



NSW School of Languages

Stage 5 - Years 9 and 10

Assessment and Reporting Policy

This document should be read in conjunction with the Year 9 and Year 10 Assessment Information documents available in ***Assessment and Reporting*** on our school website.

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Introduction

This document has been written to provide students and parents with a detailed understanding of the assessment process at the NSW School of Languages.

Definition of *assessment and reporting*

Assessment is the process of collecting evidence of student learning, in order to draw an inference about an individual's (or a group's) current level of attainment. The fundamental purpose of assessment and reporting is to improve student learning (Principles of Assessment and Reporting in NSW Public Schools, 2008 p1).

Reporting is the process of communicating information to a range of stakeholders about student learning, including the level of attainment and the progress made by the student.

Purpose of assessment

Assessment provides information for those involved in the teaching and learning process to compare what is known and can be demonstrated against standards. Teachers need to be clear on what they are assessing and why.

Assessment takes **many** forms in schools and classrooms:

- formal and informal observation, including discussion with students
- formal assessment tasks
- formative monitoring and adjustment of teaching
- summative assessment at key points
- comparing evidence of achievement with other students
- comparing evidence of achievement against syllabus standards.

Assessment provides vital information at the point of planning, along the way, and at the end of a cycle, in preparation for the next teaching and learning cycle. In a standards-referenced framework, teachers can compare student achievement against syllabus standards that remain constant over time.

1. **Assessment FOR learning in the K-10 syllabuses:**

The K-10 syllabuses promote **assessment for learning**, as this is a type of quality assessment that has had world-wide success in enhancing teaching and improving student learning. **Assessment for learning** gives students opportunities to produce work that leads to development of their knowledge, understanding and skills. Teachers decide how and when to assess student achievement, as they plan the work students will do, using a range of appropriate assessment strategies including self-assessment and peer assessment.

Assessment for learning:

- is an essential and integrated part of teaching and learning
- reflects a belief that all students can improve
- involves setting learning goals with students
- helps students know and recognise the standards for which they are aiming
- involves students in self-assessment and peer assessment
- provides feedback to help students understand the next steps in learning and plan how to achieve them
- involves teachers, students and parents in reflecting on assessment data.

2. Assessment AS learning in the K-10 syllabuses:

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

Assessment as learning:

- encourages students to take responsibility for their own learning
- requires students to ask questions about their learning
- involves teachers and students creating learning goals to encourage growth and development
- provides ways for students to use formal and informal feedback and self-assessment to help them understand the next steps in learning
- encourages peer assessment, self-assessment and reflection.

3. Assessment OF learning in the K-10 syllabuses:

Assessment of learning is assessment for accountability purposes, to determine a student's level of performance on a specific task or at the conclusion of a unit, year or stage. The information gained from this kind of assessment is often used in reporting. These professional judgements about student achievement are made at key points in the learning cycle, e.g. at the end of a year or stage.

Assessment of learning:

- is used to plan future learning goals and pathways for students
- provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- provides a transparent interpretation across all audiences.

Effective assessment practice

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

Effective and informative assessment practice:

- **has clear and direct links with the outcomes**

Assessment strategies should be directly linked to and reflect the syllabus outcomes. Syllabus outcomes in stages will describe the standard against which student achievement is assessed and reported.

- **is integral to teaching and learning**

Effective assessment involves selecting strategies that are derived from well-developed teaching and learning activities. The strategies provide information about student progress and achievement that help inform ongoing teaching and learning as well as the diagnosis of areas of strengths and need.

- **is balanced, comprehensive and varied**

Effective assessment involves teachers using a variety of assessment strategies that give students multiple opportunities, in varying contexts, to demonstrate what they know, understand and can do in relation to the syllabus outcomes.

- **is valid**

Valid assessment strategies are those that measure the outcomes the teacher intends to measure. Assessment strategies should accurately and appropriately assess clearly defined aspects of student achievement. An essay, for example, may not be the best way to assess research skills.

- **is reliable**

A reliable assessment strategy is one that consistently and accurately measures students' ability to perform a task. Assessment tasks that use ambiguous questions or questions that assume prior knowledge are the most common reasons for poor reliability.

