



SCL Secondary
College of
Languages

2024 Preliminary Assessment Policy

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Principal's message

Welcome to the Secondary College of Languages (SCL) and congratulations on your decision to continue studying your heritage language in Year 11. It will be a busy time for you as you study the Preliminary course. In this school year, it is more important than ever to balance your commitments between school, family life and social activities.

It is essential that you as a student and your parents and carers are familiar with the SCL assessment policy and the procedures and requirements that are outlined in this booklet. Completion of all tasks is vital if you are to reach your goals and attain the best possible result in your 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 your Campus executive team are available to assist you if you have any concerns. They will provide you with the necessary support if you are facing challenges that may affect your studies.

Please find enclosed a study guide that you may wish to refer to throughout your Year 11 language studies.

I would like to wish you the very best in 2024 and I hope that you experience success in your future aspirations.

Sana Zreika

Principal

Preliminary Courses

Eligibility and requirements

A student who is eligible for a Record of School Achievement may enter Preliminary courses.

A student who is not eligible for a Record of School Achievement may enter Preliminary courses:

- a. if the principal deems that the student has another credential equivalent to the Record of School Achievement; or
- b. provisionally, if the principal believes that the student has a reasonable chance of satisfactorily completing the Preliminary course.

Satisfactory completion of the Preliminary course or its equivalent is a prerequisite for entry into an HSC course.

For HSC examining purposes, **the Preliminary course** is regarded as assumed knowledge that has been covered by all candidates. Examination specifications ensure that the major focus of the HSC examination will be on HSC course content.

Satisfactory completion of a course

- A student will be considered to have satisfactorily completed a language course if the SCL Principal has sufficient evidence to certify that the student has:
followed the course developed or endorsed by NESAs; and
- applied themselves with diligence and sustained effort to the set tasks and learning experiences provided in the course by the College
- achieved some or all of the course outcomes.

Eligibility for Preliminary Language courses

Eligibility criteria apply to the following Year 11 courses:

- [Language] Continuers where a [Language] in Context and/or a [Language] and Literature course exists
- [Language] in Context where a [Language] and Literature course exists

Eligibility criteria DO NOT apply to the following Year 11 courses:

- Any Languages course which is the highest proficiency level available
- Extension (these courses may only be studied concurrently with, or after completing, the HSC 2-unit [Language] Continuers course in the same language).

At SCL the Principal retains the right to admit students to the Extension course based on a prescribed criterion (normally a cut off mark in the Continuers course).

Students should apply to the SCL Principal for an eligibility determination, if possible, during Term 3 of Year 10.

To be deemed eligible for a course, a student must meet all the eligibility criteria for that course at the time of entry to the course.

A copy of the student's *Application for Eligibility Determination* form and any additional documentation considered in the Principal's eligibility determination are to be retained by the SCL.

For more information, please refer to [Eligibility for courses | NSW Education Standards](#)

Disability provisions

Some students with disability will require adjustments to assessment practices to demonstrate what they know and can do in relation to syllabus outcomes and content. The type of adjustments and support will vary according to the needs of the student and the requirements of the activity. If a student has a permanent or temporary disability that would, in a normal examination situation, prevent him or her from:

1. reading the examination questions; and/or
2. communicating his or her responses;

the SCL principal and/or delegate have the authority to decide on, and to implement, disability provisions for school-based assessment tasks including examinations.

At Preliminary level, the SCL will endeavour to apply the Disability Provisions approved by the weekday school for each student. If a student is receiving an adjustment or accommodation to their learning at the weekday school, the student is responsible for informing the SCL and providing relevant documentation in support of their application.

School-based assessment

The purpose of school-based 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.

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.

Students are assessed against course outcomes through a range of assessment tasks in each language. These tasks may include:

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

NESA's syllabuses and assessment and reporting documents provide information about mandatory assessment requirements for the Preliminary courses.



For further information

Refer to the NSW Education Standards Authority
'Rules and Procedures' guide at
educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/rules-and-processes/rules-and-procedures-guide

Assessment tasks

Types of tasks

The assessment program will comprise tasks that 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.

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

- they 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.

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

Number of assessment tasks

At SCL there will be three formal assessment tasks for each language course in line with NESA's Stage 6 NESA's Stage 6 Assessment and reporting guidelines. Final assessment of student achievement will be completed in Term 3 of the Preliminary course. There may be adjustments to the number, weighting or timing of tasks in the assessment program under extenuating circumstances, if formally advised by NESA. The school will advise students if changes to schedules are made.

