

Years 10 assessment policy and procedures

2021

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Assessment

Assessment at the Saturday School of Community Languages is an integral part of the learning process as well as a judgement based on achievement at the end of the learning program.

Student progress in learning the language will be assessed using two interdependent strands – Communicating and Understanding. In Communicating, students use language by interacting, accessing and responding and composing texts. In Understanding students analyse language systems and reflect on the role of language and culture.

A **single grade** which best reflects the overall achievement of the student will be awarded. This grade will be awarded according to the Assessment Schedule and against the standards described in the Common Grade Scale.

Classwork and tasks

Students will be provided with a number of opportunities to demonstrate their achievement of outcomes.

The purpose of this assessment is for you to be able to demonstrate active involvement, progress and achievement in your learning throughout the entire semester. The assessment program will take place throughout the year, with your teacher assessing and gathering evidence of your progress and achievement against the syllabus outcomes. Class exercises, activities and tasks may include role plays, speeches, listening activities, dialogues, reading comprehensions, journal entries, emails, or other activities decided by your teacher.

At specified points in your learning during each semester, certain tasks will be formally assessed by your teacher. You will be notified of which tasks will be assessed, including the marking criteria detailing how each task will be assessed.

This means that the assessment program will consist of both informal and formal assessment. Examples of these are:

Informal assessment (assessment for learning)

- Teacher observation of student learning
- Classroom activities
- Homework assignments
- Mini-tests
- Group and pair work
- Participation and interaction.

Formal assessment (assessment of learning)

- Presentations
- Research assignments
- End of unit tests
- Half-yearly and yearly examinations
- Assessment tasks
- Mini projects.

The assessment program will take place throughout the year, with your teacher assessing and gathering evidence of your progress and achievement against the syllabus outcomes.

Outcomes assessed

The tables below set out the outcomes which NESA requires to be assessed. For more detailed information refer to educationstandards.nsw.edu.au

For scripted languages, there are 9 outcomes. All other languages have 8 outcomes.
Please refer to the [Language] K-10 syllabus for more information.

Communicating strand

Interacting Exchanging information, ideas and opinions, and socialising, planning and negotiating	Outcome LXX5-1C A student manipulates [Language] in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate
Accessing and responding Obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts	Outcome LXX5-2C A student identifies and interprets information in a range of texts Outcome LXX5-3C A student evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences
Composing Creating spoken, written, bilingual, digital and/or multimodal texts	Outcome LXX5-4C A student experiments with linguistic patterns and structures to compose texts in [Language], using a range of formats for a variety of contexts, purposes and audiences

Understanding strand

Systems of language Understanding the language system, including sound, writing, grammar and text structure; and how language changes over time and place	Outcome LXX5-5U A student demonstrates how [Language] pronunciation and intonation are used to convey meaning Outcome LXX5-6U (for scripted languages) A student demonstrates understanding of how [Language] writing conventions are used to convey meaning Outcome LXX5-6U (LXX5-7U for scripted languages) A student analyses the function of complex [Language] grammatical structures to extend meaning Outcome LXX5-7U (LXX5-8U for scripted languages) A student analyses linguistic, structural and cultural features in a range of texts
The role of language and culture Understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity	Outcome LXX5-8U (LXX5-9U for scripted languages) A student explains and reflects on the interrelationship between language, culture and identity

Listening, reading, speaking and writing are related to syllabus objectives within the Communicating strand in the following way (and are integral for students who are developing their acquisition of [Language]):

Interacting	Accessing and responding*	Composing
Listening	Listening	Speaking
Reading	Reading	Writing
Speaking	Speaking	

* The response to texts may be in English or [Language] depending on the outcome or content.

Generally each assessment task will assess some of these outcomes. All of the outcomes will be assessed more than once across all the assessment tasks.

Notice of assessment tasks

An assessment task notification will be given 2 weeks prior to each formal assessment task providing more specific information on:

- description and format of the task
- the outcomes to be assessed
- the concept and work covered on which the task is based
- criteria to be used in assessing the task
- feedback to be provided to students.

Feedback on assessment tasks

When tasks have been marked you will be provided with:

- sample responses where appropriate
- detailed marking guidelines
- feedback against the criteria used in judging students' performance
- detailed comments on your performance.

Reports will be issued at the end of Term 2 and on Presentation Day in Term 4, the last day of the Saturday School year.

