



# Saturday School of Community Languages

Connection Diversity Excellence

## 2019 Year 11 Assessment Policy and Procedures

for the following languages:

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

## Principal's Message

Welcome to Year 11 at the Saturday School of Community Languages and congratulations on your decision to continue studying your background language. Year 11 will be a busy time for you as you study for the Higher School Certificate and make plans for life after school. This year it is more important than ever to balance your commitments between school, your family life and your social activities.

It is essential that students, parents and caregivers are familiar with the assessment policy, procedures and requirements that are outlined in this booklet. Completion of all tasks is vital if you are to reach your goals and gain the best possible result at the end of the preliminary course.

This booklet will inform you clearly of assessment tasks that must be completed to show you have satisfied the requirements of your language course. You must also complete all course work to a satisfactory standard to meet the requirements for the preliminary course. 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 this year in your Year 11 studies.

Ms Cate Chapple  
Acting Principal

## SATURDAY SCHOOL OF COMMUNITY LANGUAGES

### Year 11 Assessment Policy and Procedures 2019

The purpose of Year 11 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.

Go to the NESA website: [Guide for Students in Years 10 to 12](#) for further information.

For information on a specific languages' syllabus go to the following link: [Languages Stage 6](#).

#### Preparation of Assessment Tasks

All tasks are set by accredited teachers at the SSCL and are original. No previous SSCL or other provider examination papers are used.

#### Schedule of Assessment Tasks

The Saturday School of Community Languages (SSCL) calendar of assessment tasks and dates is on page set out at the back of this policy statement his schedule will be followed as published unless there are exceptional circumstances. All students are expected to complete all assessment tasks according to the schedule.

If it is impossible, or of disadvantage to students, to proceed with a task on the scheduled date, for example, the specific centre is not accessible on the date set for the assessment task, **two weeks' notice** of the revised date will be given. 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 from the relevant syllabus.

#### Assessment Notices

All students will receive an Assessment Notice for the upcoming Assessment task by email at least *two weeks beforehand*. The assessment notice will contain the date, weighting, type of task(s), skills assessed, outcomes, description of the task(s) and marking criteria.

#### Marks and Ranks

The marked assessment task will be returned to students **showing the mark** and students can keep an accurate record of accumulating rank as well as marks received over the assessment period. Space has been provided on the assessment schedule for recording marks received.

**Any queries about a task mark** must be made on the day when the task is handed back. Once the correct mark has been recorded, it cannot be questioned or be the reason for an appeal. All marking of examinations follow the marking guidelines. Students will be given accurate and thorough feedback on each assessment task. Students should speak to the Curriculum Coordinator at the centre if they have any issues regarding the process of the assessment marking.

**Missed task:** 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 e.g. a medical certificate, a mark of zero may be awarded. A zero mark is 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.

#### Request for consideration:

1. Students who know in advance they will be absent for a task must inform the Centre Supervisor **in writing** (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 - 2019).

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 which includes the actual Saturday date/s.

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 'illness' will not be accepted. (*Refer to NESAs 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 attain a RoSA grade.

### Malpractice in Assessment Tasks

*What is Malpractice or Cheating in YEAR 11 assessment?*

Cheating or malpractice is about doing the wrong thing by behaving dishonestly.

It could be:

- 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 (eg 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 for Year 11.

Cheating in a Year 11 Assessment Task is a serious offence.

### Consequences of Malpractice or Cheating in Year 11 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 an Year 11 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.

## CHECK LIST OF STUDENTS' RESPONSIBILITIES

1. Acknowledge, by signature and date, that you have received and read the Assessment Schedule and Policy.
2. Attend regularly, punctually and complete all assessment tasks. The calendar is provided in advance to allow for planning ahead appropriately.
3. Keep a record of assessment marks and ranks.
4. 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.

## Assessment and the YEAR 11

A number of principles apply to the tasks which make up the assessment program for any course.