For more information on the process and procedures for Stage 6 Assessment in Schools please refer to the NESA website:

educationstandards.nsw.edu.au/wps/portal/nesa/1112/Understanding-the-curriculum/assessment/assessment-in-practice.

Nature of Preliminary assessment tasks

The assessment schedule incorporates tasks which are based on the objectives and outcomes set out in the syllabus for each course (or course outline for Board Endorsed Courses).

Student achievement is 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 can be used for assessment. These tasks may include:

- class essays, research tasks, assignments
- response to a spoken, visual or multimodal text, text analysis, report
- practical tasks, projects, presentations
- examinations which may be in a written or oral/aural form.

Assessment tasks are designed to discriminate between students, provide a rank order of students, and highlight relative gaps between students. It is important that teachers are able to ensure that the work submitted by each student is all their own work, and that the proportion of contribution of each student in a group is recognised and marks allocated accordingly.

Results depend on a student's achievement in relation to the standards and NOT on achievement relative to other students.

General rules for examinations and assessment

Examination conditions will apply from when the first student enters the examination hall/venue until the last student leaves the examination hall/venue. Consistent consequences will apply for students found to be breaching the examination rules.

Before entering the examination room

- Students should plan to arrive at least 10 minutes prior to the commencement of all examinations. Lateness is unacceptable.
- No electronic devices may be brought into the examination room.
- Students must ensure that their mobile phone is turned off (or preferably secured at home or the front office) while sitting an examination OR an in-class assessment task.
- Students should ensure they have all the necessary equipment for each examination.
- Students must ensure they have a print dictionary for the language they are studying where it is required.

- No borrowing of equipment is permitted in the examination room. All equipment is to be kept in a clear plastic sleeve – no pencil cases allowed!

During examinations

- Do not speak to any person other than a supervisor during the examination.
- Do not behave in any way likely to disturb the work of any other student or upset the conduct of the examination.
- Do not take into the examination room, anything other than the aids specified.
- Mobile phones and electronic devices are not permitted. Do not copy or plagiarise from textbooks, the internet, prepared materials, or other students.
- Do not leave early during an examination.

Malpractice in assessment tasks and examinations

All work presented in assessment tasks and examinations (including submitted works and practical examinations) must be a student's own or must be acknowledged appropriately.

Malpractice, including cheating and plagiarism, will lead to students receiving zero marks for the assessment task or examination, and an 'N' determination warning letter. This may place the award of the Preliminary and HSC in jeopardy.

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

- copying in an examination from another student or using information secretly brought in
- handing in work that someone else did and saying it is your own
- using information from the internet or elsewhere (e.g., books, journals, DVDs), and not acknowledging the source
- using an artificial intelligence source that suggests or completes assessment responses. Examples of artificial intelligence generative tools include (but are not limited to): ChatGPT, Word Tune, Grammarly, Quillbot, translation devices, snapGPchat, Jasper, AI Art generator or any other software, apps or programs that use AI. If AI is detected in your assessment response, you will be subject to sanctions under the Student Misconduct Rule.
- breaching examination rules
- using non-approved aids in an examination

- helping someone else cheat or engage in malpractice
- giving false reasons for not handing in tasks by the due date.

The above are examples of malpractice and are not conclusive. The principal or principal's delegate may determine if an act performed by the student is deemed as malpractice. NESAs have a Register of Malpractice in HSC Assessment Tasks, where schools will collect and detail information on students where malpractice has occurred, the type of offence and the penalties applied. This record is then kept and maintained by NESAs.

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.

In the case of suspected plagiarism, students will be required to provide evidence that all unacknowledged work is entirely their own. Such evidence might include but is not limited to the student:

- providing evidence of and explaining the process of their work, which might include diaries, journals or notes, working plans or sketches, and progressive drafts to show the development of their ideas
- answering questions regarding the assessment task, examination or submitted work under investigation, to demonstrate their knowledge, understanding and skills.