The first report will include a grade based on classwork and assessments in Term 1 and Term 2. The second report will include an overall grade based on classwork and assessments in Term 3 and Term 4 and student achievement throughout the year. These reports will reflect achievement of course outcomes.

Missed assessment 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/doe/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.

Malpractice

All work submitted for assessment must be your own work. It cannot be copied, plagiarised or completed in collaboration with other students (unless group work has been specified in the task outline). Any work suspected of not being original will be subject to further investigation. If it is proved to not be original, a zero mark will be awarded to all students involved.

Malpractice is any activity that allows students to gain an unfair advantage over other students. It includes but is not limited to:

- 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.

Record of School Achievement

You will be awarded a grade in each of the courses you have studied in Year 10 this year. Your performance in the course you study at the Saturday School of Community Languages will be included as part of your Record of School Achievement (RoSA).

Awarding grades

For any course studied at the Saturday School of Community Languages, the grade will be one of A, B, C, D, E or N (the N is also called an N award) depending on your performance in that course.

The grades A to E indicate varying levels of satisfactory performance whereas the N indicates unsatisfactory performance.

For every language, NESA has provided Course Performance Descriptors of standards, i.e. the level of achievement equating to each grade. You will be awarded the grade according to the Course Performance Descriptor which most closely describes your overall achievement in the Stage 5 course. The final grade will appear on your Yearly report and on your RoSA.

Stage 5 course performance descriptors

In your report, you will be awarded a grade in the course you have studied in Years 7–9 this year at the Saturday School of Community Languages.

Grade A	Grade B	Grade C	Grade D	Grade E
A student at this grade typically:	A student at this grade typically:	A student at this grade typically:	A student at this grade typically:	A student at this grade typically:
Demonstrates a high level of competence in communicating in [language]	Demonstrates a high level of competence in communicating in [language]	Demonstrates an adequate level of competence in communicating in [language]	Demonstrates a limited level of competence in communicating in [language]	Demonstrates a very limited level of competence in communicating in [language]
Confidently manipulates [language] to convey meaning when exchanging information, ideas and opinions in a range of contexts	Manipulates [language] to convey meaning when exchanging information, ideas and opinions in a range of contexts	Uses sound communication skills to convey meaning and exchange information, ideas and opinions in familiar contexts	Uses basic communication skills to convey information in short exchanges in familiar contexts	Uses communication skills to convey information in some familiar contexts
Demonstrates a very high level of skill in accessing and responding to information, and accurately interpreting and evaluating information in a range of texts	Demonstrates a high level of skill in accessing and responding to information, and interpreting and evaluating information in a range of texts	Demonstrates an adequate level of skill in accessing and responding to information and interpreting and evaluating information in specific texts	Accesses and responds to information in simple texts in a limited way	Identifies and provides a very limited response to elementary information
Applies extensive knowledge and understanding of grammatical and cultural features to compose texts for a range of purposes, audiences and contexts	Applies thorough knowledge and understanding of grammatical and cultural features to compose texts for a range of purposes, audiences and contexts	Uses sound cultural knowledge and understanding of grammatical and cultural features to compose texts for familiar contexts, purposes and audiences	Uses basic knowledge and understanding of grammatical and cultural features to compose texts	Uses elementary knowledge and understanding of grammatical and culture features to compose texts
Demonstrates extensive understanding of elements of grammar and a very high level of competence in using this to express complex ideas	Demonstrates thorough understanding of elements of grammar and is highly competent in using this to express complex ideas	Demonstrates sound understanding of elements of grammar and uses this to express ideas in familiar contexts	Demonstrates basic understanding of some elements of grammar and uses this to express ideas	Demonstrates elementary understanding of some elements of grammar
Demonstrates extensive understanding of the inter-relationship between language and culture and how cultural identity shapes communication	Demonstrates thorough understanding of the inter-relationship between language and culture and how cultural identity shapes communication	Demonstrates sound understanding of the inter-relationship between language and culture and how cultural identity shapes communication	Demonstrates basic understanding of language and culture	Demonstrates elementary understanding of language and/or culture

Course requirements

Your placement in the A to E group or the N group will be determined by whether or not you have satisfied the requirements of the course studied at the school in the following areas:

Attendance

Your home school will have informed you of the requirements regarding attendance and these same requirements apply to your course at the Saturday School of Community Languages. When you are absent on a Saturday it is as if you have missed an entire week of school. You are expected to attend your language classes on Saturday every week and on time. If you miss a week because you were sick you will need to catch up on the work you have missed.