- **is fair**

Teachers should ensure equal opportunity for success regardless of a student's age, gender, physical or other disability, culture, background, language, socio-economic status or geographic location.

- **engages the learner**

Assessment should be student-centred. Ideally there is cooperative interaction between the teacher and the students. Students should participate in the negotiation of learning tasks and actively monitor and reflect upon their achievements and progress throughout their course.

The syllabus outcomes and the assessment processes to be used should be made explicit to students.

- **values teacher judgment**

Quality assessment practice involves teachers making judgments, on the weight of assessment evidence and well-defined standards about student progress towards the achievement of outcomes.

The reliability of teacher judgments is enhanced when teachers co-operatively develop a shared understanding of what constitutes achievement of an outcome. This is developed through cooperative programming and discussing samples of student work and achievement within and between centres.

- **is time efficient and manageable**

Careful planning of the timing, frequency and nature of assessment will ensure that assessment and reporting is manageable and maximises the usefulness of the strategies selected. A single task can provide evidence of achievement of more than one outcome.

- **recognises individual achievement and progress**

Students should be provided with different opportunities to demonstrate their achievement of outcomes. Assessment using a wide range of tasks ensures all outcomes are covered and individual needs are catered for.

Effective assessment and reporting practice is sensitive to the self-esteem and well being of the student, providing honest and constructive feedback.

Values and attitudes outcomes are an important part of learning that should be assessed and reported. They are distinct from knowledge, understanding and skills outcomes.

- **involves a whole school approach**

An effective and informative assessment policy is developed through a planned and coordinated whole school approach.

Decisions about assessment and reporting cannot be taken independently of issues relating to curriculum, class groupings, programming and resource allocation.

Using the principles of effective assessment practice

A course assessment program begins when teachers program units of work. By incorporating assessment activities into units of work, teachers can meet the needs, interests and abilities of the students, while assessing their progress towards a demonstration of achievement in relation to outcomes.

Teachers can develop programs and units of work using the following process:

1. Identify the outcomes that will be highlighted in the unit.

2. Decide on the subject matter or focus of the unit of work.
3. Decide on the evidence of learning that will be required, how students will demonstrate this in relation to the outcomes, and how this evidence will be gathered and recorded.
4. Select the relevant syllabus content for the identified outcomes relating to the knowledge, understanding and skills that students will develop.
5. Plan the learning experiences and instruction and identify the assessment for learning strategies that will provide the evidence of learning.
6. Ensure a range of assessment strategies is used and that meaningful feedback in a variety of forms can be communicated to students.
7. Provide opportunities to reflect on student progress and modify future learning experiences accordingly.

Developing an assessment program at NSW School of Languages

With the support of the Assessment and Reporting Committee, the faculty Head Teacher and Year 9 teachers will develop an assessment program that best reflects the learning outcomes for their students, using the guidelines outlined in this document.

The assessment program will contain both informal and formal assessment. Examples of these are:

Informal assessment:

- observation of student learning
- face-to-face lesson activities
- course work: completion of written and online exercises, activities and unit tests (where applicable)
- engagement in regular phone lessons.

Formal assessment:

- Course work: completion of written and online exercises and activities, and contribution to online discussions
- Assessment tasks
- Yearly Examination.

Information to be given to students for a formal task

Assessment task notifications will be provided to students two weeks prior to each assessment task, giving more specific information on:

- format and description of the task
- outcomes to be assessed
- topic area/s and work covered on which the task is based
- marking criteria to be used in assessing the task
- marking guidelines (where applicable)

This will help students know what is required from the task and how well they need to perform to achieve the optimal grade.

A sample **Assessment Notification** appears on the next page:

Notice to Supervisors and Students

Year 9 Italian Yearly Examination

This notice should be read in conjunction with the following NSW School of Languages Assessment documents available in *Assessment & Reporting* on the school website:

- [Stage 5 Assessment and Reporting Policy](#)
- [Years 9 – 10 Assessment Information](#)

Date and Venue of Examination

Students will complete the Year 9 Italian Yearly Examination at the **home school** between

Monday 4 November 2019 – Friday 8 November 2019

Examination at the home school

- All students will do the written assessment at their **home school** during the week specified above. This date can only be **changed in exceptional circumstances and after consultation with the Department Head Teacher**.
- Students will be advised by email of individual dates and times for the Speaking Examination to be conducted on the phone. Students will need supervision and access to a telephone in a quiet room.