Our responsibilities

Assessment practices

For each language course, SCL 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 are determined by the College. This means that teachers will:

- conduct sound assessment programs that allow students to demonstrate the breadth and depth of their knowledge, skills and understanding
- inform students in writing of assessment requirements before the commencement of the Preliminary course, including the outcomes to be assessed, the number of tasks, mark values, types of tasks and timing.
- develop quality assessment tasks and marking criteria
- ensure that students are given the required advance notice of each task, with clear instructions and expectations, including the format required (for example, electronic submission) and whether receipt is to be formally acknowledged
- maintain a register of all assessment tasks that acknowledges the receipt of the assessment notification, submission of the assessment task and the return of the assessment task
- maintain records of marks awarded to each student for all assessment tasks
- provide meaningful feedback on students' performance in all assessment tasks in relation to their strengths and areas for improvement
- consistently follow NESA rules and guidelines for school-based assessment, including non-completion of tasks, absence from tasks, late submission of tasks due to illness or misadventure, malpractice, and procedures for appeal.

Assessment schedules

The SCL's calendar of assessment tasks and dates can be found in the Assessment Schedules section of this book. The schedule will be followed as published unless there are exceptional circumstances which require the schedule to be adjusted.

Any changes to the assessment schedule require prior approval from the SCL Principal or delegate. Should there be a change, students will be provided with a new schedule.

Assessment task weighting

NESA has **established weightings** for the different course components, that is, the course knowledge, understanding and skills, to be assessed. The table of mandatory weightings is included in the syllabus for the relevant course. The SCL will use these weightings in calculating assessment marks.

Assessment notifications

Through a **'notice of assessment task'** students will be informed at least two weeks in advance of the:

- date of each assessment task
- type of skill involved in the task
- syllabus outcomes relevant to the task
- weighting of each task within the whole Preliminary assessment program
- marking criteria.

Approval from the SCL Principal is required for change of date of an assessment task. If a change of date is required, written notification will be provided to students. An updated assessment schedule noting the change will be provided to students.

It is a general rule that whenever students are absent on a Saturday, it is their responsibility to ensure that they know what work has been missed and to catch up on that work. **The same rule applies if students are absent when the written notification of an assessment task is issued.** No automatic extension is granted to students who are absent on the day the notification of the task is given.

Students who know in advance they will be absent for a task must inform the Campus Supervisor by phone or email as soon as they are aware of the impending absence.

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 SCL 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 submit another appeal. All marking of tasks and 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/examination.

Students will receive accurate and thorough feedback on each assessment task. Students should speak to their Campus Supervisor if they have any issues regarding the marking process of the assessment task.

Assessment rules and procedures

Missed assessment tasks

A mark of zero may be awarded if an assessment task is missed (or if it has not been completed on the due date) and the student has **not** provided a Request for Consideration form with valid documentation. 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. An official warning letter will be issued, and a copy sent to the weekday school.

Late arrival to assessment tasks or examinations

Students **arriving late** to an assessment task or examination without a justifiable reason will complete the task/examination in the time remaining. Students late to an examination where circumstances were outside of their control, or they are not in a fit state to sit an examination are to see the Campus Supervisor before entering the examination venue. Students are advised to apply for illness/misadventure using the relevant SCL application form.

Extraordinary circumstances

In the event of extraordinary circumstances that prevent an individual and/or group of students from completing a task at a Campus, the SCL Principal may give approval for the task to be completed at a later date, with at least **two weeks' notice** of the revised date, either on Campus or through alternate arrangements made with the weekday school where possible.

Late enrolment

In the event of a late enrolment after the course has commenced, the SCL Principal can determine the date and format of any prior assessment tasks that the student is required to complete. Please refer to individual Course Assessment Schedules.

Non-serious attempts

Students must attempt each task to the best of their ability. Any student who submits a non-serious attempt at an assessment task, including a task with inappropriate or derogatory comments, will receive a mark of zero for that assessment task and a warning letter will be issued.

Invalid tasks

In rare circumstances, if a task is determined by the Principal to be invalid, students will be informed in writing by the Campus Supervisor. The Principal may determine that the weighting of the task will be reduced, and a replacement task added with weightings adjusted accordingly. A minimum of two weeks' notice will be given for the additional task.

Technological failure

Students are solely responsible for maintaining backups of all personal data files, independent of the SCL's computers and network. Technology and computer problems (e.g., broken computer, faulty USBs, printing issues, submission issues) will not be accepted as valid excuses for late submission of work.