Participation in class and exams

In the Assessment Schedule above you can see the specific information, including dates, tasks, and outcomes that make up your final grade. If you need more information please speak to the Centre Executive at your Saturday School of Community Languages Centre.

Effort and achievement

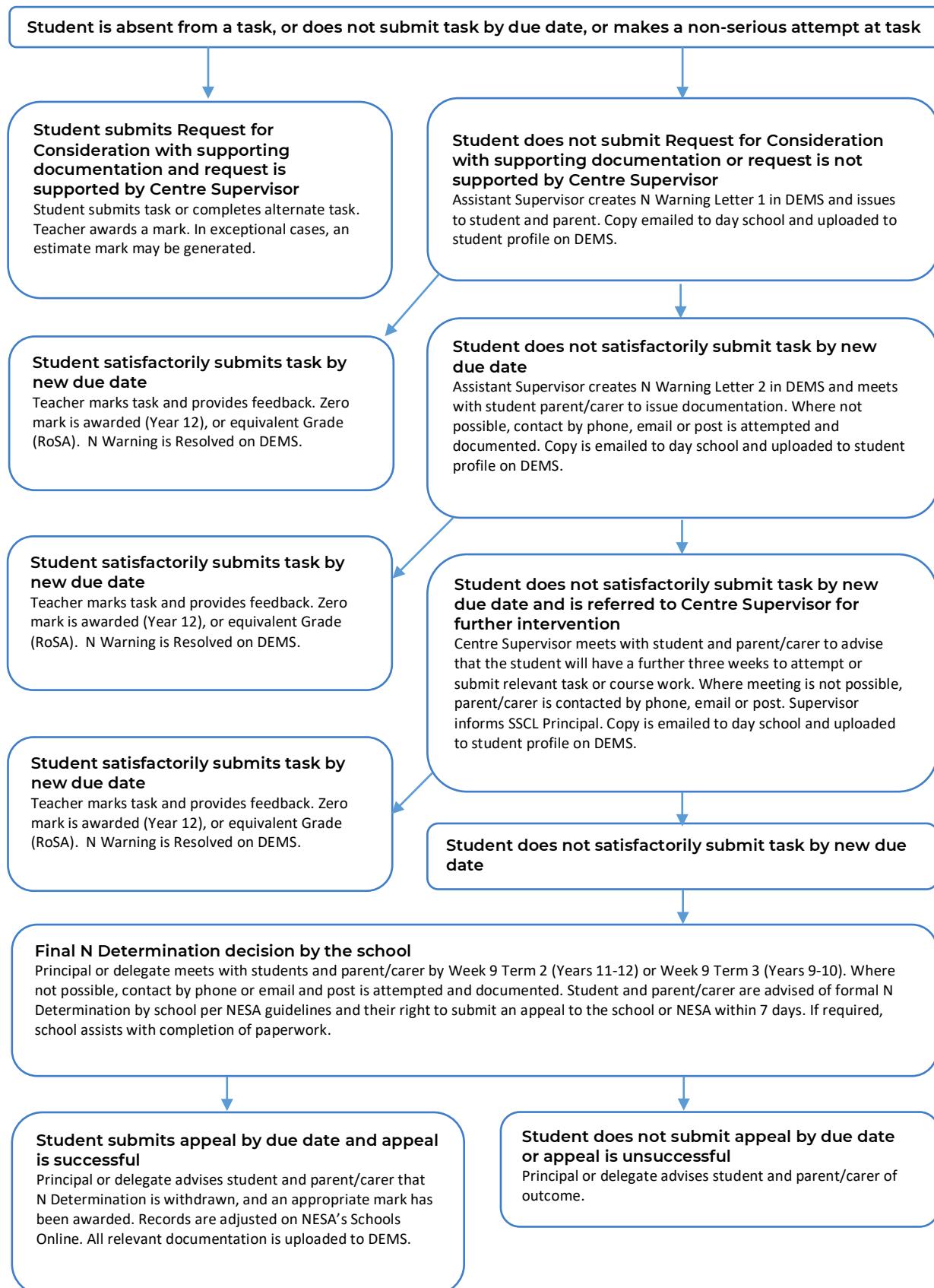
Your work should demonstrate a serious attempt to satisfy the demands of the course. Remember that students who work well in class, come prepared and make every effort to participate actively are more likely to perform better, as all informal and formal assessment is directly related to the outcomes, concepts and content being covered in class.

