



# 2024 Years 7-9 Assessment Policy

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# Assessment

Assessment at the Secondary College of 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 through the central goal of Communicating. In Communicating, students use language to interact, understand texts and create texts. Students gain knowledge of language systems as an essential part of communication. They also develop their intercultural capability to exchange, understand and create meaning between people and across languages and cultures. 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](#).

## Disability provisions

Students with disability needs may require adjustments to assessment activities to enable access to the task and equitable opportunity to demonstrate what they know and can do. Providing an adjustment does not restrict a student's access to the full range of grades.

Students and their parents are responsible for informing SCL of the disability and providing relevant evidence where required or relevant, including adjustments to coursework, assessment activities and tasks at the student's weekday school. The SCL will endeavour to apply accommodations/adjustments where possible.

## Classwork and tasks

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

The assessment program will take place throughout the year, with your teacher 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/mini-tasks
- 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.

\*Assessment notifications will be issued for mid-year and end of year assessments.

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. Samples of your work will be kept by your teacher as evidence of your progress and achievement and will be shown to your parent/caregiver at teacher interviews.

# Notice of assessment tasks

Assessment notifications will be issued for mid-year and end of year assessments. 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.

## Missed assessment tasks

If you miss any of your formal assessments, notify your Campus Supervisor as soon as possible, preferably before the due date. In the event of illness or misadventure on the day of your assessment, you must contact your Campus in the morning, before the commencement of the task. On the first Saturday you return, you must also provide a note from your parent/guardian or a medical certificate explaining your absence, before alternative arrangements can be made. **All tasks should be attempted, even if you were absent (due to any reason) from the task.**

# 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.

# Satisfying course requirements

SCL's schedule of assessment tasks and dates for 2024 is on page 14 of this document. This schedule will be followed as published unless there are exceptional circumstances. Students will then receive a new schedule noting the revised date.

## Attendance

If 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.

## Completing informal and formal assessment

The assessment schedule sets out the assessment requirements for the course that determine your final grade. Take a note of specific information, including dates, tasks and outcomes.

Remember that it is a condition of enrolment that you complete the informal and formal assessment under the schedule and conditions specified by the Secondary College of Languages.

## Effort and achievement

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.

# Awarding grades

In your report, you will be awarded a grade in the course you have studied in Years 5-9 this year at the Secondary College of Languages.

The NSW Education Standards Authority (NESA) has provided the Common Grade Scale which describes performance at each of five grade levels. You will be awarded the grade which describes your overall achievement in the course.

## The common grade scale

|          |   |
|----------|---|
| <b>A</b> | The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations. |
| <b>B</b> | The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.                               |
| <b>C</b> | The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.  |
| <b>D</b> | The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.  |
| <b>E</b> | The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills  |



# Reports

The first report will include a grade based on the assessment schedule for Term 1 and Term 2. The second report will include a grade based on the assessment schedule in Term 3 and Term 4 and overall student achievement throughout the year.

Reports will reflect achievement of course outcomes and will be issued at the end of Term 2 and on Presentation Day in Term 4, the last day of the SCL year.

# 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](http://educationstandards.nsw.edu.au)

For all languages, there are 3 outcomes. Please refer to [the Modern Languages K-10 Syllabus](#) on the NESA website for more information.

## Stage 3 (Years 5 and 6) Outcomes

|  |  |
|--|--|
| <p>Stage 3 (Years 5 and 6)<br/>Outcomes –<br/><b>Interacting</b></p> | <p><b>ML3-INT-01</b><br/>A student uses exchanges information and opinions in familiar contexts by using culturally appropriate rehearsed language</p> |
| <p><b>Understanding texts</b></p>                                    | <p><b>ML3-UND-01</b><br/>identifies and responds to information and opinions in texts to demonstrate understanding</p>                                 |
| <p><b>Creating texts</b></p>   | <p><b>ML3-CRT-01</b><br/>creates a range of texts for familiar communicative purposes by using culturally appropriate rehearsed language</p>           |

In Stage 3, a range of class activities, exercises and tasks will be used as part of formative assessment to gather data and assess students' achievement.