An extension may be granted if students can provide independent evidence of the technological failure, such as attempts to rebuild or recover printouts of drafts or partial drafts or associated notes and summaries, or if an Illness/Misadventure Application is completed and submitted to the Campus Supervisor with all supporting evidence attached. The Assessment Review Panel will determine the appeal, in consultation with the respective Campus Supervisor. No further appeal will be considered after determination.

Official warning letters - 'N' Determination

NESA has delegated to principals the authority to determine if students seeking the award of the Preliminary RoSA at their school have satisfactorily completed each Board Developed and/or Board Endorsed Course in which they are enrolled in accordance with NESA requirements. Principals therefore will determine if there is sufficient evidence that each student has applied themselves with **diligence and sustained effort** to the set tasks and experiences provided in the course.

Attendance is an integral part of satisfactorily completing a course. It is a matter for the class teacher's professional judgment to determine whether or not a student has made a genuine attempt to complete course requirements. Students must make a serious attempt at assessment tasks that contribute in excess of 50% of the total assessment mark.

If at any time it appears that a student is at risk of being given an 'N' Determination (non-completion) in any course, the Supervisor must warn the student as soon as possible and advise the parent or guardian in writing. This warning should be given in time for the problem to be corrected and should provide advice about the possible consequences for the Preliminary RoSA eligibility if an N-Determination in a course has been issued. The Supervisor must:

- advise the student in writing of the tasks or actions to be undertaken in time for the problem to be corrected
- advise the parent or guardian in writing
- request from the student or parent/guardian a written acknowledgement of the warning
- issue at least one follow-up warning letter if the issue has not been corrected
- retain copies of the warning notice(s) and other relevant documentation.

Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising assessments cannot be regarded as having satisfactorily completed the course. The Principal will then issue an N-Determination and advise NESAs. An N-Determination will mean that the student may not be eligible for the award of the RoSA.

At SCL, where a student fails to comply with NESAs or SCL requirements for the satisfactory completion of the Preliminary course, the student will receive an **official warning letter** from the SCL outlining the nature of any outstanding work or assessment tasks.

The warning letter is designed to give the student the opportunity to redeem themselves. The letter will contain details of work to be completed and the timeframe for completion and return. To redeem an official warning letter, the student **must comply** with the letter's requirements in full. If a warning letter is issued for an assessment task, and the student has an appeal related to that task upheld, then the appeal decision overrides the warning letter for that task.

Appeals

Applying for illness and misadventure provisions

Illness/misadventure provisions exist to support students when their performance in an assessment task is affected by circumstances beyond their control. As assessment tasks are intended to be a measure of a student's actual task performance, applications must relate to illness or misadventure suffered **immediately before or during** the task that has affected the student's performance in the task. The Assessment Review Panel may consider exceptional circumstances.

Applications may be in respect of:

- illness or injury: that is, illness or physical injuries suffered directly by the student which affects the student's performance in the task.
- misadventure: that is, any other event beyond the student's control which affects the student's performance in the task (e.g., the recent death of a family member or friend, or an exceptional circumstance).

Reasons likely to be **unsuccessful** include:

- holidays
- routine medical or dental appointments
- driving tests
- part-time work commitments and
- routine sporting commitments.

The SCL's illness/misadventure procedures aim to replicate the NESAs HSC process. NESAs will not uphold an Illness/Misadventure Application if the reason for your absence is not considered to be sufficiently serious.

The SCL does not expect you to attend Campus to complete or submit an assessment task against specific medical advice. If you cannot attend Campus because of illness or misadventure, you must follow the SCL's Illness/Misadventure Procedures.

Students who miss a task due to illness, an emergency or other extraordinary circumstance must make every effort to contact the Campus before classes begin on the Saturday. They must contact the Campus either by phone or email before 9am. They **must** then see the Campus Supervisor on the first Saturday of their return, before attending class, to submit a completed Request for Consideration form with evidence explaining their absence.

If the student's absence extends beyond the date of the assessment task, the student must contact the Campus Supervisor on any additional Saturday of absence to advise them of the extended absence. On the first Saturday of their return, additional independent evidence, such as a medical certificate which covers the additional dates of absence, must be presented to the Campus Supervisor.

All applications for illness or misadventure must be submitted on a Request for Consideration form.

When completing a Request for Consideration form, you should pay close attention to the instructions and complete all relevant sections. Submitting an incomplete form could jeopardise the success of your application.

Please note: The form must be submitted to the Campus Supervisor on the first day of the student's return. The form may be accessed online on the SCL website.