Course Weightings

The Yearly examination forms part of the overall assessment for the Record of Student Achievement in this course and will be calculated as follows:

Assessment Components	Weightings
Course Work	30%
Assessment 1	10%
Assessment 2	10%
Assessment 3	10%
Yearly Examination	40%

Time frame

The Examination will consist of:

1. **Interacting (Speaking)** - (approximately 3-5 minutes)
2. **Written Paper** – Accessing and Responding (Listening and Reading) and Composing (Writing)
1 hour plus 5 minutes reading time

Scope and Format of the Examination

The Yearly Examination will contribute **40%** towards the assessment for Record of Student Achievement.

Examination Components	Weightings
Speaking	10%
Listening	10%
Reading	10%
Writing	10%

Description of the Yearly Examination

Interacting - Outcomes 5.1C (10 marks)

- Students are **NOT** permitted to take notes or dictionaries into the Speaking Examination
- The examination will consist of a conversation in **ITALIAN** of approximately 3-5 minutes by telephone between the student and the teacher. It will be recorded by the teacher at NSW School of Languages for assessment purposes.
 - Topics of conversation may include: self, family and friends, home, sport, school, leisure activities and hobbies, food, shopping, health and travel.

Written Paper - Outcomes 5.2C, 3C and 4C (40 marks)

Accessing and Responding and Composing

Section I - Listening (10 marks)

- Students are **NOT** permitted to take monolingual or bilingual print dictionaries into the Listening Examination.
- An audio file of the test items will be emailed to the Supervisor one week before the examination period.
- There will be 3 short texts in Italian. Each text will be repeated three times. Questions will be phrased in English and responses will need to be written in **ENGLISH**.

Section II - Reading (10 marks)

- There will be 2 texts in Italian for reading comprehension totaling approximately 200 words. Questions will be phrased in English and responses will need to be written in **ENGLISH**.

Section III - Writing (10 marks)

- There will be 1 writing task. Students will be required to write a dialogue of approximately 80-120 words.

Criteria for Judging Performance

Speaking

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

- communicate across a range of contexts
- express ideas coherently and creatively
- use appropriate vocabulary and sentence structures

Listening

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

- select, summarise and analyse information from a range of spoken texts
- convey the information accurately and appropriately

Reading

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

- select, summarise and analyse information from a range of written texts
- convey the information accurately and appropriately

Writing

Students will be assessed on how well they:

- communicate in writing across a range of contexts, purposes and audiences
- express own ideas coherently and creatively
- use appropriate vocabulary, linguistic structures and features

Procedures for the Yearly Examination

- Supervisors are requested to contact the Head Teacher on (02) 9381 4910 if both the audio file and the Examination paper are not received in the week before the date of the Examination, or if they are faulty.
- **The Supervisor will be sent a link in advance to download the listening audio file by email.**
- The Supervisor is expected to test prior to the day of the assessment, that the audio file is working on the computer/device that will be used. The device is to be a school-owned and not a student-owned device.
- Supervisors are requested to delete the audio file as soon as the Listening section is completed.
- Students **must be supervised** throughout the assessment.
- The date and time for the phone Speaking assessment will be confirmed for each student one week prior to the examination.
- Examinations should be held in a quiet room.
- For procedures, Supervisors are requested to consult and carefully follow the instructions in the
- [Home School Conduct of Exam Guidelines](#) and [Year 9 and 10 Guidelines for the Conduct of Listening and Speaking Examinations](#) documents available on the school website.

Supervisors are requested to:

- keep the original copy of the completed paper in a safe place.
- **scan and email** the completed examination paper to the email address below:

lina.didonato@det.nsw.edu.au

Enquiries and Assistance

Students and Supervisors may contact the class teacher to discuss any aspect of the examination.

Syllabus outcomes to be assessed

The tables that follow set out all of the Outcomes which the NSW Education Standards Authority, Teaching and Educational Standards (NESA) require to be assessed (refer to www.NESA.nsw.edu.au).

