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## 1.1 How will NSW School of Languages report on student achievement?

Assessment at NSW School of Languages is an integral part of the learning process.

Student progress in learning EAL/D will be assessed according to the course components prescribed in the syllabus and outlined in the table on page 3 of this document.

**Reporting Period 1** - refer to page 2 of the [NSL Assessment and Progress Report Dates](#) document that can be found on the school website.

A **grade** which best reflects the achievement of the student up to that time will be awarded. This grade will be calculated from the assessment task administered during this period and ongoing assessment of the 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** - refer to page 2 of the [NSL Assessment and Progress Report Dates](#) document that can be found on the school website.

Students will be awarded a mark based on the assessment tasks administered during this period, the Course Work and the Preliminary Course Examination. 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 the NESA for the students' RoSA (*Record of School Achievement*). It will not appear on their report.

## 1.2 What are the assessment components of the Year 11 Course?

EAL/D HSC Course Assessment Schedule 2024

Component	Task 1		Task 2		Task 3 (Yearly)		Total Weighting %
	Term 1 Week 10 3 April 2024		Term 2 Week 9 26 June 2024		Term 3 Week 8 13 September 2024		
	Outcomes assessed EAL11-1A, EAL11-3, EAL11-4, EAL11-5, EAL11-7, EAL11-8		Outcomes assessed EAL 11-1B, EAL11-2, EAL11-3, EAL11-5, EAL11-8		Outcomes assessed EAL11-1A, EAL11-1B, EAL11-2, EAL11-3, EAL11-4, EAL11-5, EAL11-6, EAL11-7, EAL11-8		
	Marks	Weighting %	Marks	Weighting %	Marks	Weighting %	
Knowledge and understanding of course content	15	15%	20	20%	15	15%	50%
Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes	15	15%	20	10%	25	25%	50%
Total %	30	30%	40	30%	40	40%	100
Nature of task	Multimodal Presentation Listening & Writing task		Focus on Writing, Speaking Creative, persuasive, discursive or informative writing		Yearly Examination Reading, Focus on Writing and Listening		
Module	Module A Language and Texts in Context		Module B Close Study of Text		Modules A and C		
Prescribed Text	Based on You Tube clip		Film <i>Rabbit-Proof Fence</i>				

The Year 11 formal school-based assessment program is to reflect the following requirements:

- ♣ three assessment tasks
- ♣ the minimum weighting for an individual task is 20%
- ♣ the maximum weighting for an individual task is 40%
- ♣ only one task may be a formal written examination

### 1.3 What objectives and outcomes will be assessed?

**Table of Objectives and Outcomes – Continuum of Learning**

<b>Objective A</b>  Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: <ul style="list-style-type: none"> <li>• communicate through speaking, listening, reading, writing, viewing and representing*.</li> </ul>	
<b>Year 11 course outcomes</b>  A student:	<b>Year 12 course outcomes</b>  A student:
<b>EAL11-1A</b> responds to and composes increasingly complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure  <b>EAL11-1B</b> communicates information, ideas and opinions in familiar personal, social and academic contexts  <b>EAL11-2</b> uses and evaluates processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies	<b>EAL12-1A</b> responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure  <b>EAL12-1B</b> communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts  <b>EAL12-2</b> uses, evaluates and justifies processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies

\* The modes of speaking and listening are integral to the development of students' language skills for students who are developing in their acquisition of the English language. For some students with disability, teachers will need to consider relevant and appropriate adjustments to speaking, listening and communication experiences within the context of the *English EAL/D Stage 6 Syllabus*.

## Objective B

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:

- use language to shape and make meaning according to purpose, audience and context.

### Year 11 course outcomes

A student:

**EAL11-3** identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses their effects on meaning

**EAL11-4** applies knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts

### Year 12 course outcomes

A student:

**EAL12-3** identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaning

**EAL12-4** applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts

## Objective C

Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to:

- think in ways that are imaginative, creative, interpretive and critical.

### Year 11 course outcomes

A student:

**EAL11-5** thinks imaginatively, creatively, interpretively and critically to respond to and represent complex ideas, information and arguments in a wide range of texts

**EAL11-6** investigates and explains the relationships between texts

### Year 12 course outcomes

A student:

**EAL12-5** thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts

**EAL12-6** investigates and evaluates the relationships between texts

<b>Objective D</b>  Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: <ul style="list-style-type: none"> <li>• express themselves and their relationships with others and their world.</li> </ul>	
<b>Year 11 course outcomes</b>  A student:	<b>Year 12 course outcomes</b>  A student:
<b>EAL11-7</b> understands and assesses the diverse ways texts can represent personal and public worlds  <b>EAL11-8</b> identifies, explains and reflects on cultural references and perspectives in texts and examines their effects on meaning	<b>EAL12-7</b> integrates understanding of the diverse ways texts can represent personal and public worlds  <b>EAL12-8</b> analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning

<b>Objective E</b>  Through responding to and composing a wide range of texts and through the close study of texts, students will develop knowledge, understanding and skills in order to: <ul style="list-style-type: none"> <li>• learn and reflect on their learning through their study of English.</li> </ul>	
<b>Year 11 course outcomes</b>  A student:	<b>Year 12 course outcomes</b>  A student:
<b>EAL11-9</b> reflects on, assesses and monitors own learning and develops individual and collaborative processes to become an independent learner	<b>EAL12-9</b> reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

## **1.4 What criteria will be used to judge performance in tasks?**

**The following criteria may be used:**

### **Reading**

In their answers students will be assessed on how well they:

- respond to stimulus text and demonstrate understanding of the way language shapes and expresses perceptions.

### **Writing**

In their answers students will be assessed on how well they:

- demonstrate understanding of the ways language shapes and expresses perceptions
- write text appropriate to context, purpose and audience
- organise, develop and express ideas.

### **Listening**

In their answers students will be assessed on how well they:

- demonstrate understanding of the relationship between language, text, audience and purpose.

### **Multimodal**

In their answers students will be assessed on how well they:

- use appropriate volume, stress, intonation and pronunciation
- use appropriate register for different situations and functions
- use appropriate conventions of grammar, sentence structure and appropriate vocabulary
- demonstrate understanding of the ways language shapes and expresses perceptions
- write text appropriate to context, purpose and audience
- organise, develop and express ideas.

### **Focus on Writing**

In their answers students will be assessed on how well they:

- analyse, evaluate or reflect on the expressive, aesthetic and imaginative qualities of the texts studied
- compose a sustained written response for a particular purpose, context and audience
- use appropriate language forms, features and structures to communicate ideas in the chosen form
- write and edit a text appropriate to context, purpose and audience.

## **1.5 What information will be given before assessment tasks?**

Students will be notified of each assessment task on Canvas or by email two weeks before the assessment.

Two weeks before the Preliminary Course Examination the **EAL/D Year 11 Examination Assessment Notice** will be posted on the NSW School of Languages website. It will also be uploaded to Canvas. Supervisors will be informed of this by email; students – by email and SMS.

These notices will contain specific information on:

- the time and venue of the assessment
- the format of the tasks
- task descriptions
- the criteria to be used in assessing the tasks.

## **1.6 What feedback will be given on student performance in assessment tasks?**

When tasks have been marked students will be supplied with:

- detailed Marking Guidelines including sample answers where appropriate
- the criteria used in judging students' performance
- detailed comments on the individual student's performance.

A Report will be issued after the Preliminary Course Examination indicating assessment marks awarded for each component of the course, as well as a total mark and an overall rank in the course.

## **1.7 How to make further enquiries**

If you have any questions about your Year 11 Course studies at NSW School of Languages, please contact your teacher via email or phone.