It is very important to provide evidence with your application. If possible, this should be from an independent source (that is, the person providing the evidence is not related to you in any way and is not a friend or work colleague of your parents). You should seek evidence on the same day, either immediately before or after the assessment task for which you are applying.

The documentation you provide must be current, specific to the date and time of the assessment task and submitted with the application form.

A medical certificate that includes the date of the task is always required to support an Illness/Misadventure Application due to illness.

A medical certificate that merely states you were unfit for work/study may not be sufficient and more information may be required by the Principal, including 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 the student's performance in the assessment task.

The medical certificate must be completed by a medical practitioner registered with the Australian Health Practitioner Registration Agency (AHPRA). This can be checked via www.ahpra.gov.au.

For more information, refer to NESAs Assessment Certification Examination (ACE) 11003 [Procedures for Lodging an Appeal](#).

Note:

- There is no guarantee that an application for illness/misadventure will be approved.
- 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](#).)
- Students who miss a task and fail to provide documentation will be given a zero mark for the task and a warning letter will be issued.
- Students must be prepared to sit for the missed task on the first day of return to classes

Alternative tasks

After an application for illness or misadventure has been approved by the SCL Campus Supervisor, the Assistant Supervisor and teacher may:

- arrange for the student to attempt **an alternative task** which may include similar outcomes to the missed task.

OR

- schedule an alternative date for the student to submit the task in case it involves a submission.

If the application is declined, one of two outcomes may then occur in accordance with NESAs rules and procedures:

- original task submitted or attempted **on the allocated date of the assessment task** – the original task will be marked with feedback provided, and this earned mark will apply; or
- original task was submitted or attempted late – the original task will be marked with feedback provided; however, a **zero mark** will be officially awarded.

Irrespective of the outcome of the illness/misadventure appeal, all students will be required to complete the task/alternative task to show evidence that the student has met the course completion requirements.

Estimated assessment mark

If the application has been approved and it is determined that it is not possible for the student to complete an alternative task, the outcome may require a maintenance of rank to ensure the student is not disadvantaged. An estimated mark for the task may be given based on their current performance in the course in consultation with the teacher and the Curriculum Coordinator.

School-based assessment task appeals procedure

If a student and/or a parent/carer questions or has concerns relating to a marked assessment task or an assessment task for which a mark of zero has been awarded, an appeal must be made by the student to the Campus Supervisor within 7 days of notification of the mark.

The appeal must be based on evidence of a breakdown in process or procedure in the administration of the task or the marking processes.

The completed 'SCL Appeal' against a task result must be submitted to the Campus Supervisor by email or in-person. Appeals are referred to the Assessment Review Panel for determination. The panel may comprise the Principal or Principal's delegates. If the appeal is upheld, the decision of the panel will override any warning letters issued for that task.

Assessment reviews and appeals for student ranking

In cases where the official Preliminary assessment ranking differs significantly from the ranking students expected to receive for that course, students may request a review of the ranking in that subject. Any dispute over an individual task must be raised at the same time the task is returned to the student. If the student is not satisfied with the result of the review by the SCL Assessment Review Panel, they may appeal to NESAs directly.

The marks or grades awarded for individual tasks will not be subject to review as part of this process.