## Stage 4 (Years 7 and 8) Outcomes

|                            |  |
|----------------------------|--|
| <b>Interacting</b>         | <b>ML4-INT-01</b><br>exchanges information and opinions in a range of familiar contexts by using culturally appropriate language |
| <b>Understanding texts</b> | <b>ML4-UND-01</b><br>interprets and responds to information, opinions and ideas in texts to demonstrate understanding            |
| <b>Creating texts</b>      | <b>ML4-CRT-01</b><br>creates a range of texts for familiar communicative purposes by using culturally appropriate language       |

## Stage 5 (Year 9) Outcomes

|                            |   |
|----------------------------|---|
| <b>Interacting</b>         | <b>ML5-INT-01</b><br>exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language |
| <b>Understanding texts</b> | <b>ML5-UND-01</b><br>analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding        |
| <b>Creating texts</b>      | <b>ML5-CRT-01</b><br>creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language          |

## Macro skills

There are four macro skills, also known as language modes: Listening, reading, speaking, and writing. They are related to focus areas as shown in the table below.

| Interacting | Understanding texts* | Creating texts |
|-------------|----------------------|----------------|
| Listening   | Listening            |                |
|             | Reading              |                |
| Speaking    | Speaking             | Speaking       |
|             | Writing              | Writing        |

*\* The response to texts may be in English or [Language].*

### Representation of language systems and culture

The syllabus content is organised to show that knowledge of language systems and culture is required to communicate across all 3 focus areas as shown in the table below.

| Interacting        | Understanding texts | Creating texts     |
|--------------------|---------------------|--------------------|
| Sound system       | Sound system        | Sound system       |
| Vocabulary         | Vocabulary          | Vocabulary         |
| Grammatical system | Grammatical system  | Grammatical system |
|                    | Writing system      | Writing system     |
| Culture            | Culture             | Culture            |

# Years 7–9 assessment schedule

| <b>Outcomes</b><br>Refer to syllabus   | <b>Task 1 - Mid Year</b><br><b>Term 2 - Weeks 5 &amp; 6</b><br>1st & 8 June 2024  | <b>Task 2 - Yearly</b><br><b>Term 4 - Weeks 2 &amp; 3</b><br>26 Oct & 2 Nov 2024 |
|--|---|--|
| <p><b>Interacting</b><br/> <b>Years 7 and 8</b><br/> <b>ML4-INT-01</b> exchanges information and opinions in a range of familiar contexts by using culturally appropriate language<br/> <b>Years 9</b><br/> <b>ML5-INT-01</b> exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language</p> |   |  |
| <p><b>Understanding texts</b><br/> <b>Years 7 and 8</b><br/> <b>ML4-UND-01</b> interprets and responds to information, opinions and ideas in texts to demonstrate understanding<br/> <b>Year 9</b><br/> <b>ML5-UND-01</b> analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding</p>            | All focus areas will be assessed<br><br><b>A-E</b>  | All focus areas will be assessed<br><br><b>A-E</b>                               |
| <p><b>Creating texts</b><br/> <b>Years 7 and 8</b><br/> <b>ML4-CRT-01</b> creates a range of texts for familiar communicative purposes by using culturally appropriate language<br/> <b>Year 9</b><br/> <b>ML5-CRT-01</b> creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language</p>              |   |  |
| <p><b>Informal Formative Assessment</b></p> <ul style="list-style-type: none"> <li>• Teacher observation of student learning</li> <li>• Classroom activities</li> <li>• Homework assignments</li> <li>• Mini tests /mini- tasks</li> <li>• Group and pair work</li> <li>• Participation and interaction.</li> </ul>                                    | <p style="text-align: center;"><b>A-E</b></p> A range of class activities, exercises and tasks will be assessed throughout the semester |  |

Assessment notifications will be issued for mid-year and end of year assessments.

# Contact us

## Head office

Phone: 02 7814 2115

Email: [SCLanguages.School@det.nsw.edu.au](mailto:SCLanguages.School@det.nsw.edu.au)

Address: 105 Phillip St, Parramatta NSW 2150

Website: [sclanguages.schools.nsw.gov.au](http://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** Secondary  
College of  
Languages

| Connection | Diversity | Excellence

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.