Stage 5 Outcomes for students in Years 9 and 10 non-scripted languages except Latin, Russian and Year 10 Modern Greek (please see individual Assessment Information)

Each assessment task will assess some of these outcomes.

Objectives	Syllabus Outcomes
<p>Communicating strand</p> <p>Interacting exchanging information, ideas and opinions, and socialising, planning and negotiating</p> <p>Accessing and responding obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts</p> <p>Composing</p>	<p>A student:</p> <p>5-1C manipulates [Language] in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate</p> <p>5-2C identifies and interprets information in a range of texts</p> <p>5-3C evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences</p> <p>5-4C experiments with linguistic patterns and structures to compose texts in [Language], using a range of formats for a variety of contexts, purposes and audiences</p>
<p>Understanding strand</p> <p>Systems of language understanding the language system including sound, writing, grammar, text structure; and how language changes over time and place</p> <p>The role of language and culture understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity</p>	<p>5-5U demonstrates how [Language] pronunciation and intonation are used to convey meaning</p> <p>5-6U analyses the function of complex [Language] grammatical structures to extend meaning</p> <p>5-7U analyses linguistic, structural and cultural features in a range of texts</p> <p>5-8U explains and reflects on the interrelationship between language, culture and identity</p>

Stage 5 Outcomes for students in Year 9 and 10 scripted languages: Chinese, Japanese and Korean

Each assessment task will assess some of these outcomes.

Objectives	Syllabus Outcomes
<p>Communicating strand</p> <p>Interacting exchanging information, ideas and opinions, and socialising, planning and negotiating</p> <p>Accessing and responding obtaining, processing and responding to information through a range of spoken, written, digital and/or multimodal texts</p> <p>Composing</p>	<p>A student:</p> <p>5-1C manipulates [Language] in sustained interactions to exchange information, ideas and opinions, and make plans and negotiate</p> <p>5-2C identifies and interprets information in a range of texts</p> <p>5-3C evaluates and responds to information, opinions and ideas in texts, using a range of formats for specific contexts, purposes and audiences</p> <p>5-4C experiments with linguistic patterns and structures to compose texts in [Language], using a range of formats for a variety of contexts, purposes and audiences</p>
<p>Understanding strand</p> <p>Systems of language understanding the language system including sound, writing, grammar, text structure; and how language changes over time and place</p> <p>The role of language and culture understanding and reflecting on the role of language and culture in the exchange of meaning, and considering how interaction shapes communication and identity</p>	<p>5-5U demonstrates how [Language] pronunciation and intonation are used to convey meaning</p> <p>5-6U demonstrates understanding of how [Language] writing conventions are used to convey meaning</p> <p>5-7U analyses the function of complex [Language] grammatical structures to extend meaning</p> <p>5-8U analyses linguistic, structural and cultural features in a range of texts</p> <p>5-9U explains and reflects on the interrelationship between language, culture and identity</p>

Assessing student performance

The Common Grade Scale

A to E grades

The Common Grade Scale lets teachers report student academic achievement at any point in time, using clear standards. Teachers will make a professional on-balance judgement to decide which A – E grade best matches the standards their students have achieved, based on assessment information from a number of activities and tasks, both formal and informal, that they have collected over the course of the two terms for each reporting period. The Common Grade Scale shown below will be used to report student achievement in Years 9-10.

The Common Grade Scale describes performance at each of the five grade levels.

A	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	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.
C	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.
D	The student has a basic knowledge and understanding of the content, and has achieved a limited level of competence in the processes and skills.
E	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.

Feedback to students

The aim of feedback is for teachers to communicate to students how well their knowledge, understanding and skills are developing in relation to the outcomes. When planning programs and units of work, teachers need to think about the ways in which they will provide feedback to their students.

Feedback enables students to recognise their strengths and areas for development, and to plan the next steps in their learning. In this way they are given opportunities to improve and further develop their knowledge, understanding and skills.

Teacher feedback about student work is essential for students and is integral to the teaching and learning process. Teachers provide their students with regular opportunities to reflect on their learning. Student self-reflection can also provide valuable feedback to students.