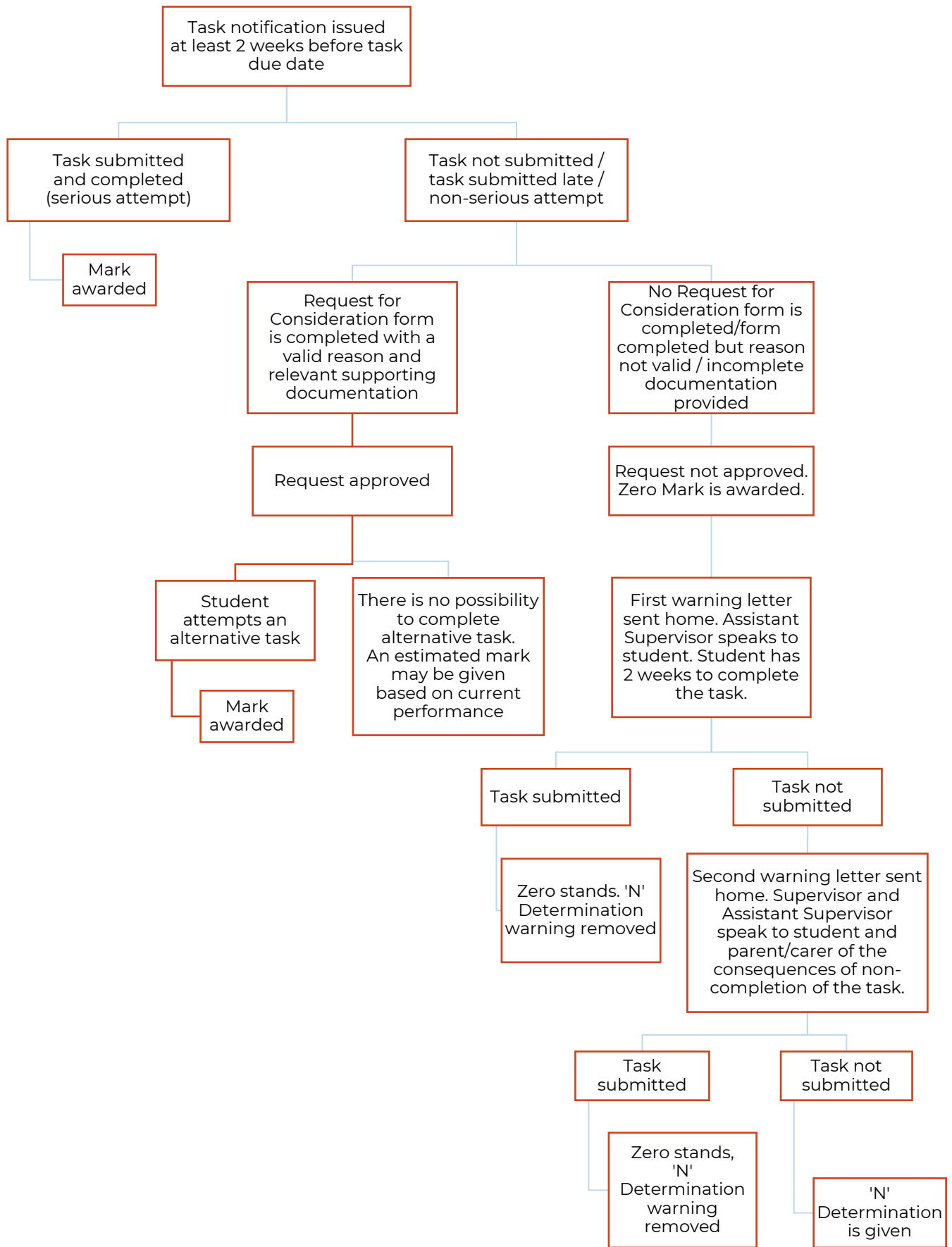
Requests for review of an assessment mark

This may be based only on the following three official grounds:

- The weightings that were used are not those specified by NESA in the syllabus document
- The SCL's procedures for determining the assessment marks do not comply with its assessment policy
- There are computational or other administrative errors in the determination of the assessment mark.

Further information on both NESA and SCL HSC Assessment Policy may be sought from the Campus Supervisor, Campus Executive, or respective class teachers. Outside the SCL, students can seek advice from the School-based Assessment team at NESA, on (02) 9367 8451; or the [NESA](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/assessment) website at <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/Understanding-the-curriculum/assessment>

Assessment task flowchart



Student work samples

The award 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, Campuses are required to keep student work samples and corresponding assessment tasks for Preliminary students.
- Campuses 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 course that is typical of the student(s) awarded a particular grade (A to E) by the SCL.

Preliminary grade descriptors

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.

For more information about the RoSA, go to the NESA website at educationstandards.nsw.edu.au

Summary of assessment components

Continuers Course in Arabic, Chinese, Italian, Japanese, Korean, Modern Greek, Spanish and Vietnamese

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

CCAFL Continuers Course in Armenian, Croatian, Filipino, Hindi, Khmer, Macedonian, Persian, Polish, Portuguese, Punjabi, Russian, Serbian and Turkish

Assessment Components	Weighting
Interacting in Language	20
Analysing Language	50
Creating meaning in Language	30
	100

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

Assessment Components	Weighting
Interacting	25
Processing and responding	50
Composing	25
	100

[Language] and Literature Course in Chinese and Korean

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

Assessment schedules

CCAFL Continuers

Armenian, Croatian, Filipino, Hindi, Khmer, Macedonian, Persian, Polish, Portuguese, Punjabi, Russian, Serbian, and Turkish