1. Assessment tasks and YEAR 11 exams will be **standards-referenced**.  
What does this mean?
  - Results will depend on students' achievement in relation to predetermined standards and NOT on achievement relative to other students.
  - Marking schemes for tasks are linked to standards.
  - Standards are based on syllabus outcomes and the YEAR 11 descriptive performance bands. The performance bands clearly describe what students at each level of achievement typically know and can do in the course.
  - 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.
2. Assessment tasks are designed to measure performance covering a wider range of outcomes than may be tested in the YEAR 11 examination, therefore, assessment tasks will not all look the same as YEAR 11 questions.
3. Students will be informed in advance of:
  - the dates of each Assessment Task
  - the type of skill involved in the task
  - the syllabus outcomes for each task
  - the marking criteria which will be used
  - the value of each task within the whole YEAR 11 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.

4. Students will be given feedback on their performance in assessment tasks.

## 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.

|          |                    |   |
|----------|--------------------|---|
| <b>A</b> | <b>Outstanding</b> | 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>B</b> | <b>High</b>        | 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.                        |
| <b>C</b> | <b>Sound</b>       | 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.  |
| <b>D</b> | <b>Basic</b>       | 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.  |
| <b>E</b> | <b>Limited</b>     | 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:

<http://educationstandards.nsw.edu.au>

Students should also refer to [Students Online](#) and the 2018 YEAR 11 Rules and Procedures Guide. This guide must be read by all students entered for an YEAR 11 course. Rules for the YEAR 11 are the same for the Saturday School of Community Languages as for all other schools.

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

| <b>Assessment Components</b> | <b>Weighting</b> |
|------------------------------|------------------|
| Listening                    | 30               |
| Reading                      | 30               |
| Writing                      | 20               |
| Speaking                     | 20               |
|                              | <b>100</b>       |

**Summary of assessment components in Year 11 Assessment for the *CCaFL Continuers Course* in Armenian, Croatian, Filipino, Hindi, Hungarian, Khmer, Macedonian, Maltese, Persian, Polish, Portuguese, Punjabi, Russian, Serbian, Turkish**

| <b>Assessment Components</b> | <b>Weighting</b> |
|------------------------------|------------------|
| Listening                    | 30               |
| Reading                      | 30               |
| Writing                      | 20               |
| Speaking                     | 20               |
|                              | <b>100</b>       |

---

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

| <b>Assessment Components</b> | <b>Weightings</b> |
|------------------------------|-------------------|
| Listening                    | 25                |
| Reading                      | 25                |
| Speaking                     | 30                |
| Writing                      | 20                |
|                              | <b>100</b>        |

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

| <b>Assessment Components</b> | <b>Weightings</b> |
|------------------------------|-------------------|
| Listening                    | 20                |
| Reading                      | 40                |
| Speaking                     | 10                |
| Writing                      | 30                |
|                              | <b>100</b>        |



**REQUEST FOR CONSIDERATION FORM**

STUDENT'S NAME \_\_\_\_\_

LANGUAGE \_\_\_\_\_ CLASS \_\_\_\_\_

TEACHER'S NAME \_\_\_\_\_

NATURE OF ASSESSMENT TASK \_\_\_\_\_  
(Listening and Responding, Speaking, Reading and Responding, Writing)

DUE DATE OF TASK \_\_\_\_\_

DATE THAT TASK WILL BE COMPLETED \_\_\_\_\_

REASON FOR ABSENCE \_\_\_\_\_

(Provide sufficient information to support your case for consideration to sit for the task or a substitute task or to gain an extension)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

MEDICAL CERTIFICATE FROM: \_\_\_\_\_ (Name of doctor)  
OR NATURE OF OTHER INDEPENDENT EVIDENCE

**\*Complete relevant section overleaf**

STUDENT'S SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

PARENT'S/CAREGIVER'S SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

TEACHER'S COMMENT \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

CENTRE EXECUTIVE RECOMMENDATION:

COMMUNICATED TO STUDENT AND PARENT/CAREGIVER: \_\_\_\_\_

SUPERVISOR'S SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

## SATURDAY SCHOOL OF COMMUNITY LANGUAGES

The Saturday School of Community Languages, in line with the N procedures, advises that students should attend examinations and submit assessment tasks unless it is considered detrimental to their health. Students who are unwell or experience misadventure must seek independent medical advice either immediately before or after each task OR examination AND present this medical certificate to the Centre Supervisor on their first Saturday back at school.

