10%			10	10%
Total	100%		30%		30%		40%

CCAFL Continuers courses assessment schedule

Armenian, Croatian, Hungarian, Hindi, Khmer, Macedonian, Maltese, Portuguese, Punjabi, Russian, Serbian and Turkish

Components and outcomes assessed Refer to syllabus	Weighting	Task 1 Term 1 Week 8 20 March 2021		Task 2 Term 2 Week 5 22 May 2021		Task 3 Term 3 Weeks 4 & 5 7 & 14 August 2021	
		Mark	Weighting	Mark	Weighting	Mark	Weighting
Speaking Objectives: 1 & 4 Outcomes: 1.1, 1.2, 1.3, 1.4, 4.1, 4.2, 4.3	20%			10	10%	10	10%
Listening Objectives: 3 Outcomes: 3.1, 3.2, 3.3, 3.4	30%	20	20%			10	10%
Reading Objectives: 1 & 3 Outcomes: 1.1, 1.2, 1.3, 1.4, 3.1, 3.2, 3.3, 3.4	30%			20	20%	10	10%
Writing Objectives: 2 Outcomes: 2.1, 2.2, 2.3	20%	10	10%			10	10%
Total	100%		30%		30%		40%

[Language] in Context courses assessment schedule

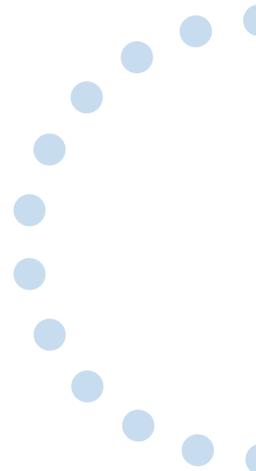
Chinese, Japanese and Korean

Components and outcomes assessed Refer to syllabus	Weighting	Task 1 Term 1 Week 8 20 March 2021		Task 2 Term 2 Week 5 22 May 2021		Task 3 Term 3 Weeks 4 & 5 7 & 14 August 2021	
		Mark	Weighting	Mark	Weighting	Mark	Weighting
Speaking Objectives: 1 Outcomes: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6	30%			20	20%	10	10%
Listening Objectives: 2 & 3 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	15%			10	10%
Reading Objectives: 2 & 3 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	15%			10	10%
Writing Objectives: 2 Outcomes: 2.1, 2.2, 2.3, 2.4, 2.5	20%			10	10%	10	10%
Total	100%		30%		30%		40%

[Language] and Literature courses assessment schedule

Chinese and Korean

Components and outcomes assessed Refer to syllabus	Weighting	Task 1 Term 1 Week 8 20 March 2021		Task 2 Term 2 Week 5 22 May 2021		Task 3 Term 3 Week 5 14 August 2021	
		Mark	Weighting	Mark	Weighting	Mark	Weighting
Speaking Objectives: 1 Outcomes: 1.1, 1.2, 1.3	10%	10	10%				
Listening Objectives: 3 & 4 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%			10	10%
Reading Objectives: 3 & 4 Outcomes: 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 4.1, 4.2, 4.3	40%			25	25%	15	15%
Writing Objectives: 2 & 4 Outcomes: 2.1, 2.2, 2.3, 2.4, 4.1, 4.2, 4.3	30%			15	15%	15	15%
Total	100%		20%		40%		40%



Preliminary languages study guide

2021

Glossary of key words

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.

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
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

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

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.

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.

Useful websites

NESA Homepage

educationstandards.nsw.edu.au/wps/portal/nesa/home

Languages Stage 6

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

Guide to students in Years 10 to 12

educationstandards.nsw.edu.au/wps/portal/nesa/students/student-guide

HSC syllabus documents

educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/syllabuses-a-z

NESA Dates and Events

educationstandards.nsw.edu.au/wps/portal/nesa/11.../key-dates-exam-timetables

Standards Packages

arc.nesa.nsw.edu.au/go/hsc/std-packs/

Assessment Resource Centre

arc.nesa.nsw.edu.au/go/hsc