Components and outcomes assessed (refer to syllabus)	Weighting (syllabus)	Task 1 Term 1 Week 8 23 March 2024		Task 2 Term 2 Week 5 1 June 2024		Progress report issued	Task 3 Term 3 Weeks 4 & 5 17 & 24 August 2024		Final report issued
		2.1, 2.2, 2.3		2.3, 2.4, 3.3			1.1, 1.2, 2.1, 2.4, 3.1, 3.2, 3.3		
		Mark	Weighting	Mark	Weighting		Mark	Weighting	
Interacting [in language]	20%						20	20%	
Analysing [Language]	50%	30	30%	10	10%		10	10%	
Creating meaning in [Language]	30%			20	20%		10	10%	
Task total	100%		30%		30%			40%	

Preliminary Continuers

Arabic, Chinese, Italian, Korean, Modern Greek, Spanish, and Vietnamese

Components and outcomes assessed (refer to syllabus)	Weighting	Task 1 Term 1 Week 8 23 March 2024		Task 2 Term 2 Week 5 1 June 2024		Progress report issued	Task 3 Term 3 Weeks 4 & 5 17 & 24 August 2024		Final report issued
		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 Objective: 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 Objective: 2 Outcomes: 2.1, 2.2, 2.3	20%	10	10%				10	10%	
	100%		30%		30%			40%	

Preliminary [Language] in Context

Chinese, Japanese and Korean

Components and outcomes assessed (refer to syllabus)	Weighting (syllabus)	Task 1 Term 1 Week 8 23 March 2024		Task 2 Term 2 Week 5 1 June 2024		Progress report issued	Task 3 Term 3 Week 5 24 August 2024		Final report issued
		LXXC6-1, LXXC6-2, LXXC6-8, LXXC6-9		LXXC6-4, LXXC6-5 LXXC6-8, LXXC6-9			LXXC6-3, LXXC6-5 LXXC6-6, LXXC6-7		
		Mark	Weighting	Mark	Weighting		Mark	Weighting	
Interacting	25%	25	25%						
Processing and responding	50%			10	10%	40	40%		
Composing	25%	5	5%	20	20%				
Task total	100%		30%		30%		40%		

Preliminary [Language] and Literature

Chinese and Korean

Components and outcomes assessed (refer to syllabus)	Weighting (syllabus)	Task 1 Term 1 Week 8 23 March 2024		Task 2 Term 2 Week 5 1 June 2024		Progress report issued	Task 3 Term 3 Week 5 24 August 2024		Final report issued
		Mark	Weighting	Mark	Weighting		Mark	Weighting	
Speaking Objective: 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 Objective: 2 & 4 Outcomes: 2.1, 2.2, 2.3, 2.4, 2.5	30%			15	15%	15	15%		
	100%		20%		40%		40%		

Further information

Checklist of student responsibilities

- I acknowledge, by signature and date, that I have received and read the Preliminary assessment policy and Preliminary assessment schedules.
- I will attend regularly, punctually and complete all assessment tasks. I acknowledge that the SCL calendar is provided in advance to allow for planning ahead appropriately.
- I will keep a record of my assessment marks and ranks.
- For a missed task I will complete the Request for Consideration form with appropriate supporting documentation, following the guidelines outlined in this policy.
- For a school-based assessment task appeal I will complete the Appeal form within 7 days of notification of the mark, following the guidelines outlined in this policy.

Student full name: _____

SCL Campus: _____

Teacher: _____

Student signature: _____

Date signed: _____ / _____ / _____

Request for Consideration form



Request for Consideration form

Students who miss an assessment task due to illness or misadventure or as a planned absence must complete this form and submit it to their Campus Supervisor on the first day of their return or in the case of planned absence in advance of their absence.

Student details

Given names: _____

Family name: _____

Language: _____ Year: _____

Teacher name: _____

Task details

Assessment task: _____ Date of task: ____/____/____

Reason for absence: _____

Evidence provided: Medical certificate Police report Signed note from parent/carer

Other (please specify) _____

Student declaration

Student signature: _____ Date: ____/____/____

Parent/carer signature: _____ Date: ____/____/____

SCL Campus Supervisor recommendation

Recommendation: Supported Not supported

Comment: _____

SCL Supervisor signature: _____ Date: ____/____/____

Submitting a Request for Consideration

In line with NESA procedures, the Secondary College of 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 advice either immediately before or after each task and present a medical certificate to the centre supervisor on their first Saturday back at school. Students who experience misadventure must have a signed report of the event completed by a relevant person (such as a police officer or counsellor). The person completing Section A, B or C must NOT be related to the student.