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

Independent evidence of illness – complete Section A.

Independent evidence of misadventure – complete Section B.

### Section A

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

Diagnosis of medical condition:

Date of onset of illness:

Date(s) and time(s) of all consultations / meetings relating to this illness:

Please describe how the student's condition/symptoms could affect their examination performance. *(If the student was **unable to attend** an examination, it is essential that you provide full details in the space provided or on additional sheet(s) and attach them to the application.)*

Any other comments or information which may assist in the assessment of the student's appeal. *(If there is not enough space, please attach additional sheet/s.)*

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

Name of doctor or other health professional providing this information:

Profession:

Place of work/organisation:

Address:

Contact Phone:

Date:

### Section B:

#### Independent evidence of misadventure: to be completed by a relevant person such as a police officer or a counsellor

Date of misadventure event:

Were you a witness to the event? Yes / No If No, how did you obtain the evidence you are providing?

Are you known to the student? Yes / No If Yes, nature of relationship:

Description of event:

Name:

Profession:

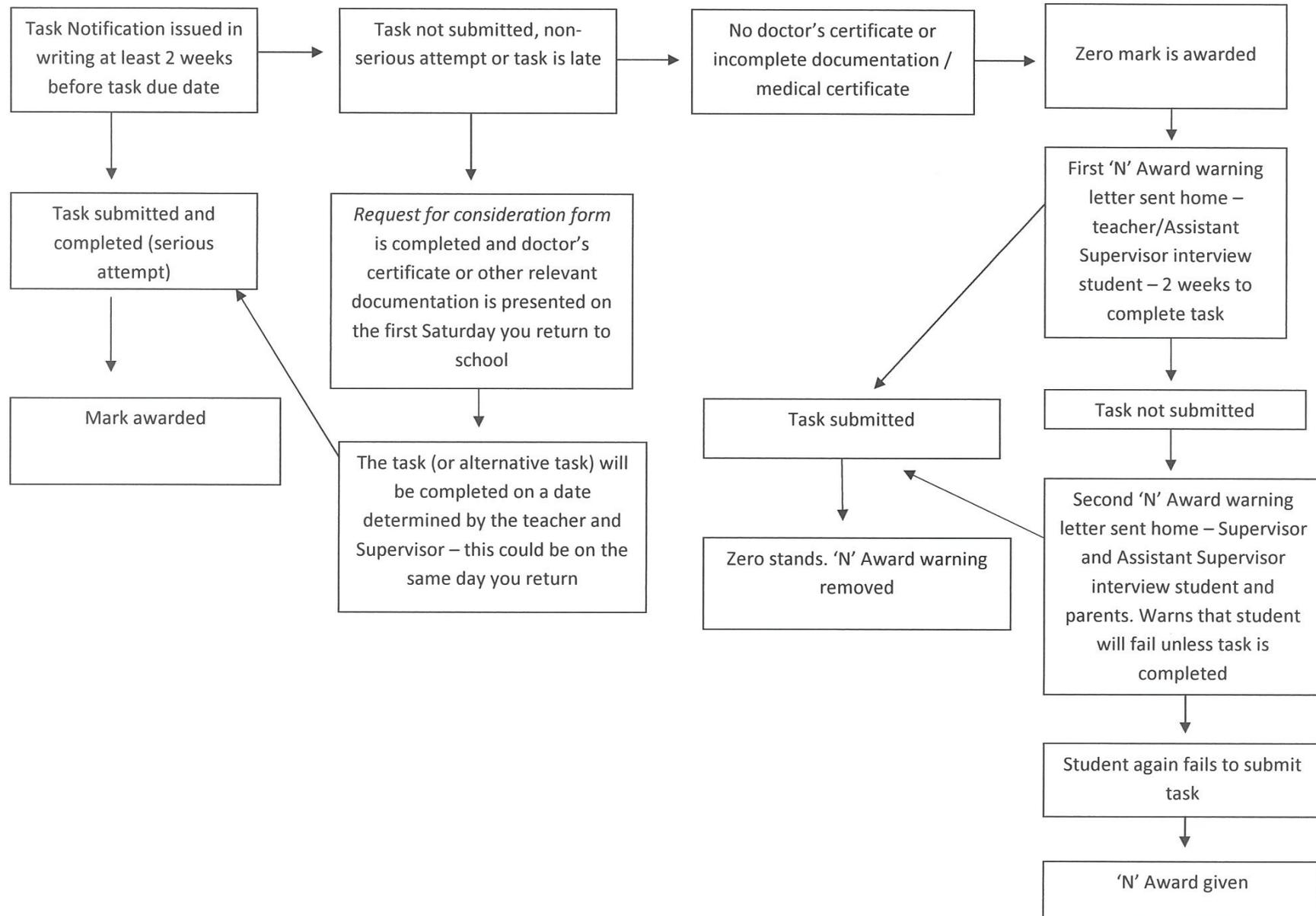
Place of work / organisation:

Address:

Contact Phone:

Date:

## ASSESSMENT TASK FLOW CHART



Saturday School of Community Languages  
**YEAR 11 Course Assessment Schedule 2019**  
**Continuers courses**  
**Arabic, Italian, Modern Greek, Spanish, Vietnamese**

| <b>Components and Outcomes</b><br>(Refer to syllabus)  | <b>Weightings</b> | <b>Task 1</b><br><b>Term 1</b><br><b>Week 9</b><br><b>March 30</b> | <b>Task 2</b><br><b>Term 2</b><br><b>Week 5</b><br><b>June 1</b> | <b>Task 3</b><br><b>Yearly</b><br><b>Term 3</b><br><b>Weeks 5 and 6</b><br><b>August 24</b><br><b>August 31</b> |
|--|-------------------|--|--|---|
| <b>Speaking</b><br><i>Objectives 1 &amp; 4</i><br><b>Outcomes</b><br>1.1, 1.2, 1.3, 1.4<br>4.1, 4.2, 4.3                               | <b>20%</b>        | <del>10</del>  | 10   | 10  |
| <b>Listening</b><br><i>Objective 3</i><br><b>Outcomes</b><br>3.1, 3.2, 3.3, 3.4, 3.5, 3.6  | <b>30%</b>        | 20   | <del>10</del>  | 10  |
| <b>Reading</b><br><i>Objectives 1, 2 &amp; 3</i><br><b>Outcomes</b><br>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 | <b>30%</b>        | <del>10</del>  | 20   | 10  |
| <b>Writing</b><br><i>Objective 2</i><br><b>Outcomes</b><br>2.1, 2.2, 2.3   | <b>20%</b>        | 10   | <del>10</del>  | 10  |
| <b>Total %</b>   | <b>100%</b>       | <b>30%</b>   | <b>30%</b>   | <b>40%</b>  |

Saturday School of Community Languages

**YEAR 11 Course Assessment Schedule Year 11, 2019**

**CCAFL Continuers courses**

**Armenian, Croatian, Filipino, Hungarian, Hindi, Khmer, Macedonian, Maltese, Persian, Polish, Portuguese, Punjabi, Russian, Serbian, Turkish**

| <b>Components and Outcomes</b><br>(Refer to syllabus)   | <b>Weightings</b> | <b>Task 1</b><br><b>Term 1</b><br><b>Week 9</b><br><b>March 30</b> | <b>Task 2</b><br><b>Term 2</b><br><b>Week 5</b><br><b>June 1</b> | <b>Task 3</b><br><b>Yearly Term 3</b><br><b>Weeks 5 and 6</b><br><b>August 24</b><br><b>August 31</b> |
|---|-------------------|--|--|---|
| <b>Speaking</b><br><i>Objectives 1 &amp; 4</i><br><b>Outcomes</b><br>1.1, 1.2, 1.3, 1.4<br>4.1, 4.2, 4.3      | <b>20%</b>        | /  | 10   | 10  |
| <b>Listening</b><br><i>Objective 3</i><br><b>Outcomes</b><br>3.1, 3.2, 3.3, 3.4                               | <b>30%</b>        | 20   | /  | 10  |
| <b>Reading</b><br><i>Objectives 1 &amp; 3</i><br><b>Outcomes</b><br>1.1, 1.2, 1.3, 1.4,<br>3.1, 3.2, 3.3, 3.4 | <b>30%</b>        | /  | 20   | 10  |
| <b>Writing</b><br><i>Objective 2</i><br><b>Outcomes</b><br>2.1, 2.2, 2.3                                      | <b>20%</b>        | 10   | /  | 10  |
| <b>Total %</b>  | <b>100%</b>       | <b>30%</b>   | <b>30%</b>   | <b>40%</b>  |