Feedback should:

- focus on the activity and what was expected
- be constructive, providing meaningful information to students about their learning
- correct misunderstandings
- identify and reinforce students' strengths
- state clearly how students can improve
- allow students to take a more active role in their learning.

Forms of feedback include:

- discussion with individual students during a phone lesson or face-to-face lesson
- written annotations and general comments about those aspects of a written activity in which the student excelled and those aspects that still need addressing
- examples of good responses
- self-evaluation.

Consistent teacher judgement

The consistency of judgements about grades between languages will come from:

- following common syllabuses
- using the Common Grade Scale, and
- sharing samples of student work within a specific course.

NSW School of Languages supports teachers' involvement in internal and external professional learning, including HSC Marking.

Teachers in every faculty should have a clear understanding of the standards so that, for example, a Grade B in Spanish Year 9 can represent the same achievement as a Grade B in Chinese Year 9.

Assessing a student's course work

All work submitted will be assessed by the student's teacher against the Common Grade Scale. In determining the student's course work grade, the teacher will take into account both

- the quality and the quantity of course work submitted
- participation in telephone lessons and online forums, where applicable, during the reporting period.

Recording information on student achievement

Teachers will require evidence to support their judgements based on the quality and quantity of written work submitted, online activities completed and number of phone lessons students have engaged in. In addition, they need to record how students have performed on specific assessment activities and tasks.

Generally it is recommended that teachers record information in the following ways:

- marking written and online work.
- recording marks or grades for formal assessment tasks. These assessments will be judged against the Common Grade Scale.

Reporting on student achievement at NSW School of Languages

Student progress in learning a language will be assessed according to the K-10 Syllabus Objectives: Interacting, Accessing and responding, Composing, Systems of Language and the Role of Language and Culture. Assessment of the outcomes will provide a profile of each student. Students will receive a report twice a year: one at the end of Term 2 and one at the end of Term 4.

A single grade which best reflects the overall achievement of the student will be awarded. This grade will be awarded as a result of the quality and quantity of course work done and the general student engagement in the course (including phone lessons and face-to-face lessons (where applicable)).

The Semester 1 report: a single grade will be awarded as a result of the

- quality and the quantity of course work submitted during Semester 1
- participation in telephone lessons and online forums, where applicable
- result of Assessment 1

The Semester 2 report: this grade will be awarded as a result of the

- quality and the quantity of course work submitted during Semester 2
- participation in telephone lessons and online forums, where applicable
- results of Assessments 2 and 3
- result of the Yearly Examination

The following grid illustrates the components of the report:

Reporting period 1			Reporting period 2		
Assessment component	Weighting	Grade	Assessment component	Weighting	Grade
Course Work	15	A-E	Course Work	15	A - E
Assessment 1	10		Assessment 2	10	
			Assessment 3	10	
			Yearly Examination	40	

Components of the Yearly Examination

The examination will consist of:

Interacting – approximately 5 minutes

Written Paper (Accessing and responding and Composing) – 1 hour and 5 minutes reading time

Examination Components	Marks
Interacting (Speaking)	10%
Accessing and Responding (Listening and Reading)	20%
Composing (Writing)	10%
TOTAL	40%

Determining the right grade for students

Reporting with grades requires that teachers use their on-balance judgment in relation to standards. This is a key professional skill. An on-balance judgment will not just focus on a single piece of work or the yearly examination.

Teachers will weigh up the assessment information they have collected for a student **up to that point in time**. This information will come from both formal and informal observations and will be built up over time and in different situations.

The NSW Education Standards Authority, Teaching and Educational Standards supports the **Assessment for Learning** approach. This approach recommends that the information on a student's achievement is collected during the course of learning.

Early in a course or stage where not all outcomes have been met, students are NOT limited only to grades D to E. It is imperative that teachers consider what has been covered so far and how well the students have achieved the relevant outcomes.

Awarding grades

Students receive the grade that best matches the standard of their achievement. It is possible, especially at NSW School of Languages, where many students have extensive knowledge and understanding of their background language, that students will demonstrate high levels of competence in the content studied and in all skill areas.

A student who is a background speaker and can speak, read and write fluently, will not automatically be awarded an A grade. Students are required to participate actively in the course by completing all course work, adhering to weekly phone lessons and attend face-to-face lessons, where possible. It is important that these students have covered the content and outcomes of the course to an outstanding degree to achieve a Grade A in the course.