Supporting documentation must cover the **Saturday that the assessment task was missed** by the student. Medical certificates that do not cover the appropriate dates will not be accepted as valid supporting documentation.

If students are aware of a valid reason for missing a scheduled assessment **in advance** they must notify the campus supervisor before the task, complete the form and provide evidence. Be advised that reasons not deemed appropriate may not be accepted and students must still sit the task or they will be issued with a warning for missing a task.

Section A: Illness

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

Please attach medical certificate to this application, ensuring it includes:

1. Diagnosis of medical condition
2. Details of onset of the condition
3. Date(s) and time(s) of all consultations/meetings relating to this condition
4. Description of how the student's condition/symptoms could affect their examination performance or ability to complete a task
5. Any other comments or information which may assist in the assessment of the student's appeal.

Please note that a medical certificate stating only 'illness' will not be accepted. Any fee for providing this report is the responsibility of the student. For further information refer to NESA Assessment Certificate Examination (ACE) 11003 Procedures for lodging an appeal.

or

Section B: Misadventure

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
4. Any other comments or information which may assist in the assessment of the student's appeal.

The report must also indicate whether:

1. The person completing the report was a witness to the event and if not, how the person completing the report obtained the evidence they provided
2. The person completing the report is known to the student and if yes, what is the nature of their relationship.

or

Appeal form



Assessment Appeal Form

Tick either 1 or 2

1. Illness or Misadventure or Extraordinary Circumstances Application

This form must be submitted to the SCL Campus Supervisor by email, as early as possible and not later than the submission date.

OR

2. Appeal against a task result

This form must be submitted to the SCL Campus Supervisor of the course by email, within 7 days of notification of the result.

Section 1: To be completed by student and SCL Campus Supervisor		
Student name:	Year:	
Course:	Task no:	Submission date:
Explain the reason for this application:		
Supporting documentation must be attached <i>(please tick)</i>		
<input type="checkbox"/>	Doctor's certificate	
<input type="checkbox"/>	Other	
SCL Campus Supervisor name:	Date:	

Section 2: To be completed by SCL Campus Supervisor	
<input type="checkbox"/> Extension of time without penalty	Revised submission date:
<input type="checkbox"/> Substitute task	Revised submission date:
<input type="checkbox"/> Zero mark awarded. Task to be completed for demonstration of outcomes	Revised submission date:
Explanation:	
SCL Campus Supervisor's name:	Date:
<p>Right of appeal to Assessment Review Panel: A student and/or supervisor has the right to appeal this decision, within 7 days of its notification. To appeal, the student and/or supervisor must submit this form PLUS a written response stating the grounds for appeal, to the Campus Supervisor. The decision of the panel is final.</p>	

SCLanguages.School@det.nsw.edu.au

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Section 3: To be completed by Assessment Review Panel

Assessment Review Panel decision:

Appeal upheld

Estimate given based on evidence

Alternate task to be provided

Revised submission date:

(The estimate will not be finalised until the end of the course based on performance across the course)

Appeal denied

ZERO mark awarded. Task to be completed for demonstration of outcomes

Other

Explanation:

Signed

Date

Preliminary study guide

Speaking study tips

- Practise 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 allow 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 study tips

- 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 study tips

- 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.

Writing study tips

- Apply your knowledge of 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.

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.

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
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

Useful links

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

Contact us

Head office

Phone: 02 7814 2115
Email: SCLanguages.School@det.nsw.edu.au
Address: 105 Phillip St, Parramatta NSW 2150
Website: sclanguages.schools.nsw.gov.au

The SCL Head office is contactable Monday to Friday during school hours throughout the school term. When enquiring about a student, please include the following information:

- student's full name
- student's weekday school
- SCL Campus the student attends
- student's year group and language course.



Say hello on social media

 [SCL](#)
 [@SC.Languages](#)
 [@SCLanguages](#)



We acknowledge the homelands of all Aboriginal and Torres Strait Islander peoples. We pay our respect to the Elders, past and present, for they hold the memories, traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.