Saturday School of Community Languages  
**Preliminary Course Assessment Schedule Year 11, 2019**  
**[Language] in Context courses**  
**Chinese, Japanese, Korean**

| <b>Components and Outcomes</b><br>(Refer to syllabus)                                     | <b>Weightings</b> | <b>Task 1</b><br><b>Term 1</b><br><b>Week 9</b><br><b>March 30</b> | <b>Task 2</b><br><b>Term 2</b><br><b>Week 5</b><br><b>June 1</b> | <b>Task 3</b><br><b>Yearly</b><br><b>Term 3</b><br><b>Weeks 5 and 6</b><br><b>August 24</b><br><b>August 31</b> |
|---|-------------------|--|--|---|
| <b>Speaking</b><br><i>Objective 1</i><br><b>Outcomes</b><br>1.1, 1.2, 1.3, 1.4. 1.5, 1.6  | <b>30%</b>        |  | 20   | 10  |
| <b>Listening</b><br><i>Objective 3</i><br><b>Outcomes</b><br>3.1, 3.2, 3.3, 3.4, 3.5, 3.6 | <b>25%</b>        | 15   |  | 10  |
| <b>Reading</b><br><i>Objective 3</i><br><b>Outcomes</b><br>3.1, 3.2, 3.3, 3.4, 3.5, 3.6   | <b>25%</b>        | 15   |  | 10  |
| <b>Writing</b><br><i>Objective 2</i><br><b>Outcomes</b><br>2.1, 2.2, 2.3, 2.4, 2.5        | <b>20%</b>        |  | 10   | 10  |
| <b>Total %</b>  | <b>100%</b>       | <b>30%</b>   | <b>30%</b>   | <b>40%</b>  |

Saturday School of Community Languages  
**Preliminary Course Assessment Schedule Year 11, 2019**  
**[Language] and Literature courses**  
**Chinese, Japanese, Korean**

| <b>Components and Outcomes</b><br>(Refer to syllabus)   | <b>Weightings</b> | <b>Task 1</b><br><b>Term 1</b><br><b>Week 9</b><br><b>March 30</b> | <b>Task 2</b><br><b>Term 2</b><br><b>Week 5</b><br><b>June 1</b> | <b>Task 3</b><br><b>Yearly</b><br><b>Term 3</b><br><b>Week 6</b><br><b>August 31</b> |
|---|-------------------|--|--|--|
| <b>Speaking</b><br><i>Objective 1</i><br><b>Outcomes</b><br>1.1, 1.2, 1.3   | <b>10%</b>        | 10   |  |  |
| <b>Listening</b><br><i>Objectives 3 &amp; 4</i><br><b>Outcomes</b><br>3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8<br>4.1, 4.2, 4.3 | <b>20%</b>        | 10   |  | 10   |
| <b>Reading</b><br><i>Objectives 3 &amp; 4</i><br><b>Outcomes</b><br>3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8<br>4.1, 4.2, 4.3        | <b>40%</b>        |  | 25   | 15   |
| <b>Writing</b><br><i>Objectives 2 &amp; 4</i><br><b>Outcomes</b><br>2.1, 2.2, 2.3<br>4.1, 4.2, 4.3                            | <b>30%</b>        |  | 15   | 15   |
| <b>Total %</b>  | <b>100%</b>       | <b>20%</b>   | <b>40%</b>   | <b>40%</b>   |