Achieving some or all course outcomes

If you have NOT satisfied ALL these requirements you may receive an N award indicating unsatisfactory completion. A course for which you receive an N award does not show on the Record of School Achievement.

Don't panic! If you do the right thing you need not worry about the N award. If you are in danger of receiving an N award, you and your parent/carer will receive a warning in writing in time for you to correct the problem. So unless you receive a warning, you may assume that you are not going to receive an N award in a subject studied at the Saturday School of Community Languages.

N determination procedures



Note that if you do not follow the procedures for submitting a Request for Consideration if you miss a task, or your reason for failing to complete an examination is unacceptable, you will receive a Warning letter and you may be in danger of receiving an N award.

You will be told if the Centre Supervisor has recommended that you be given an N award in the course you are studying at the Saturday School of Community Languages. The Centre Supervisor of the Saturday School of Community Languages will complete a special NESa form (the Principal's Determination Form) and send a copy of it to you.

If you wish to appeal then you must:

- advise the Centre Supervisor of the Saturday School of Community Languages of this in person, the next Saturday after receiving the Principal's Determination Form
- obtain a Student Appeal Form from the Principal of your home school
- complete this form and submit it, by the date indicated on the Principal's Determination Form, to:

Principal
Saturday School of Community Languages
NSW Department of Education
saturdaycl-h.school@det.nsw.edu.au

Student appeals against RoSA grades

Your grade will be on your Record of School Achievement. If you disagree with the grade awarded to you, you may appeal on the grounds that 'the grade awarded was not consistent with the progressive reporting relative to the areas for assessment received from the school'.

Years 10 assessment schedule

Strands, objectives and outcomes Refer to syllabus	Task 1 Term 1 Week 8 20 March 2021	Task 2 Term 2 Week 6 29 May 2021	Task 3 Term 3 Week 8 4 Sept 2021	Task 4 - Yearly Term 4 Weeks 2 & 3 16 & 23 October 2021
Communicating (interacting) and understanding outcomes Years 7 and 8: LXX4-1C, LXX4-5U, LXX4- 8U (for scripted languages) Years 7 and 8: LXX4-1C, LXX4-5U, LXX4-9U Years 9 and 10: LXX5-1C, LXX5-5U, LXX5-8U (for scripted languages) Years 9 and 10: LXX5-1C, LXX5-5U, LXX5-9U	A-E			
Communicating (accessing and responding) and understanding outcomes Years 7 and 8: LXX4-2C, LXX4-3C, LXX4- 6U, LXX4- 7U (for scripted languages) Years 7 and 8: LXX4-2C, LXX4-3C, LXX4- 6U, LXX4- 7U, LXX4-8U Years 9 and 10: LXX5-2C, LXX5-3C, LXX5-6U, LXX5- 7U (for scripted languages) Years 9 and 10: LXX5-2C, LXX5-3C, LXX5-6U, LXX5- 7U, LXX5-8U		A-E		A-E
Communicating (composing) and understanding outcomes Years 7 and 8: LXX4-4C, LXX4-6U, LXX4-8U (for scripted languages) Years 7 and 8: LXX4-4C, LXX4-6U, LXX4- 7U, LXX4- 9U Years 9 and 10: LXX5-4C, LXX5-6U, LXX5-8U (for scripted languages) Years 9 and 10: LXX5-4C, LXX5-6U, LXX5-7U, LXX5- 9U			A-E	
Assessment for learning outcomes Years 7 and 8: LXX4-1C, LXX4-2C, LXX4- 3C, LXX4- 4C, LXX4-5U, LXX4-6U, LXX4-7U, LXX4-8U (for scripted languages) Years 7 and 8: LXX4-1C, LXX4-2C, LXX4- 3C, LXX4- 4C, LXX4-5U, LXX4-6U, LXX4- 7U, LXX4-8U, LXX4-9U Years 9 & 10: LXX5-1C, LXX5-2C, LXX5-3C, LXX5-4C, LXX5-5U, LXX5-6U, LXX5-7U, LXX5-8U (for scripted languages) Years 9 & 10: LXX5-1C, LXX5-2C, LXX5-3C, LXX5-4C, LXX5-5U, LXX5-6U, LXX5-7U, LXX5-8U, LXX5-9U	A-E A range of class activities, exercises and tasks will be assessed throughout the semester			A-E A range of class activities, exercises and tasks will be assessed throughout the semester