Assessment for students with special needs

NSW School of Languages is committed to ensuring that the school caters for the needs of all students. Teachers are required to make the appropriate accommodations and adjustments, in order to allow each child to reach his/her potential. A Learning and Support teacher is available at NSL to support students.

Grading for the Record of School Achievement (RoSA)

The assessment program consists of both formal tasks (assessment of learning) and informal tasks (assessment as learning and assessment for learning).

Both formal and informal assessment tasks are used to determine the student learning profile, which is reflected in the school report.

The Record of School Achievement (RoSA) grade is determined by the **Course Performance Descriptors** that have been developed for each language at the **end** of the Stage 5 course.

The NSW Education Standards Authority, Teaching and Educational Standards has the following recommendations for a formal assessment program:

- the four skill areas are assessed at least twice
- all of the outcomes be assessed at least once in the assessment program
- a variety of assessment tasks should be designed so that students are able to demonstrate their achievement in a number of ways
- greater weighting should be given to tasks toward the end of the course
- assemble the information on each student from the assessment tasks to provide an overall picture of the student's achievement
- match the overall picture of each student's achievements to the most appropriate Course Performance Descriptor to allocate the final grade.

The Course Performance Descriptors

Course Performance Descriptors have been developed for each course. They describe the main features of a typical student's performance at each grade measured against the syllabus objectives and outcomes for the course.

Teachers will make the final judgement of the most appropriate grade, on the basis of available assessment information and with reference to the course performance descriptors. In applying these descriptors, teachers should interpret them in terms of standards that can be achieved by Stage 5 students within the requirements of the course. The same course performance descriptors apply to 100-hour and 200-hour courses. This relates to courses studied across Years 9 and 10, and to courses studied exclusively in either Year 9 or Year 10.

The final grade on the school reports and the final grade on the Record of School Achievement may be different. Regular attendance, completion of set work and positive participation will be reflected on the student's **Semester 1** and **Semester 2** NSW School of Languages report. The student's performance in their formal assessment tasks will determine the final grade on the **Record of School Achievement**.

Therefore, the final grade on the school report and the final grade on the Record of School Achievement may differ. Students who work well online, complete their course work, come prepared to face to face days, and make every effort to participate actively, are more likely to perform better in the formal assessment tasks. This is because **all of the formal assessment tasks should be directly related to the themes, topic areas and outcomes being covered in class.**

Students who complete only 100 hours of the Stage 5 Course are entitled to receive a Year 10 grade.

The Year 10 grade for a student who has completed 100 hours in Year 9 and has since left NSW School of Languages may be determined by:

- looking at samples of the student's work
- the reports
- assessment tasks and the project
- and teacher judgement based on the Course Performance Descriptors.

The faculty Head Teacher will play a pivotal role in providing guidance to teachers in making a final grade determination.

Grade A

A student at this grade typically:

- demonstrates a very high level of competence in communicating in [language]
- confidently manipulates [language] to convey meaning when exchanging information, ideas and opinions in a range of contexts

- demonstrates a very high level of skill in accessing and responding to information, and accurately interpreting and evaluating information in a range of texts
- applies extensive knowledge and understanding of grammatical and cultural features to compose texts for a range of purposes, audiences and contexts
- demonstrates extensive understanding of elements of grammar and a very high level of competence in using this to express complex ideas
- demonstrates extensive understanding of the inter-relationship between language and culture and how cultural identity shapes communication

Grade B

A student at this grade typically:

- demonstrates a high level of competence in communicating in [language]
- manipulates [language] to convey meaning when exchanging information, ideas and opinions in a range of contexts
- demonstrates a high level of skill in accessing and responding to information, and interpreting and evaluating information in a range of texts
- applies thorough knowledge and understanding of grammatical and cultural features to compose texts for a range of purposes, audiences and contexts
- demonstrates thorough understanding of elements of grammar and is highly competent in using this to express complex ideas
- demonstrates thorough understanding of the inter-relationship between language and culture and how cultural identity shapes communication

Grade C

A student at this grade typically:

- demonstrates an adequate level of competence in communicating in [language]
- uses sound communication skills to convey meaning and exchange information, ideas and opinions in familiar contexts
- demonstrates an adequate level of skill in accessing and responding to information and interpreting and evaluating information in specific texts
- uses sound knowledge and understanding of grammatical and cultural features to compose texts for familiar contexts, purposes and audiences
- demonstrates sound understanding of elements of grammar and uses this to express ideas in familiar contexts

- demonstrates sound understanding of the inter-relationship between language and culture and how cultural identity shapes communication

Grade D

A student at this grade typically:

- demonstrates a limited level of competence in communicating in [language]
- uses basic communication skills to convey information in short exchanges in familiar contexts
- accesses and responds to information in simple texts in a limited way
- uses basic knowledge and understanding of grammatical and cultural features to compose texts
- demonstrates basic understanding of some elements of grammar and uses this to express ideas
- demonstrates basic understanding of language and culture

Grade E

A student at this grade typically:

- demonstrates a very limited level of competence in communicating in [language]
- uses communication skills to convey information in some familiar contexts
- identifies and provides a very limited response to elementary information
- uses elementary knowledge and understanding of grammatical and cultural features to compose texts
- demonstrates elementary understanding of some elements of grammar
- demonstrates elementary understanding language and/or culture

Unsatisfactory completion of course

If students fail to satisfy minimum course requirements, they will be awarded an 'N' determination.

'N' Award warning letters should be written for:

- **Failure to submit assessable tasks i.e.** those in the Assessment and Reporting Information booklet.
- **Lack of diligence** ie. when a student has failed to complete a significant amount of course work and online activities, engagement in phone lessons and face-to-face lessons. A genuine attempt must be made to complete all course work.

Failure to complete any section of an examination

If a student misses doing any section of the examination they must:

- notify their NSW School of Languages teacher by phone/email **on the day of the Examination**
- follow the phone call with a written explanation to the NSW School of Languages teacher, setting out the reasons for missing the task. They need to complete and sign the *Illness and Misadventure* form. Students should also include any relevant supporting documentation. eg. a medical certificate in the case of illness.

Depending on the reason for non-completion, alternative arrangements for assessment may be made.

Knowledge of an absence in advance

If a student knows in advance that they will be away when they have an examination, the home school Supervisor should contact the NSW School of Languages teacher so that alternative arrangements can be made. An [Exam Change of Date or Venue](#), available on our website, form must be submitted to the Faculty Head Teacher.

Note that if a student does *not* follow the above procedures, or the reason for failing to complete an examination is insufficient, the student will receive a Warning letter and may be in danger of receiving an N award.

Procedures relating to malpractice

All work submitted for assessment must be the student's 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 proven not to 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, and
- assisting another student to engage in malpractice.

Appealing an N Award

A student will be contacted if the NSW School of Languages teacher has recommended that they will be given an N award in their language course. NSW School of Languages will complete a special NSW Education Standards

Authority, Teaching and Educational Standards form (**the Principal's Determination Form**) and send a copy of it to the home school.

If a student wishes to appeal they must:

- advise their NSW School of Languages teacher by phone or email after receiving the **Principal's Determination Form** and
- obtain a **Student Appeal Form** from the Principal of their home school. This form has to be completed and submitted to the Principal, NSW School of Languages by the date indicated on the **Principal's Determination Form**.

NSW School of Languages will follow NESA procedures by forming a committee to review the appeal.

Appeals against grade awarded

Students wishing to appeal against the grade(s) awarded to them by the school should submit a written appeal, together with evidence, to the Principal, NSW School of Languages. In order to be successful in such appeals, students need to substantiate that the grade awarded in the course was inconsistent with the progressive reporting from the school.

If the appeal is upheld, the Principal, NSW School of Languages will send notification of the new grade to NESA. Where possible, all reviews of the grade awarded in any subject will be resolved within the school. However, provision has been made for subsequent appeals to NESA.

NESA will review the decision only if the school review process was not adequate.

Since the appeal is directed to the progressive reporting by NSW School of Languages, NESA will not revise individual tasks or test marks. If the appeal is upheld, NESA will refer the matter back to the school for a further review.